18. The Impact of Implementing an Additional Verbal and Written Feedback System for Anesthesia Residents

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ABSTRACT

Background: Prior to 2014, written feedback was not often provided to the anesthesia residents outside of their formal evaluations after each rotation. Residents expressed their dissatisfaction with the amount of feedback that they were receiving on the global ACGME Resident Survey in the spring of 2014. To rectify this issue within our own program, a new feedback system was implemented in July 2014 using two new programs to increase the quantity and quality of both written and verbal feedback.

Methods: Feedback Tuesday (FBT): FBT is a condensed version of our resident performance evaluation (one page versus four pages) that takes less than five minutes to complete. It is sent out via a web-based survey to all faculty members each Tuesday to give them an opportunity to complete a short, yet useful evaluation regarding one or all of the residents they worked with that week. The comments are then provided to the residents via an email from the Program Director on a quarterly basis. To encourage faculty participation, a list of faculty members who completed a survey during the prior week is sent out with the survey link each Tuesday.

Daily Feedback Card: These paper cards are located near the ORs. The resident initiates the feedback by taking a card and discussing the talking points listed on the card with their attending physician. The resident receives immediate, focused, verbal feedback. The resident and the attending physician both sign the card. Each card is placed in a locked box, and a coordinator collects the cards from each location. To encourage participation, a drawing is held using all of the cards collected that quarter. The resident whose card is drawn wins a $100 gift card.

Results: For academic year 2014-2015, the FBT program received a total of 914 evaluations, which averaged out to about 76 new evaluations each month, or 19 new evaluations each week. Out of 164 faculty members, 70 people did not complete any evaluations, equaling a participation rate of just over 57%.

The Daily Feedback Cards program collected a total of 347 feedback cards for the 2014-2015 academic year. In a post-implementation survey of 38 residents, 17 agreed that the cards increased the quality of feedback received, and 19 residents agreed that the cards increased the quantity of feedback received.

Conclusions: By utilizing the Daily Feedback Cards and the Feedback Tuesday survey, the program significantly increased the amount of written and verbal feedback that residents received by 10% over the 2014-2015 academic year, impacting the ACGME Resident Survey score, which improved by 23%. Fifty percent of residents surveyed during a post-implementation survey agreed that there was an increase in feedback from faculty. Due to the positive results received, the new programs implemented in 2014 will continue to be used for the 2015-2016 academic year.