

# Evaluation and Feedback of Medical Students Rotating in Emergency Medicine

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## Study Objectives

Evaluating and providing quality feedback to medical students rotating through the emergency department (ED) can be difficult. We hypothesized that implementing daily written evaluations and giving formal mid-rotation feedback would lead to improved faculty interactions and useful, timely feedback. We also assessed whether students and clerkship directors believed evaluation and feedback for medical students are problematic in emergency medicine (EM).

## Methods

During the 2006 academic year, we implemented written evaluations of medical students at each shift and formal feedback sessions were performed mid-clerkship. Surveys evaluating students' satisfaction with feedback were compared to 2005. Additionally, a nationwide survey assessed satisfaction with evaluation and feedback of students in the ED.

## Table 1. Medical Student Survey

- 1) Interaction and evaluation by faculty in emergency medicine is inadequate? (excluding this rotation)
- 2) Daily written evaluations give me a sense I am getting better interaction and evaluation from faculty?
- 3) I normally receive constructive feedback in a timely and useful manner? (excluding this rotation)
- 4) Do mid-rotation feedback sessions reviewing their evaluations help improve the quality and utility of the feedback they receive?
- 5) Number of emergency medicine rotations completed before this one:
- 6) Number of emergency medicine rotations you did where you had to get written evaluations from faculty at each shift:
- 7) Number of emergency medicine rotations that gave you a regular feedback before your rotation was over, either by individual faculty or the clerkship director:

## Results

- The 26 medical students reported higher ratings of the "new" feedback method than the 20 students the prior year (5.96 vs. 5.15,  $p=0.010$ )
- 94% of students were satisfied with the "new" feedback method and daily written evaluations
- Of the students surveyed ( $n=60$ ) 37% thought evaluation and 33% thought feedback are inadequate
- Of the clerkship directors surveyed ( $n=92$ ) 45% thought evaluation and 41% thought feedback are inadequate

## Table 2. Comparison of Feedback Quality

Feedback Score 1-7	Traditional Feedback (n=20)	"New" feedback (n=26)
7	2 (10)	11 (42)
6	5 (25)	4 (15)
5	8 (40)	10 (38)
4	4 (20)	1 (4)
3	1 (5)	0
2	0	0
1	0	0
Mean	5.15	5.96
Difference		0.81 (16)
P value		0.010

## Conclusions

Evaluation and feedback in emergency medicine are perceived as inadequate by a significant number of students and directors. A model using daily written evaluations and mid-rotation formal feedback sessions improve student perception of receiving adequate feedback.

## Limitations

- This unblinded year over year comparison does not account for subject biases or other changes that may have occurred between years.
- There were a limited number of participants at a single institution in the trial.
- The study did not define to the participants what is considered formalized mid-rotation feedback nor daily written evaluations.