

# Weekly Feedback Comment Card on Neurology Clerkship

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## INTRODUCTION

Baylor College of Medicine and the LCME have made feedback a priority, but the perceived quality of the feedback by medical students is still often inadequate. Midcourse feedback is required on all clerkships but often we find that there is a disparity when students are asked if they received feedback at the end of the course. It is likely the reason this occurs is because the perception of the feedback they received is poor.

## OBJECTIVES

Our Neurology Clerkship is a required four week clerkship. An IRB-approved survey revealed that faculty and residents felt that they would be more willing to give feedback if they knew what areas on which students needed feedback and improvement.

Based on this data, we created a Feedback Comment Card and implemented it in January 2017. The Feedback Comment Card (current version pictured here) addresses specific Baylor College of Medicine Core Competency Graduation Goals and Neurology clerkship objectives. This tool has provided more specific feedback to students, has been easy to use, and has increased feedback. We are currently evaluating if this tool will result in a better perception of the quality of feedback overall.

## RESULTS

### Faculty/Resident Survey

How can we improve feedback on the Neurology Clerkship?	Total (n)	%
Student should self-identify areas for improvement	9	45
Faculty and residents should be required to give feedback regularly	3	15
More time is needed on the rotation	2	10
There should be less students per rotation	1	5
No comments	13	41

## TOOL

### Feedback Comment Card

Name: \_\_\_\_\_

Initial in the appropriate descriptor box for each section as it pertains to the student.

Front side	Expected at Week 1	Expected at Week 2 and 3	Expected at Week 4
Neurologic History <i>Patient Care</i>	Needs Guidance	History missing some pertinent details	History is relevant and detailed
Neurologic Exam <i>Patient Care</i>	Needs Guidance	Exam missing some pertinent details	Exam is relevant and focused
Differential Diagnosis <i>Medical Knowledge</i>	Needs Guidance	Can provide 1-3 differentials	Can provide > 3 differentials

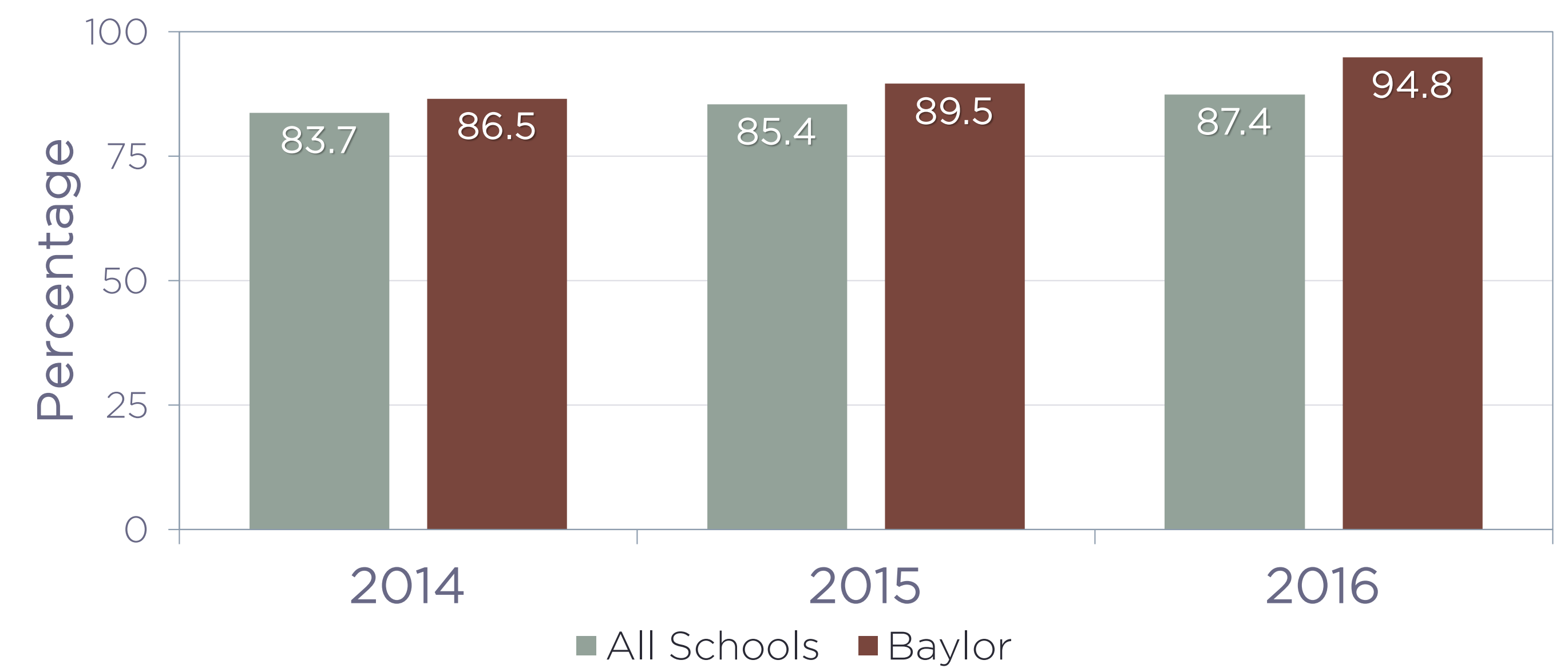
Back side	Expected at Week 1	Expected at Week 2 and 3	Expected at Week 4
Localization <i>Medical Knowledge</i>	Needs guidance for basic neuroanatomy	Localizes with some assistance	Independently localizes lesions accurately
Presentation Skills <i>Interpersonal &amp; Communication Skills</i>	Some Incomplete data gathering	Organized but some pertinent info. missing	Organized, detailed, and well-thought out
Use of Evidence Based Medicine <i>Practice Based Learning &amp; Improvement</i>	Needs Guidance	Able to reference landmark studies with guidance	Takes Initiative and applying

Comments:

## PURPOSE OF TOOL

1. Identifies clear learning objectives for the faculty/residents and students.
2. Provides stated specific goals and expectations for both faculty/residents and students.
3. Is easy to understand for both teacher and student.
4. Provides timely feedback while on a busy ward service.
5. Provides an expected timeline for successful attainment of specific skills.
6. Easily accessible and fits in the pocket.

### AAMC GQ Annual Data Percentage of Students Reporting Receiving Feedback on the Neurology Clerkship



## FUTURE DIRECTIONS

Our goal is to increase student satisfaction with feedback on the course. While feedback remains a necessity on the clerkship, more frequent, specific, and timely feedback is known to be associated with increased student satisfaction. We hope the Feedback Comment Card will be an effective way to increase satisfaction for both the student and the educators.

1. We will continue to assess student satisfaction with the Feedback Comment Card.
2. We will assess student perception of the quality of faculty feedback.
3. We will assess student satisfaction with the Neurology clerkship overall.

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