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Systematic feedback exchange between students, teachers and faculty



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A tool to enhance undergraduate medical students' clinical education

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Conclusions

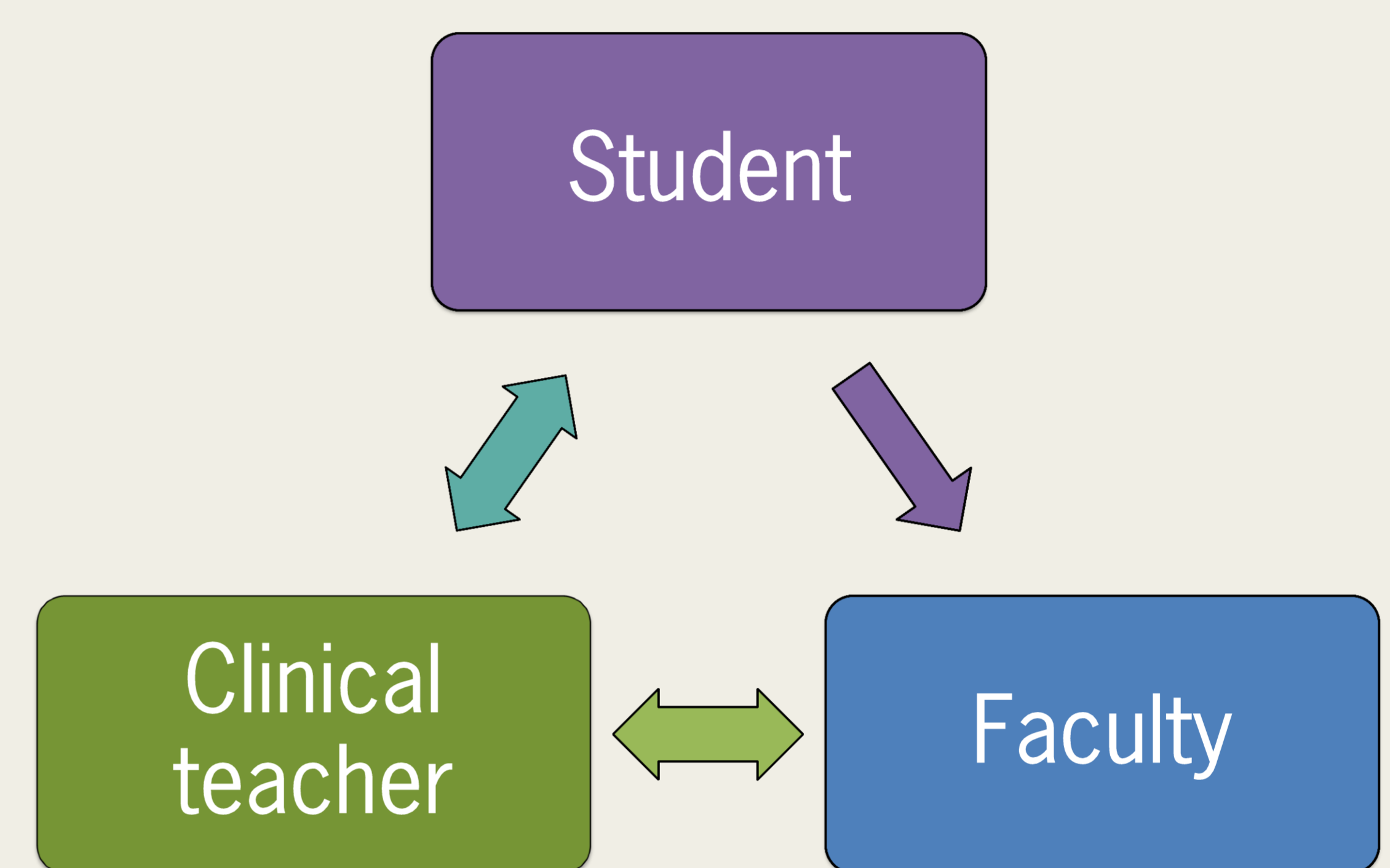
Regular exchange of feedback enabled students to follow progress within a clinical rotation. Faculty and clinical teachers were inspired to make changes of structure and teaching behaviours.

Background

Lund University started education of medical students at Helsingborg Hospital in 2012. During the courses of Paediatrics and Obstetrics & Gynaecology (5 weeks each) we initiated structured feedback on a regular basis among medical students, teachers and faculty.

The aim was to:

- ❖ Stimulate stakeholders to act on feedback
- ❖ Influence our possibility to improve education



Immediate feedback on lectures/seminars

1. What did you learn?
2. What is still unclear?
3. Thoughts and suggestions on the content
4. Thoughts and suggestions on the performance

Teachers reflections on feedback

1. What did the students learn?
2. What was still unclear?
3. Thoughts and suggestions on content
4. Thoughts and suggestions on performance
5. What will you change to next lecture/seminar?
6. Question for examination

Summary of work

Seven methods for structured feedback were used:

Student→Teacher

- I. Immediate feedback on lectures/seminars to the teacher (see fig left above).
- II. MCQT¹

Teacher→Faculty

- V. Teachers reflections on feedback (see fig left bellow).

Teacher→Student

- VI. Clinical sit-in evaluation form similar to mini-CEX³.
- VII. Weekly feedback by a clinical tutor documented in the student's portfolio.

Student → Faculty →Teacher

- III. Course evaluations
- IV. UCEEM²

Summary of results

According to students, the standardized feedback enabled them to follow their progress during the rotation. They also felt that it prepared them for the final clinical exam as the same form is used (VI).

Teachers reported how the feedback led to changes of teaching behaviours.

As faculty, the systematic feedback exchange positively influenced the possibility of regularly improvements.

Take-home message

Systematic constructive feedback can be a motivator for improvement in clinical education.

References

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