

Evaluation of a Daily Debriefing Form Designed to Promote Didactic Communication and Competency-Based Resident Feedback

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Learner Audience: Residency Program Directors, Faculty

Background: In a department survey evaluating our educational program, 0% of residents rated resident-attending communication as highly effective, and 0% of residents rated intraoperative teaching as adequate. Intraoperative teaching and resident feedback were identified as key components to effective resident-attending communication. A daily debriefing form was created and implemented to (1) enhance resident-attending didactic communication, and (2) provide frequent, formative competency-based resident feedback.

Needs Assessment: Evaluation of the daily debriefing form was performed to determine its effectiveness in improving didactic communication, intraoperative teaching and resident feedback.

Hypothesis: The completion of a daily debriefing form will enhance resident-attending didactic communication in the clinical setting and provide frequent, formative, competency-based feedback to the resident.

Curriculum Design: The Daily Debriefing Form was created and implemented to enhance resident-attending didactic communication and resident feedback. A departmental survey was completed by the faculty and residents to evaluate the effects of the daily debriefing form on our educational program eight months after initiating use of the form.

Outcome: 70% of faculty reported that the daily debriefing form increased their involvement in intraoperative teaching, increased intraoperative learning of the residents, and increased the amount of daily feedback that they provide the residents. 65% of residents surveyed reported adequate intraoperative teaching compared to 0% prior to implementation of the daily debriefing form. 65% of residents surveyed reported that use of the daily debriefing form has increased intraoperative teaching and resident learning. 95% of residents reported that the daily debriefing form has increased the amount of daily feedback that they have received from attending. Challenges to use of the daily debriefing form include appropriate grading scales and faculty compliance. Our department reports improvement in intraoperative teaching and resident feedback with the use of a daily debriefing form.

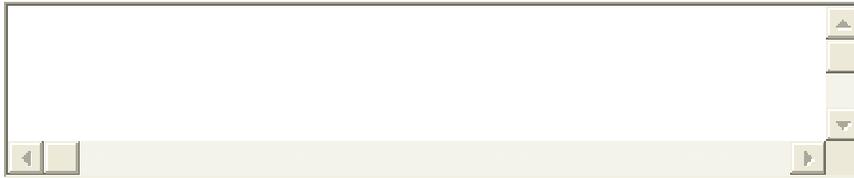
Daily Debriefing Form

Evaluator: Subject:

Rotation:

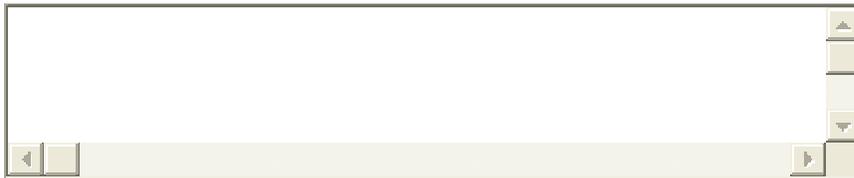
General:

Today's Date:



Remaining Characters: 5000

Cases:



Remaining Characters: 5000

Preop phonecall performed:

Yes

No

N/A

Preop assessment & plans:

Does not meet expectations

Inconsistently meets expectations

Meets expectations

Occasionally exceeds expectations

Exceeds expectations

N/A

Comments



Remaining Characters: 5000

Planned Discussion Topic(s):

Does not meet expectations



Inconsistently meets expectations



Meets expectations



Occasionally exceeds expectations



Exceeds expectations



N/A



Comments

Remaining Characters: 5000

Discussed:

Yes



No



N/A



Comments

Remaining Characters: 5000

Other Discussion Topics Today:

Remaining Characters: 5000

Review of critical events:

Yes

No

N/A

Comments

Remaining Characters: 5000

Checklists updated:

Yes

No

N/A

Feedback:

Patient Care: (gather essential info; make diagnostic and therapeutic decisions; carry out plan; perform procedures; counsel/educate pts)

Does not meet expectations

Inconsistently meets expectations

Meets expectations

Occasionally exceeds expectations

Exceeds expectations

N/A

Comments

Remaining Characters: 5000

Medical Knowledge: (demonstrate and apply knowledge)

Does not meet expectations	Inconsistently meets expectations	Meets expectations	Occasionally exceeds expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

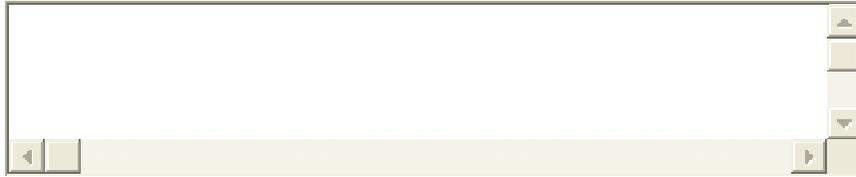
Comments

Remaining Characters: 5000

Practice-Based Learning and Improvement: (facilitate learning of students; use on-line med info; improve practice from experience; use IT to manage info; obtain evidence from studies)

Does not meet expectations	Inconsistently meets expectations	Meets expectations	Occasionally exceeds expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments



Remaining Characters: 5000

Interpersonal and Communication Skills: (work with others as part of team, effectively exchange info)

Does not meet expectations	Inconsistently meets expectations	Meets expectations	Occasionally exceeds expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments



Remaining Characters: 5000

Professionalism: (demonstrate respect, compassion, integrity, accountability, commitment to learn, informed consent; responsive to pts needs & age, gender, culture, disabilities)

Does not meet expectations	Inconsistently meets expectations	Meets expectations	Occasionally exceeds expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments



Remaining Characters: 5000

Systems- Based Practice: (practice cost-effective health care; advocate for quality pt care; understand how their practice affects health care system; know how to work with other providers to asses, coordinate and improve pt care)

Does not meet expectations	Inconsistently meets expectations	Meets expectations	Occasionally exceeds expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Remaining Characters: 5000

General:

"What did I learn today"?

Remaining Characters: 5000