



Aggregate faculty assessment by residents: The “Reverse Education Meeting”

Jennifer Hepps, MD^{1,2} Matthew Eberly, MD^{1,2} Theresa Kiefer² Gregory Gorman, MD MHS^{1,2}

¹National Capital Consortium Pediatrics Residency Program, Department of Pediatrics, Walter Reed Bethesda, ²Uniformed Services University, Bethesda, MD



BACKGROUND

- The ACGME survey assesses resident and faculty satisfaction with the faculty evaluation process.
- In 2012, based on below national-average results for the items on the resident survey, this medium-sized program redesigned the faculty evaluation system.
- Instead of electronic evaluations, resident members of the Program Evaluation Committee proposed a trainee-led meeting, called the “Reverse Education Meeting (REM)”, to provide anonymous aggregate faculty feedback.

OBJECTIVES

- To provide a confidential and anonymous forum for residents to provide faculty feedback.
- To enhance the quality, frequency, and effectiveness of resident-generated feedback.

PROGRAM DESIGN

- Occurs each month, concurrent with the faculty-led “Education Meeting”.
- Chaired by the PEC senior resident representatives and attended by all available residents.
- Inpatient faculty and a rotating roster of key clinical faculty (KCFs) are discussed.
- Feedback endorsed by more than 50% of residents is compiled, de-identified, and forwarded to the PD.
- PD or APD meets with each reviewed faculty member and provides written and verbal feedback.

EVALUATION

- The ACGME Resident Survey responses showed consistent improvements. (Fig 1)
- All residents (n=33) and reviewed faculty (n= 16) were surveyed 9mo after the REM. 2/3 of residents and 3/4 of faculty responded.
- 100% of residents reported that the REM made giving constructive faculty criticism easier. 91% believed the process maintained anonymity. (Fig 2)
- Over ½ of faculty preferred a combination of the REM and the electronic evaluations. 50% said that the direct feedback changed their practice. (Fig 3)

FIGURE 1

Select ACGME Survey Results	2011-'12	2012-'13	2013-'14
Confidentiality of Faculty Evaluations	88%	93%	90%
Use of Evaluations for Improvement	73%	86%	90%

FIGURE 2

Resident response to session confidentiality

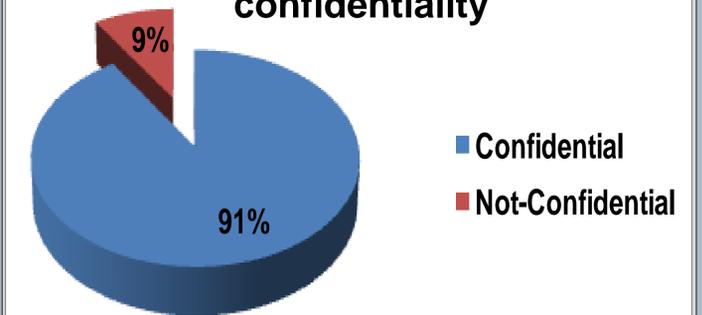
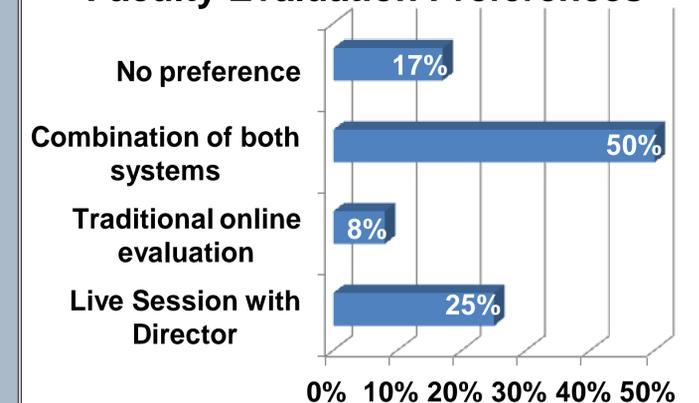


FIGURE 3

Faculty Evaluation Preferences



GENERALIZABILITY

- Aggregate feedback of faculty by residents results in improved perceptions of the confidentiality and usefulness of feedback.
- The REM assessment strategy can be easily used by programs of varying sizes, in place of or alongside electronic evaluations, using a rotating roster of KCFs.