



# Closing the Loop: Feedback Mechanisms for Undergraduate Medical Student Curriculum Committee Representatives

Matthew Brennan<sup>1</sup>, Camera Dockery<sup>1</sup>, Jordan Molina<sup>1</sup>, Maham Ahmed<sup>1</sup>

Wayne State University School of Medicine, Detroit, MI

WAYNE STATE UNIVERSITY

## INTRODUCTION

- The role of the Curriculum Committee Representative (CCR) is to serve as a liaison between medical students and faculty/administration via meetings, committees, and feedback collection.
- The goal of this study is to design and implement a mechanism for student feedback data collection and delivery to close the loop between students and faculty.

## METHODS

Feedback was provided to course directors and administration both in real time during course progression and at the conclusion.

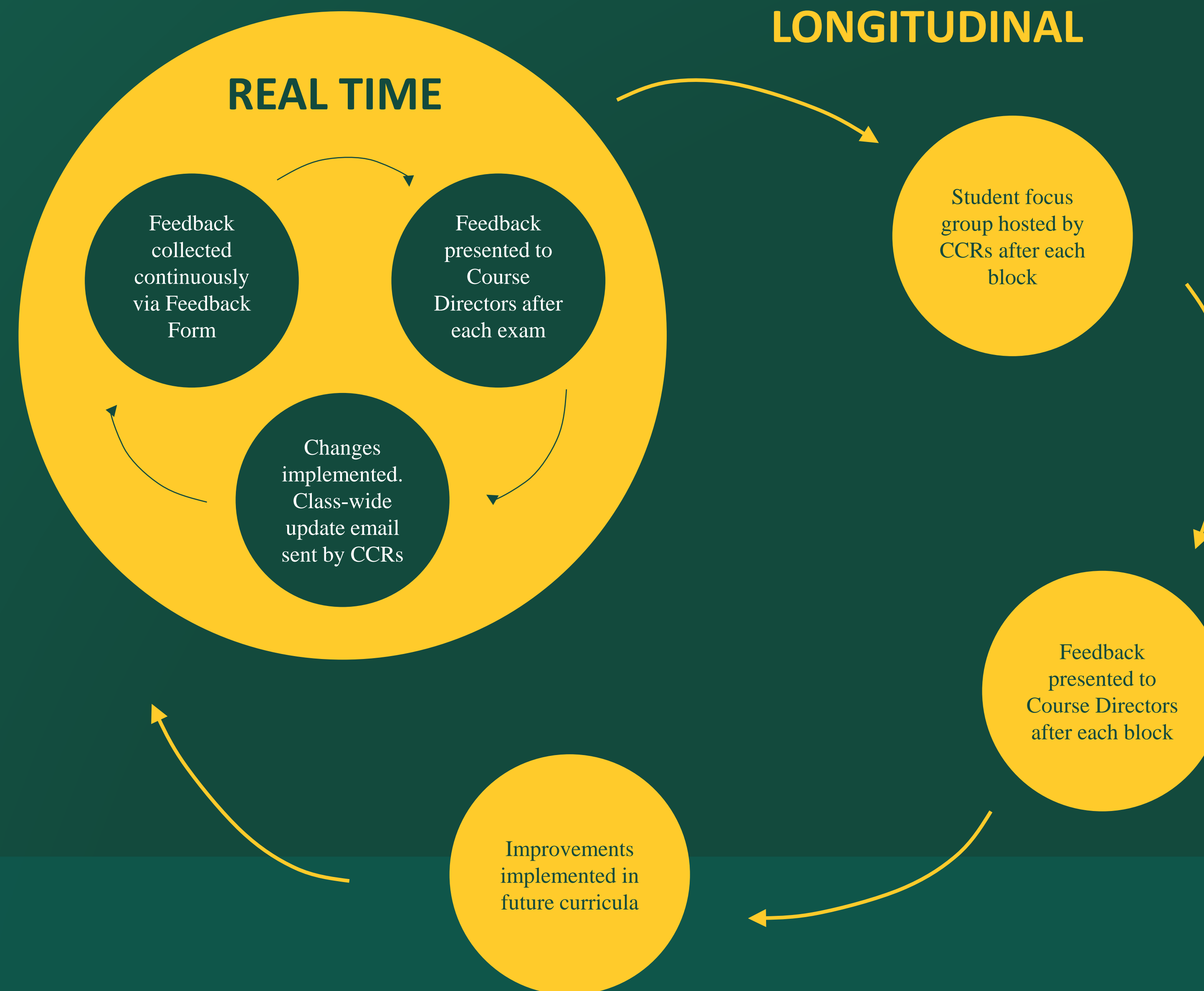
### REAL-TIME FEEDBACK

- To provide real time feedback for the course, CCRs solicited feedback from students in a survey titled "Curriculum Feedback Form" immediately following examinations.
- CCRs identified trends seen from student comments and generated solution proposals which were discussed with course directors and subsequently communicated to the class.

### LONGITUDINAL FEEDBACK

- Focus groups were conducted at the conclusion of each course using a standard template plus questions submitted by course directors.
- The results of the focus group were communicated to course directors to use in course evaluations and future course planning.

# FEEDBACK PATHWAYS



Figure

## RESULTS

We anticipate that the consistent meetings with course directors increased their understanding of the student perspective. We also expect the focus group reports provided practical data for course directors to leverage when designing future courses.

- Real-time feedback resulted in swift changes:

#### Examples:

- Recognized and corrected lecture errors
- Optimized schedules by reducing conflicts
- Modified Review Sessions content and format for improved efficiency

- Longitudinal feedback resulted in curriculum improvement suggestions:

#### Examples:

- Increase the number of pre-exam review sessions
- Front-load content in M2 curriculum
- Improve consistency of exam blueprints

## CONCLUSIONS

Creation of a standardized feedback mechanism for student Curriculum Committee representatives has yielded tangible short-term and long-term improvements to Wayne State University School of Medicine curriculum.