



Key Findings and Guidance

Evaluating Family-Led Medical Education

In the 2025 pilot of five virtual Family-Led Academic Grand (FLAG) Rounds sessions, we approached evaluation in several ways:

1. Feasibility and Acceptability

We asked participants to complete an online evaluation at the close of each session.

After attending this FLAG Rounds session, I am able to:

- **Identify experiences of ableism** in healthcare settings.
- **Recognize perceptions and biases of disability that may inhibit access and care** for children with disabilities and/or medical complexity and their families.
- **Identify strategies and opportunities to establish and grow partnerships** in the care of children with disabilities and/or medical complexity and their families.
- **Determine how aspects of a story can affect change in practice and the care** of children with disabilities and/or medical complexity and their families.
- Describe **how family as faculty can effectively provide and contribute to medical and continuing education.**

Results: Across all five sessions of the pilot, 95% of participants agreed or strongly agreed with each of the above evaluation statements.

2. Changes in Knowledge and Perspective

To identify changes in knowledge and attitudes in the perceptions of and how to best provide care for children with disabilities and/or medical complexity, as well as how to partner with those children and their families in care, the online survey at the end of each session asked participants to propose a "commitment to change" or something that they might apply, change or reflect upon in their education or practice as a result of what they learned in the FLAG Rounds session that they attended.

Commitment to Change statements:

Please share at least one concrete or measurable change you intend to make following this FLAG Rounds session.

1. Regarding the **care** of children with disabilities and/or medical complexity.
I intend to: _____
2. Regarding **partnership** in the care of children with disabilities and/or medical complexity.
I intend to: _____

Results: We coded "commitment to change" statements into 10 distinct themes.

Top 10 "Commitment to Change" Themes
1. Partner with family and interdisciplinary team.
2. See the whole child.
3. Respect family agency and knowledge.
4. Share FLAG and engage Family Faculty.
5. Listen.
6. Ask questions.
7. Language use; words matter.
8. Identify barriers.
9. Curiosity, humility and respect in care interactions.
10. Awareness of assumptions.

3. Family Faculty Learning and Experience

- We conducted a virtual "intake" meeting with each Family Faculty at the start of the pilot and documented their responses to questions about their reason(s) for joining, goals for the experience, and prior experience or training with writing, competency-based medical education (CBME), and medical education.
- After completing their sessions, each Family Faculty completed an online survey asking for feedback on their experience and what they learned about specific aspects of the curriculum.
- We held debrief sessions immediately following each FLAG Rounds session with all the Family Faculty.
- We met with several Family Faculty to discuss the experience of development/mentoring and of serving as faculty, areas to improve, and ideas for future iterations of FLAG Rounds. Those Family Faculty later joined a meeting with our funder, the Lucile Packard Foundation for Children's Health, to share these insights and reflections.

Five themes emerged from Family Faculty evaluation of their experience:
1. Family Faculty learned how to thoughtfully craft stories of a specific experience, not their entire journey.
2. The CBME aspects of the curriculum not only provided new tools, but it also helped Family Faculty process their experience and created greater understanding of learners and clinicians.
3. The curriculum and collaborative method for developing each FLAG Rounds session helped to develop empathy for learners and clinicians- as well as self-compassion.
4. Family Faculty learned how to teach from a specific experience by creating cohesion between intentional storytelling, learning objectives, competencies and didactics.
5. FLAG Rounds created an invaluable community of learning with deep roots in peer mentorship.