

Do Student Self-Reports Equal Observer Ratings for Curriculum Content Inclusions?



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Introduction

- Curriculum committees and accrediting bodies (LCME, NCA) use student self-reports to evaluate emphasis/inclusion of critical content within their educational programs per AAMC's Graduation Questionnaire (e.g. geriatrics, patient safety)
- Limited information is available regarding the concordance of student retrospective self-reporting of content inclusion with observer based recording of content inclusion
- 2009 Minimum medical student Geriatric Competencies identified¹
 - 26 competencies within 8 domains

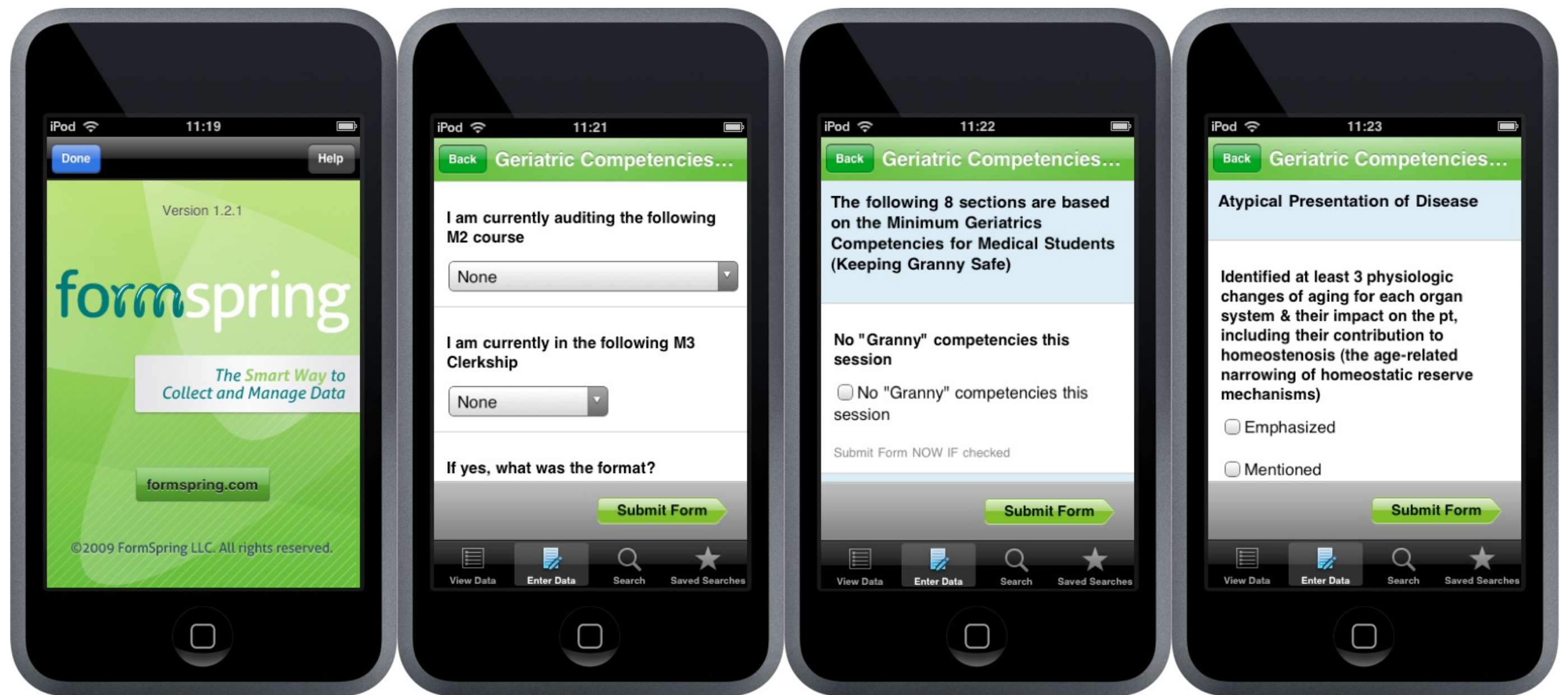


Figure 1. FormSpring© App loaded on an iPod Touch showing various sections of Geriatric Competency Rating Form. (Note: name changed to Formstack as of 3.22.10 <http://www.formstack.com>)

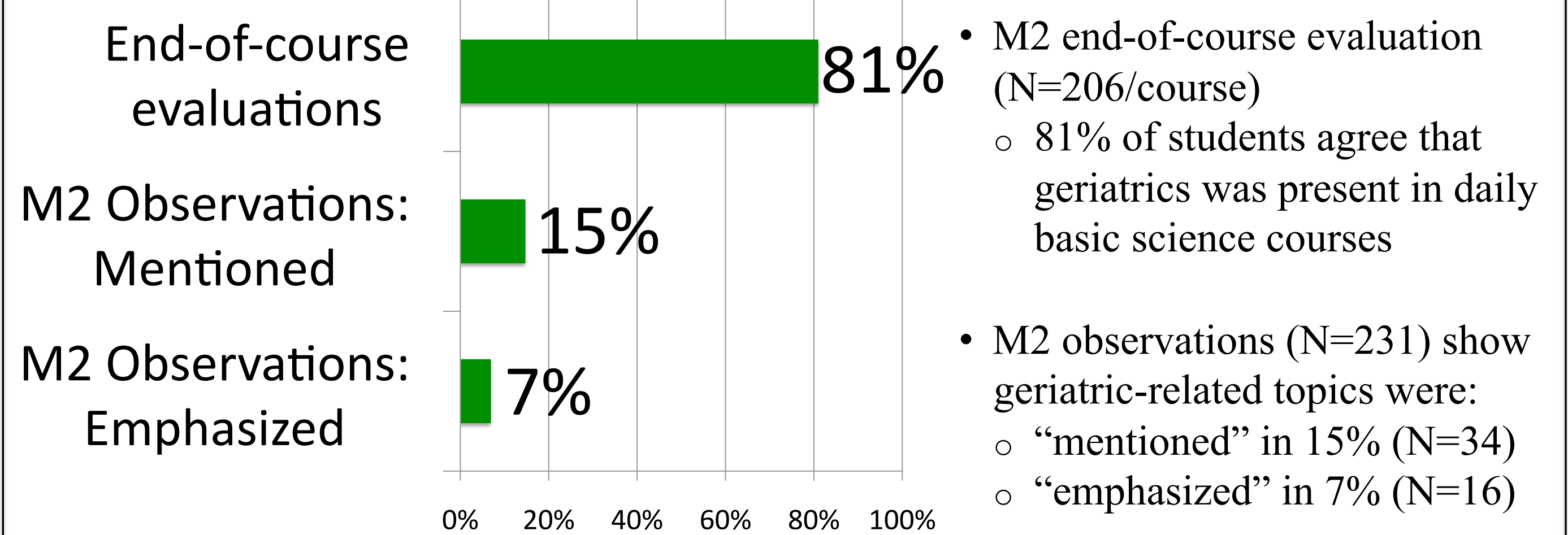
Project Objective

Determine the overlap between student retrospective self-reporting and observer based recording of geriatric content inclusion within the M2 and M3 curricula at MCW

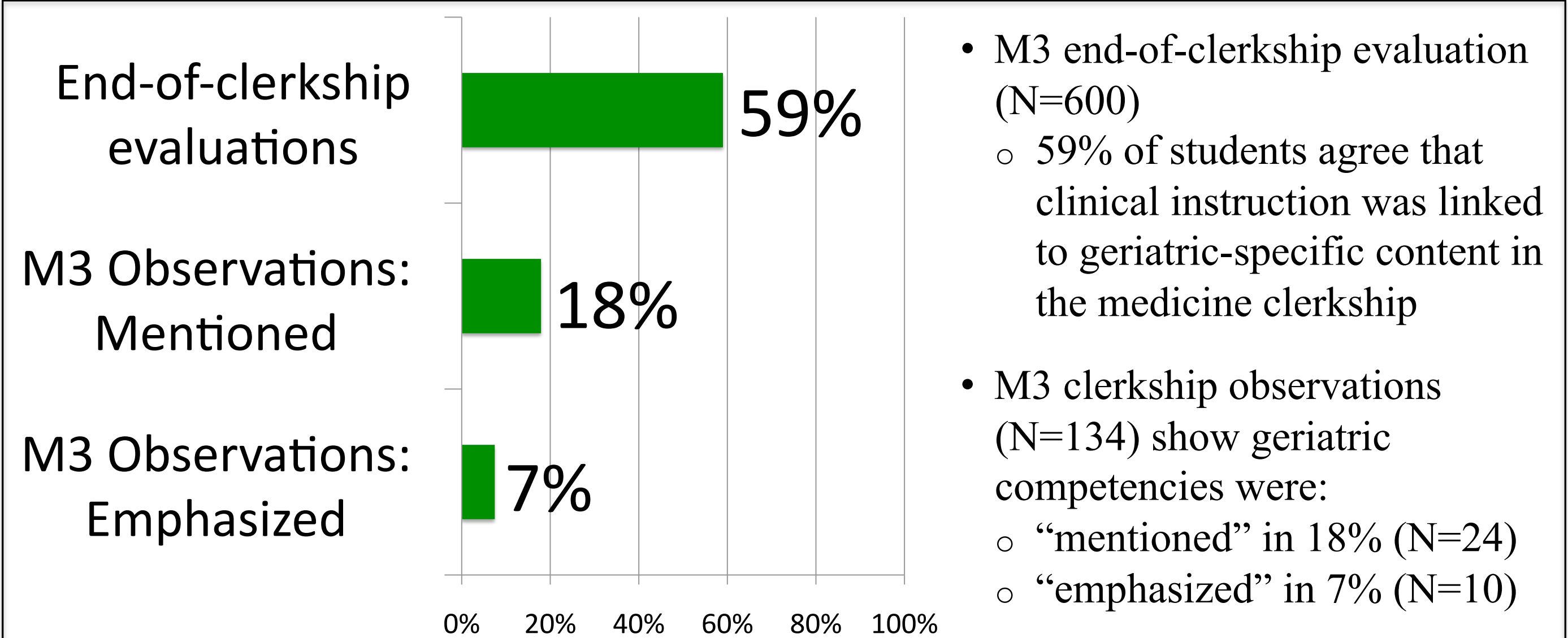
Methods

- Four medical students (2 M2's, 2 M3's) were recruited and trained to audit the curriculum by rating the overall inclusion of selected AAMC "topics" with emphasis on geriatrics in their daily instruction
- Auditors recorded content inclusion using a form (FormSpring©) pre-loaded to an iPod Touch (Figure 1)
 - One form completed per instructional session (e.g. lectures, sm grp discussion, lab sessions, online modules, case presentations)
- Observation-based data was compared to retrospective M2 end-of-course and M3 end-of-rotation evaluations with respect to geriatric content inclusion

Results: M2 Curriculum



Results: M3 Clerkships



Conclusions

- Student self-report of geriatric content inclusion overestimates the actual emphasis placed on curriculum topics based on observer ratings
- With the shift to competency-based assessment, curriculum evaluation should rely on performance-based measures to address the incongruence between student retrospective self-report and observer ratings of content inclusion

References

1. Leipzig RM, Granville L, Simpson D, et al. Keeping Granny Safe on July 1: A Consensus on Minimum Geriatrics Competencies for Graduating Medical Students *Acad Med* 2009;84(5):604-610.

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