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Evaluating Residents' Self-Assessment Skills through Triangulation with Faculty and Patient Feedback

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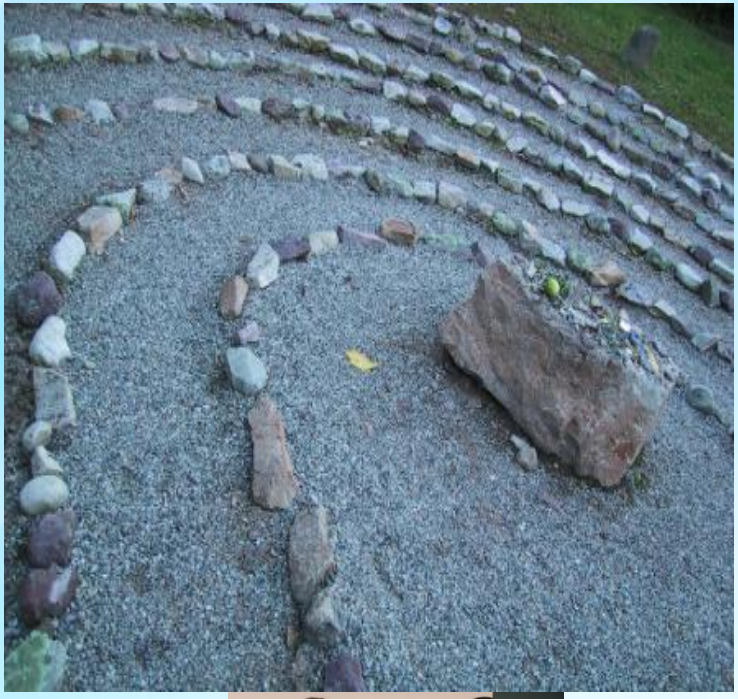
Overview

- Our program
- Why self-assessment?
- Our study:
  - Methods
  - Results
- So what?

P4 at LVHN FM

Focus: Develop Activated Learners of Generalism who will Lead Change

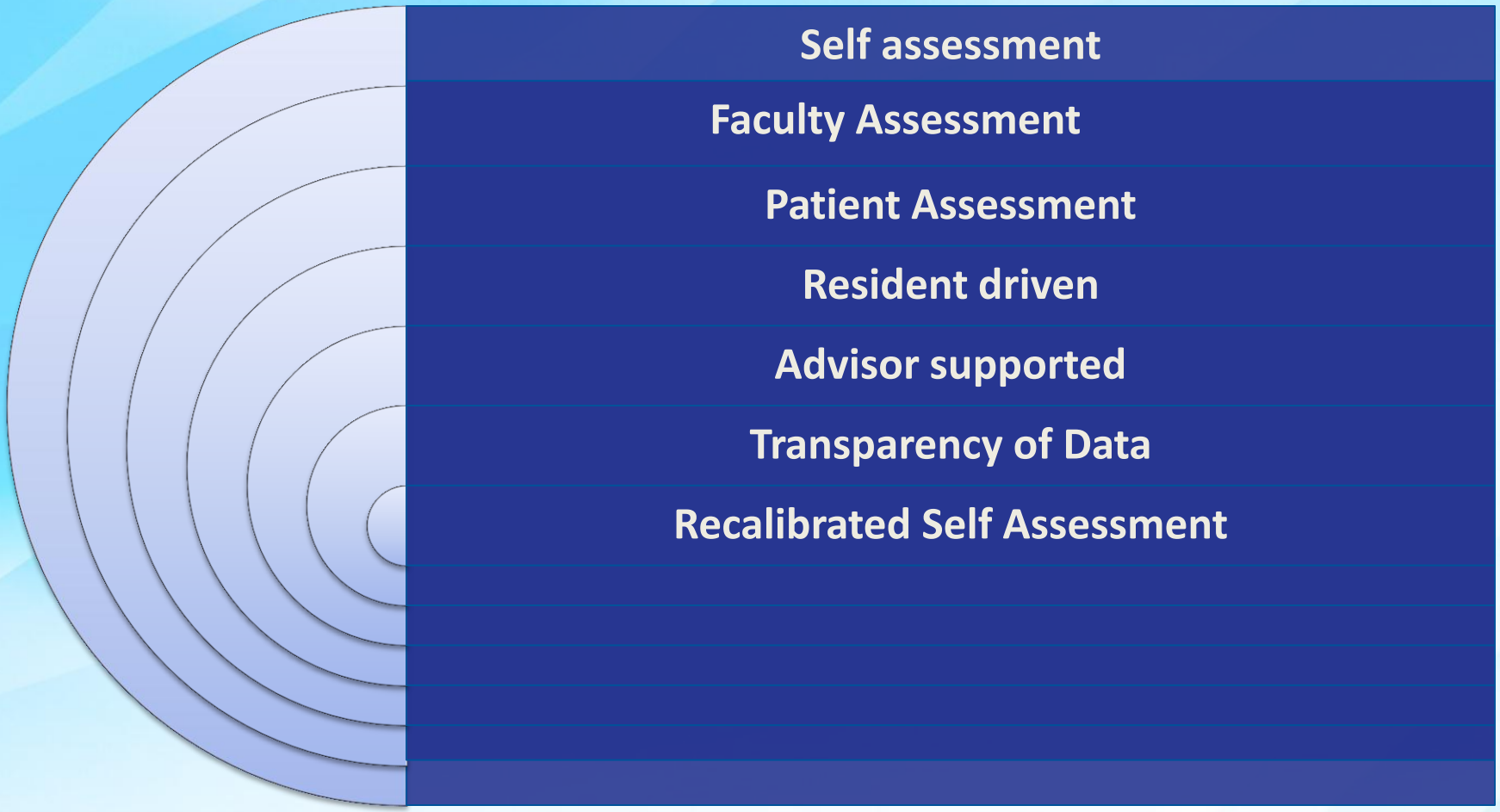


Changes:

- Adult learning
- Individualized curriculum
- PGY1--- ambulatory intervals
- Multiple Continuity Care Sites

Requires improved Self Assessment (among other things!)

Making Sense of Feedback and Performance



A case study that demonstrates how

supporting learners in triangulation of feedback …

…*might* improve accuracy of self-assessment

Methods

- Retrospective, mixed-methods case study
- Data sources
  - Educational SOAP notes **"SELF"**
  - Preceptor evaluations of residents **"FACULTY"**
  - Validated patient surveys **"PATIENT"**
- Unit of analysis: resident-semester
  - 34 unique residents
  - Mix of interns, PGY2s, PGY3s

Population of Interest: Residents enrolled Fall 2009-Spring 2012

126 Resident-Semesters
(34 unique residents)

"FACULTY" scores

126 Resident-Semesters
(0 excluded)
(7,921 RCC assessment scores)

PGY1 Fall: 18 Resident-Semesters
PGY1 Spring: 23 Resident-Semesters
PGY2 Fall: 19 Resident-Semesters
PGY2 Spring: 25 Resident-Semesters
PGY3 Fall: 19 Resident-Semesters
PGY3 Spring: 22 Resident-Semesters

"PATIENT" scores

47 Resident-Semesters
(79 excluded)
(102 PEI/CARE data sets)

PGY1 Fall: 7 Resident-Semesters
PGY1 Spring: 10 Resident-Semesters
PGY2 Fall: 7 Resident-Semesters
PGY2 Spring: 8 Resident-Semesters
PGY3 Fall: 6 Resident-Semesters
PGY3 Spring: 9 Resident-Semesters

"SELF" scores

40 Resident-Semesters
(7 excluded)
(108 RCC scores from SOAP notes)

PGY1 Fall: 5 Resident-Semesters
PGY1 Spring: 8 Resident-Semesters
PGY2 Fall: 5 Resident-Semesters
PGY2 Spring: 7 Resident-Semesters **PGY3 Fall:** 6 Resident-Semesters
PGY3 Spring: 9 Resident-Semesters

Data Set for analysis:

40 Resident-Semesters
PGY1: 13 sets
PGY2: 12 sets
PGY3: 15 sets
(19 unique residents)

Analysis of Data Set

- Operationalized “Patient” score along Dreyfus scale
- Triangulated 3 scores side-by-side
- Frequency of agreement vs. disagreement between evaluation sources

Results

- **Concordant** scores by PGY
  - PGY1: 23.1%
  - PGY2: 33.3%
  - PGY3: **60.0%**

- **Discordant** scores by PGY
  - PGY1: **76.9%**
  - PGY2: 66.7%
  - PGY3: 40.0%

Results

- "Discordant" cases: A closer look
  - No agreement among scores – 63%
  - PATIENT score – 29%
  - SELF score – 8%
  - FACULTY score alone never the cause

Results

- Of those No Agreement scores, 67% of the time the Resident score was the one that fell between the other 2 scores
- All other instances (33%) saw Faculty Score in middle
- Patient Score never fell between other two

Summary of Findings

- Increased concordance among PGY3s
- Faculty not a source of discordance
- Residents often self-assess between widely discordant scores

So What?

- Current state of the literature
- We add:
  - A small cohort of learners
  - Specified process for triangulation
  - Improved self-assessment outcomes
  - With methods that need improvement in future study

How to improve self-assessment

- Advising

- RAFT

Future Study

- Mixed-methods with correlation analysis
  - Larger sample size
  - Better sampling process
- Clinical markers of quality care
- Entrustable professional activities (EPAs)
- Characteristics of learning environments that best support self-assessment learning

Questions?

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Thank you for joining us!

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  Osteopathic Family Medicine Residency Acting Director
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- Susan Hansen, MA
  Coordinator, Program Evaluation
- Julie Dostal, MD
  Program Director/Vice Chair
  Family Medicine Residency Program

Breakdown: (DELETE)

- Intro to us/Background/context- Julie (3.5 min total)
- Location description/assessment methods- Julie
-
- Methods/ Results- Susan (3 min)
-
- Discussion/conclusion- Drew (3 min)
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