

2005 CDIM Survey

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CDIM Research Committee





2005 CDIM Survey: Thanks

- Research Committee
 - Elizabeth A. Baker
 - Michael J. Battistone
 - David H. Carnahan
 - Liselotte N. Dyrbye
 - Melissa A. Fischer
 - **Klara K. Papp**
 - **Alex J. Mechaber**
 - Matthew Mintz
- Evelyn D. Savini
- Matthew R. Thomas
- Dario M. Torre
- All who submitted topics/questions (over 25%!)
 - Council, Nicole Baptista, Charlie Clayton
 - CDIM Members who completed the survey



2005 CDIM Survey

- Three sections
 - Preclinical, clerkship, subinternship
 - Questions spanning all phases of UME training
 - Step 2 CSE preparation, IRB issues
 - NBME Collaborators
- New survey software this year
 - Automatic saving of responses



2005 Survey Response Rate

- 73/110 Institutional (66%)
 - 2004: 53%
 - 2003: 70%
 - Completed survey in your meeting materials

- 68/164 Individual (42%)
 - 2004: 45%
 - 2003: 50%



All Respondents (n=141): Demographics

- Age: 45 (32-75)
- Men: 56%, Women: 44%
- Yrs in role: 5.5 (.5-34 yrs)
- 78%: Clinician-Educator
 - 17% no track



All Respondents: Clinical Responsibilities

- Ambulatory:
 - Half days of clinic/wk: 3.1 ± 2 (Range: 0-9)

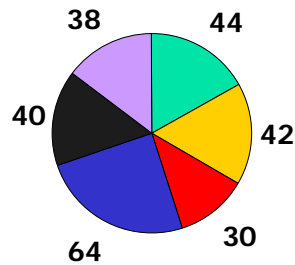
- Inpatient:
 - Weeks on wards: 8.4 ± 7 (Range: 0-30)
 - 15% spend ≥ 15 or more weeks per yr



All Respondents: What Do We Do?

Position	Role	Primary Role
Clerkship Director	52%	48%
Deputy or Assoc CD	4%	4%
Director, Separate Site	15%	4%
Block Director	26%	3%
4 th Year Clerkship Director	33%	5%
2 nd Year Course Director	11%	4%
ICM Director	12%	2%
Vice Chair	7%	6%
Dean	10%	6%
Core GME Faculty	30%	5%
Associate PD or PD	16%	6%

All Respondents: How Has CDIM Helped Your Career?



- Leadership
- Research
- Dissemination of ideas
- Mentoring
- Policy to help run clerkship
- Curriculum development

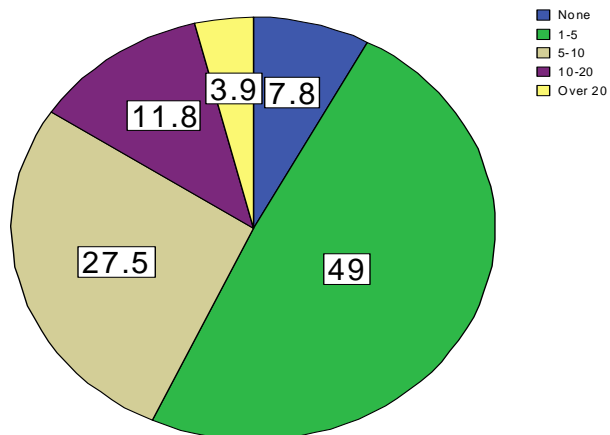
N=141 responses; >90% agreed!

How Has CDIM Helped Your Career?

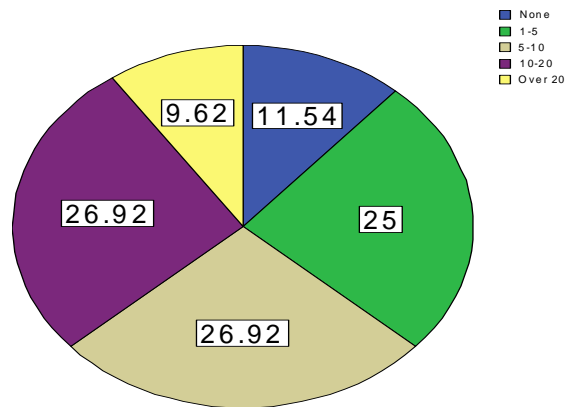
- "CDIM has been THE crucial factor in my career success, in terms of leadership opportunities, national recognition, and colleagues."
- "CDIM gave me the opportunity to meet several outstanding Clerkship Directors who inspire me and serve as my role models."
- "There is a tremendous amount of similarity of the problems and challenges encountered in all clerkships. CDIM provides a superb forum for sharing solutions and ideas."
- No negative comments

Section 1: Preclinical Issues -Institutional Member Responses

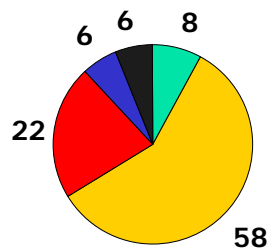
How many SP encounters does each student evaluate in ICM?




How many encounters with real patients are used in ICM?




How Many Encounters are Directly Observed or Rated by Videotape in ICM?





Section 2: Clerkship Director Issues



Evaluation In 3rd Yr Clerkship

<u>Method</u>	<u>Use</u>
■ Criterion	64%
■ RIME	34% (22% overall)
■ Normative	30%
■ Unsure	6%
Evaluation Sessions	47% (should 63%!)



What contributes to the final grade on 3rd Yr clerkship?

<u>Tool</u>	<u>Mean% (SD)</u>	<u>Range %</u>
Descriptive	62% (± 18)	25-100%
NBME exam	24% (± 10)	0-50%
In-house exam	14% (± 8)	0-30%
OSCE	11% (± 9)	0-25%
Mini-CEX	7% (± 5)	0-15%



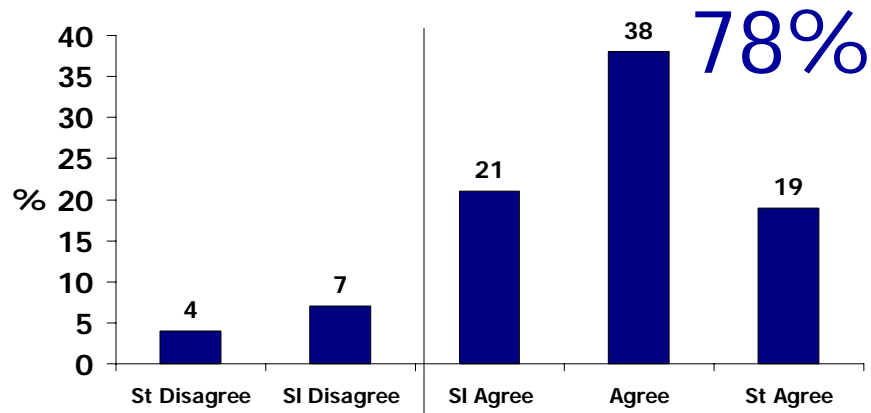
Work Hours

- Do you monitor student work hours? **30%**

- Estimated Student Hours (per week)

<u>Number Hours</u>	<u>Percent of Institutions</u>
30-35	3%
36-40	1%
41-50	17%
51-60	36%
61-70	29%
71-80	10%
81-90	3%

Resident work hours have negatively impacted quality of student education?



Expectations of and for CDs: How are we doing?

■ Responsibilities

- Doing very well!
- Worst score: 90% meeting expectation
 - Exams, if used, address core goals/objectives and are current, reliable, valid
 - For each cycle, summary students academic difficulty and clear strategy for remediation

Pangaro L. Am J Med. 1998;105:363-5.

Pangaro L., et. al. Teach Learn Med. 2003 Summer;15(3):217-22.



Expectations of and for CDs

■ Resources

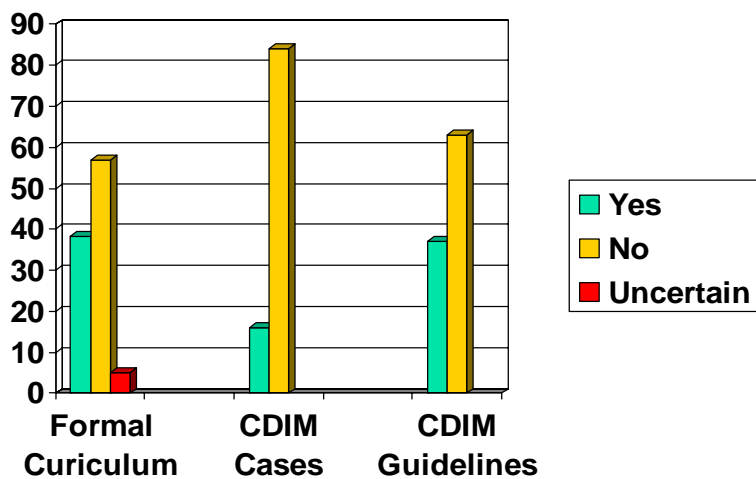
- 44% additional time, clerical support for additional courses under direction
- 61% with defined budget
- 73% with full-time clerkship administrator
- 65% (multi-site) time/resources visit clerkship sites
- Other resource items >85% compliance!
- Improvement? (no baseline data)



Section 3: Sub Internship Items

Resource Use During Sub-Internship?

<http://www.im.org/AAIM/Tools/Docs/Curriculum/SubICurriculum2004/TableofContents.htm>



Issues Spanning Spectrum of Training:

- 1) IRBs
- 2) Curriculum Changes With CSE



IRBs

- Typical number of weeks: 5 (3-16)
- *Due to my IRB regulations, I am less inclined to do research:* 51%



Curriculum Changes with CSE

Compared to past 3-4 years, have there been changes in *objectives* related to Step 2 Clinical Skills Exam?

Based on institutional member responses:

	YES	NO	UNSURE
Preclinical	48%	34%	18%
3 rd Yr Clerkship	24%	76%	0%
Sub Internship	8%	82%	10%

Compared to past 3-4 years, have there been changes in *content* related to CSE?

Based on institutional member responses:

	YES	NO	UNSURE
Preclinical	41%	36%	23%
3 rd Year Clerkship	26%	65%	8%
Sub Internship	2%	90%	8%



Compared to past 3-4 years, changes in *emphasis or time allocated to clinical skills teaching* related to CSE?

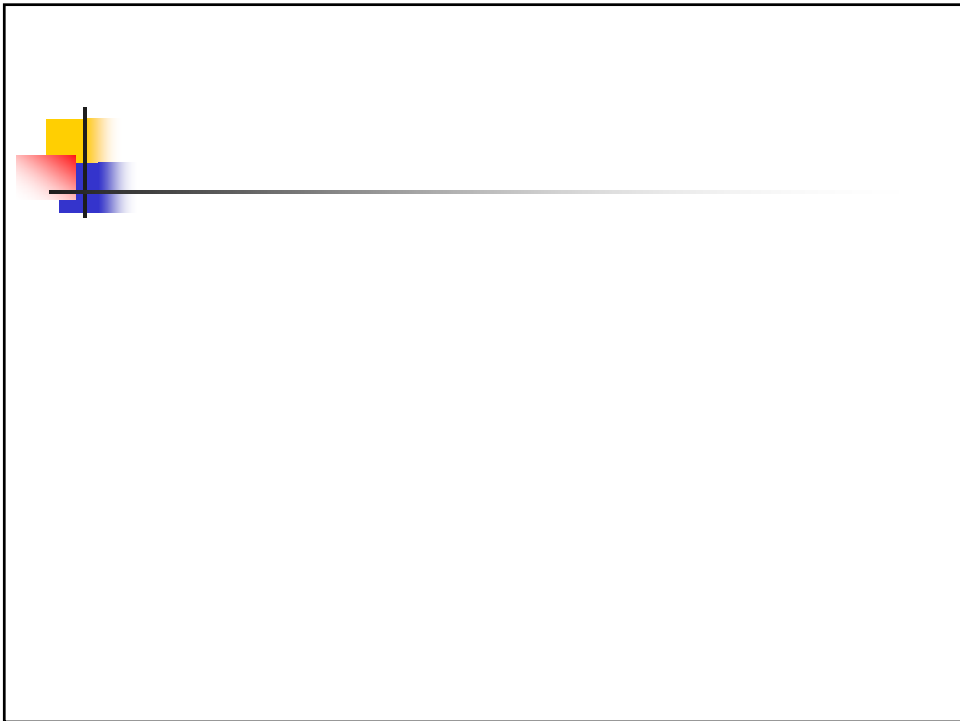
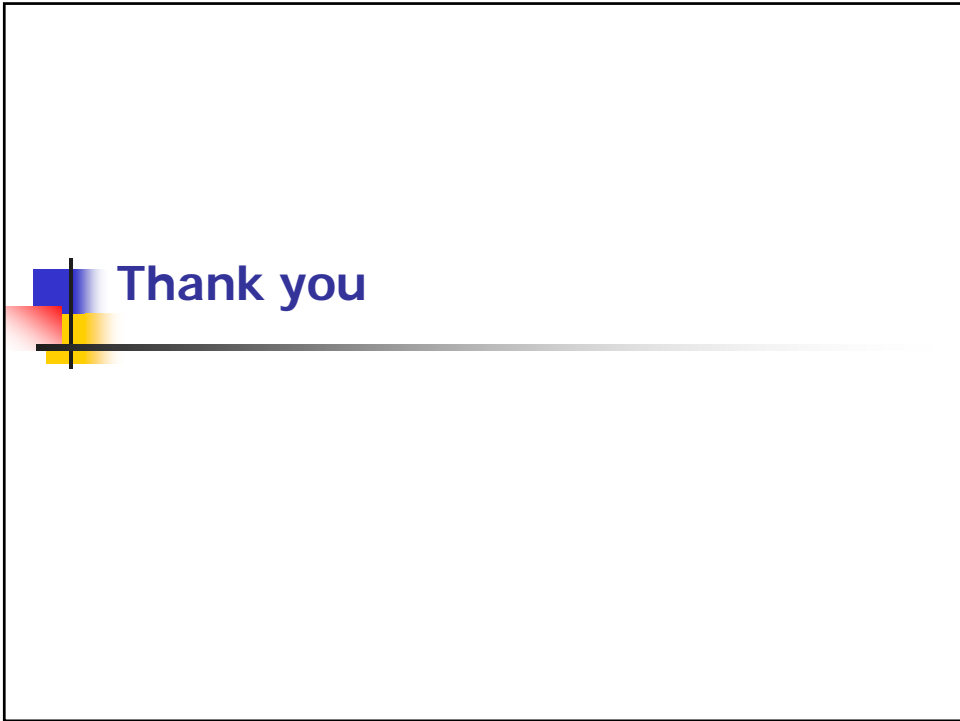
Based on institutional member responses:

CLERKSHIP	YES	NO	UNSURE
Preclinical	42%	37%	22%
3 rd Yr Clerkship	13%	79%	7%
Sub Internship	2%	90%	8%

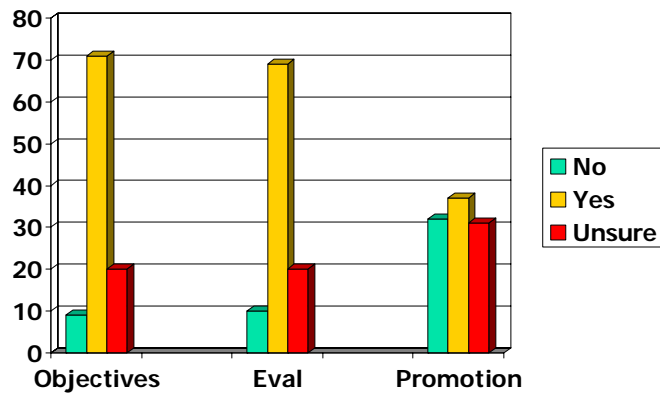


Ideas for 2006 CDIM Survey?

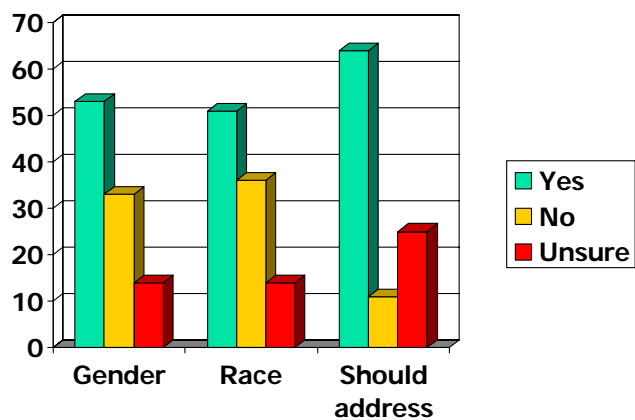
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It would be helpful to ICM Directors if CDIM provided consensus statements?



Race and gender issues explicitly addressed in common medical diseases?





Less than Satisfactory Grade in Clerkship

- What percent of students receiving unsatisfactory grade per year?
 - Mean= 3.2% of students (SD=3; Range=0-12%)
- Why receive unsatisfactory grade (our interpretation)?
 - Knowledge, professionalism, clinical skills, "panhypocompetence"



Evaluation Tools During SI

<u>Tools</u>	<u>% Use</u>
Descriptive Evaluation	70%
Departmental Written Exam	8%
Mini-CEX	3%
OSCE	2%
Standardized Paper Cases	2%
Standardized Written Exam	2%

Compared to 3rd Year—no national exam use

