



eEDUCATE

An electronic brief for clinical faculty of The Commonwealth Medical College

Spring 2014

Comments from Participants

Residents:

-I think TCMC really did a great job helping me develop a strong base for conducting a history, physical exam, and to critically think through my development of the assessment and plan. A lot of this skill came from early on in my education during case-based learning exercises and professional development courses.

-I am more comfortable with self-directed learning than other interns.

-The absence of residents in most fields allows students to work directly with attending physicians, which is unique and great. It is something that has been an immense strength for TCMC. It allows students to step into the role of a resident much earlier, which is excellent preparation. I've received great comments on procedures I can do alone that others haven't even seen.

Residency Directors:

-She is very efficient, great interview skills. Her comfort level of communication with patients, families, and other consultants are above the level of her classmates, accepts feedback and incorporates nicely. Thank you. Continue doing what you are doing to educate students.

-Resident is outstanding in every way. He is performing in an outstanding fashion and as well as any of our categorical interns.

-I think her unique curriculum has allowed her to be very adaptable to our multi-site residency program. She is very compassionate about patient care.

Faculty Development Meetings

South
 April 22, 6 PM, The Woodlands

West
 April 23, 6 PM, DiSalvo's Restaurant

North
 May 1, 6 PM, TCMC

Alumni & Residency Directors Evaluate TCMC

With the Charter Class of 2013 beginning residencies at various locations nationwide, a survey of residents and residency directors was completed to assess the preparedness for their residency training and performance. The aim of the study was to:

- Assess the overall preparedness and performance of TCMC graduates, in comparison with graduates of other medical schools, in the residency programs with which our students matched.
- Assess specific competencies and skills related to TCMC program objectives in order to improve our curriculum.
- Assess selected competencies and skills related to TCMC values and mission, including patient-centeredness, inclusion, interprofessional practice and community-based education.
- Assess selected competencies and skills relevant to TCMC's Longitudinal Integrated Clerkship (LIC) model of education.

Participants include 55 alumni and 52 Residency Program Directors of those graduates who gave consent to have a survey sent to their program director.

Regarding **overall preparedness and clinical competence**, program directors rated 56.7% of our graduates as above or significantly above, 33.3% the same as, and 10% as somewhat below their peers. No graduates were rated as significantly below their peers. Alumni rated themselves as follows: 50% above or significantly above, 45.7% the same as, and 4.4% (two students) as below or significantly below their peers.

Regarding **knowledge base in comparison to peers**, program directors rated 54.3% of our graduates as above or significantly above, 34.3% the same as, and 8.6% as somewhat below or significantly below their peers. Alumni rated themselves as follows: 50% above or significantly above, 45.7% the same as, and 4.4% (two students) as below or significantly below their peers.

Regarding **management of acutely ill hospitalized patients**, program directors rated 48.5% of our graduates as above or significantly above, 36.4% the same as, and 9.1% as somewhat below their peers. No graduates were rated as significantly below their peers. Alumni rated themselves as follows: 28.3% above or significantly above, 56.8% the same as, and 15.9% as below or significantly below (one student) their peers.

Regarding **conveying empathy and concern to patients and families**, program directors rated 56.3% of our graduates as above or significantly above, 40.6% the same as, and no graduates as below their peers. Alumni rated themselves as follows: 68.3% above or significantly above, 29.5% the same as, and 2.3% (one student) as significantly below their peers.

For more survey results, see page 3

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TCMC is committed to non-discrimination in all employment and educational opportunities.

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Step 1 and Step 2 Test Results

Students at most US and Canadian medical schools, including TCMC, take USMLE Step 1 at the end of their second year. Performance on this exam at many of these medical schools determines whether the student is ready to proceed into the clinical curriculum of the third year. The exam is comprised of multiple choice questions featuring a clinical vignette, followed by a specific question which draws upon the student's foundational knowledge in the areas of basic and clinical science. The purpose of these questions is to examine the student's comprehensive knowledge as well as the ability to apply foundational knowledge in a problem-solving setting.

The medical school receives a report for each class consisting of the aggregate score (mean and standard deviation), the percentage of the class which passed the exam upon the first time taking it, the average score and first time pass rate for all US and Canadian medical schools for comparison, and a breakdown of how the medical school class performed in 21 different subject or content areas.

M4 students are now required to take the Step 2 exams by October 31st in their fourth year. USMLE Step 2 consists of two exams - one that focuses on clinical skills (CS) and one that examines the student's clinical knowledge (CK). The reporting of the performance on USMLE is similar to that described above for USMLE Step 1. One important difference, however, is that the first time pass rate is the only result reported for USMLE Step 2 CS.

Step 1 Results

Class	TCMC				National (US & Canada)			
	Mean	SD	N	1st time pass rate	Mean	SD	N	1st time pass rate
2013	224	22	64	97%	224	22	20457	94%
2014	230	18	60	98%	227	22	21219	95%
2015	225	19	66	98%	228	21	20528	96%

When a two-way analysis of variance (ANOVA) was performed on the Step 1 data set, there were no significant differences in the performance of TCMC students compared to "National" values nor was there a significant difference in the USMLE Step 1 scores among the three graduating classes.

Step 2 Results

Class	TCMC					National (US & Canada)			
	Step 2 CK			Step 2 CS		Step 2 CK			
Mean	SD	N	1st time pass rate	1st time pass rate	Mean	SD	N	1st time pass rate	
2013	235	18	61	98%	97%	238	19	20270	98%
2014	239	18	60	98%	96%	238	19	20270	98%

Alumni and Residency Program Director Surveys

General Question	Alumni Responses				Residency Director Responses			
	Significantly Below	Somewhat Below	Same As/ Somewhat Above/Significantly Above	Average Rating	Significantly Below	Somewhat Below	Same As/ Somewhat Above/Significantly Above	Average Rating
Overall preparedness and clinical competence.	2.2%	2.2%	95.7%	3.57	0.0%	10.3%	90.0%	3.77
My knowledge base meets expectations for an entering first year resident.	2.2%	2.2%	95.7%	3.54	2.9%	5.7%	88.6%	3.56
I am able to find and appraise evidence that helps me care for my patients.	2.2%	2.2%	95.7%	3.70	0.0%	0.0%	97.1%	3.82
I recognize when I do not know something and ask for help.	2.2%	0.0%	97.8%	3.80	0.0%	8.8%	91.2%	3.88
I am comfortable communicating with patients and families to provide information and to set goals of care.	2.3%	0.0%	97.7%	4.02	0.0%	3.0%	97.0%	4.00
I am able to express empathy and concern to patients and families.	2.3%	0.0%	97.6%	4.02	0.0%	0.0%	96.9%	3.90
I am able to document the initial history, physical exam, assessment and treatment plan accurately in the patient's medical record (EHR or other).	2.3%	6.8%	90.9%	3.48	0.0%	9.1%	84.8%	3.71
My progress notes effectively document patient status and ongoing diagnostic and treatment plans.	2.3%	2.3%	95.5%	3.50	0.0%	12.1%	81.8%	3.68
I communicate clearly and concisely when presenting patients on team rounds.	2.3%	11.4%	84.1%	3.37	0.0%	9.1%	87.8%	3.84
I have appropriate knowledge and skills to conduct full and targeted interviews.	2.3%	0.0%	97.7%	3.57	0.0%	6.1%	90.9%	3.69
I am able to perform appropriate physical assessments.	2.3%	7.0%	90.7%	3.30	0.0%	9.1%	87.9%	3.53
I am comfortable exploring and attending to the values, cultural preferences and health beliefs of diverse patients and families.	2.3%	6.8%	91.0%	3.52	0.0%	0.0%	97.0%	3.81
I am able to formulate appropriate diagnostic and therapeutic plans based on clinical data.	2.3%	2.3%	95.5%	3.36	0.0%	9.4%	87.5%	3.65
I can perform most procedures expected of interns in my field.	2.3%	6.8%	86.3%	3.52	0.0%	3.0%	72.8%	3.64
I am comfortable and confident assessing and managing, with supervision, acutely ill hospitalized patients.	2.3%	13.6%	84.1%	3.16	0.0%	9.1%	84.9%	3.65
I treat patients with respect and maintain confidentiality.	2.3%	0.0%	97.7%	3.82	0.0%	0.0%	97.0%	3.91
I reliably perform my responsibilities in a timely manner.	2.3%	2.3%	95.4%	3.70	0.0%	3.0%	97.0%	3.91
I am comfortable working as an intern on a resident team.	2.3%	6.8%	90.9%	3.48	0.0%	6.1%	93.9%	3.97
I work collaboratively with members of other services (medical, nursing, social service, home care) to coordinate care.	2.3%	0.0%	97.7%	3.80	0.0%	6.1%	94.0%	3.67