An Oral Presentation Tool for Pediatric Clerkship Student Peer Assessment

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Disclosure of Financial Relationships

• No Disclosures
Background

- Successful formative feedback measures learner performance against established performance standards.
- Previous research indicates students find peer assessments beneficial, reporting enhanced self-reflection as a main strength.
- Rubrics are useful assessment tools for self- and peer assessments. These assessments are promoted by embedding them into existing course processes.
- We hope that our innovative tool will contribute to the limited literature on teaching and assessing pediatric clerkship student oral presentations.

Innovation

- Pediatric clerkship students are expected to present pertinent and organized case presentations on inpatient rounds.
- Many students struggled with this expectation and provided feedback that expectations varied amongst pediatric hospitalists.
- An innovative tool, the Oral Presentation Tool (OPT), was created to establish interval case presentation expectations and encourage peer assessments and feedback.
Expectations

Objectives

1. Standardize interval case presentation expectations for pediatric clerkship students

2. Improve pediatric clerkship student comfort level with interval case presentations and EPA6

3. Improve pediatric clerkship student skill level with interval case presentations
Methods

• Standardize Expectations
• Implementation and Assessments
• Evaluation and Analysis of Process

Standardizing Expectations
OPT Development

1. Brainstorming and drafting by clerkship leaders with input from a senior resident on a teaching elective

2. Revisions by focus groups of hospitalists, residents, and students

3. Consensus about OPT layout/content
Implementation and Assessment

OPT Workshop

**INSTRUCTIONAL VIDEO**
Students watch a video reviewing OPT background, form layout, expectations, and peer assessment sections.

**INTERVAL CASE PRESENTATION VIDEO**
Students watch an example presentation and practice giving a peer assessment.
Inpatient Rotation

• Students complete at least 2 peer assessments for each student on their team.

• Students fill out final self-assessments and final process evaluations.

• Hospitalist summative assessments of oral presentations were collected for the 2014-2015 and 2015-2016 academic years.

Evaluation and Analysis of Process
Overview of Data Analysis

Descriptive and inferential statistics were used to analyze results

Results

• Self-assessments, peer assessments and process evaluations were collected for 117 students during the 2015-2016 academic year.

• Faculty assessments of student oral presentations were collected for the 2014-2015 and 2015-2016 academic years.
Process Evaluations

• Most students felt peer assessments improved presentations.

“They ‘forced’ me to pay attention to others’ presentations and use them to evaluate and better my own. I evaluated myself as I was evaluating my peers.”

“The insight that I received from my peers allowed me to adjust and improve each day.”

Process Evaluations

• Many students voiced concerns that peer assessments often lacked honesty and criticism.

“It was hard to be brutally honest with classmates so I’m not sure I got appropriate feedback.”

“Many of us are still too nice to give frank constructive feedback.”
Results

Objective 1
Standardize Expectations for Interval Case Presentations

Process Evaluations

• Process evaluations clearly indicated that the OPT standardized presentation expectations and helped students filter/focus information.

“I have had trouble streamlining my presentations up until this point. However, the OPT gave me clear directions as to what to always include which really helped me.”

“The OPT made me actively think about the presentations and was a solid outline/expectation for presentations.”
Results

Objective 2
Increase Student Comfort with Interval Case Presentations and EPA-6

Self-Assessments

- Wilcoxon Signed Rank tests compared initial and final self-assessments:
  - Student comfort increased for all presentation and EPA-6 components (p<0.05).
  - Students starting with outpatient rotations had higher final self-assessment rankings (p<0.05).
**Self-Assessment Data**

*I=Started clerkship with inpatient rotation
O=Started clerkship with outpatient rotation
*Mean response trends are shown

### Results

**Objective 3**  
Improve Student Skill with Interval Case Presentations
Self- and Peer Assessments

• Spearman’s rho indicated no correlation between final self-and final peer assessments (S: r=-0.04, p=0.67; O: r=0.18, p=0.08; A: r=-0.02, p=0.89; P: r=0.02, p=0.83).

• Independent samples t-test and Mann-Whitney U test showed no difference in faculty assessments for the pre-OPT and post-OPT AYs (p=0.07, p=0.48).

Conclusions

• The OPT appeared to successfully:
  • Establish interval case presentation expectations
  • Increase student comfort with all presentation and EPA-6 components
  • Implement peer assessments within the constructs of the existing clerkship

• The OPT did not appear to improve student presentation skill level.
Conclusions

• The OPT identified:
  – Need for more student education/training regarding effective peer assessments/feedback
  – Student desire for resident and attending OPT assessments

References

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