



Progress Testing of Basic Science Application During a Clinical Competency-Based Curriculum Pilot



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ENCORE is:

Innovative: An experimental curricular strategy

Clinical: Students see real patients in real clinics

Competency-Based: Assessments target real clinical behaviors

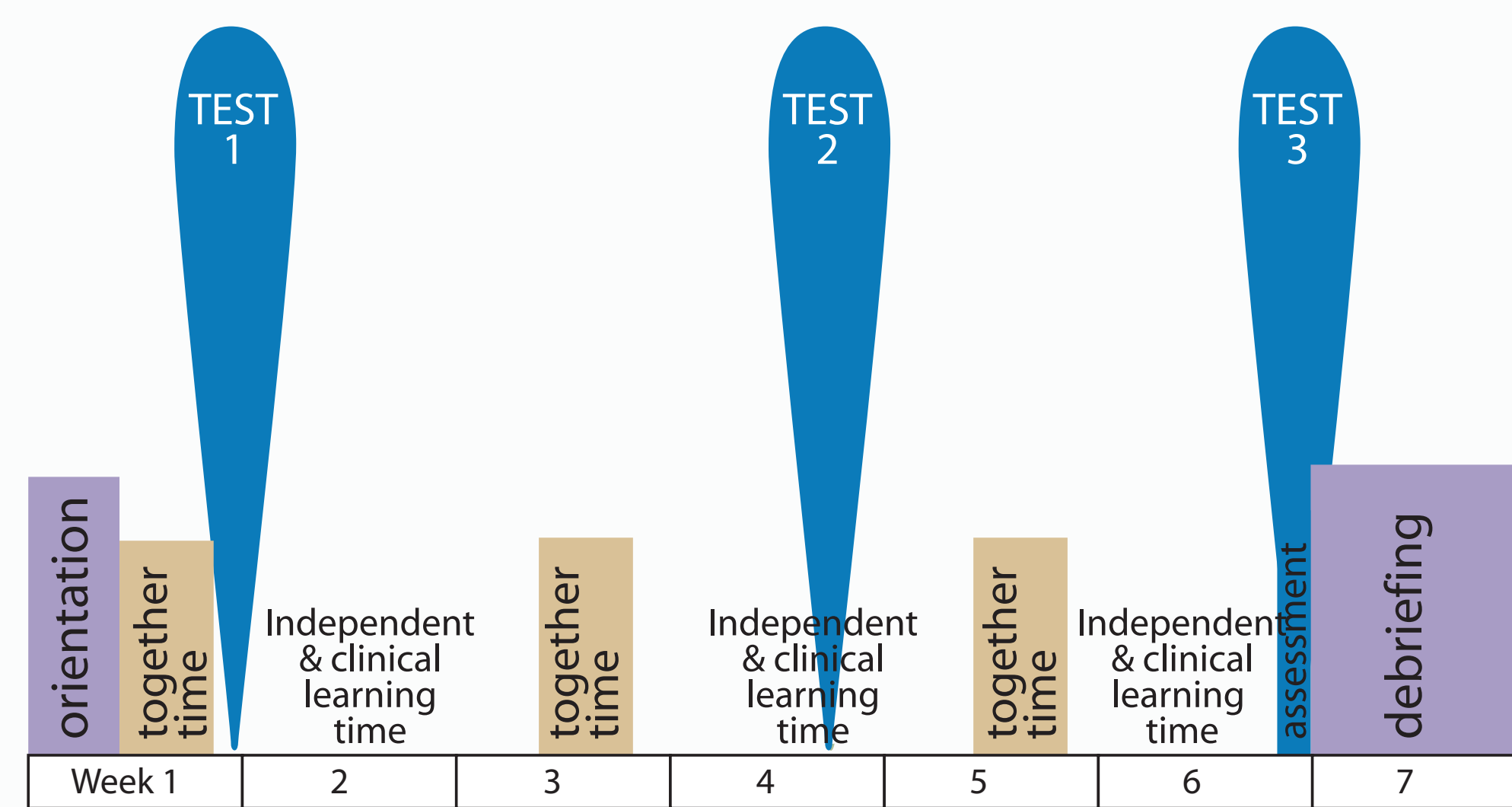
Outcomes-Driven: Students work to meet explicit outcomes

The ENCORE pilot was:

7 weeks: summer of 2009

6 students: between 1st and 2nd year

3 clinical domains: renal failure, trauma, hyperglycemia



The 3 Progress Tests were:

50 multiple choice items: some items repeated
All chosen from Peninsula's existing progress test bank

4 topic areas: the 3 clinical domains + infectious disease
Items did not address curricular outcomes directly

Web-based: taken *ad lib* during a 2-day window

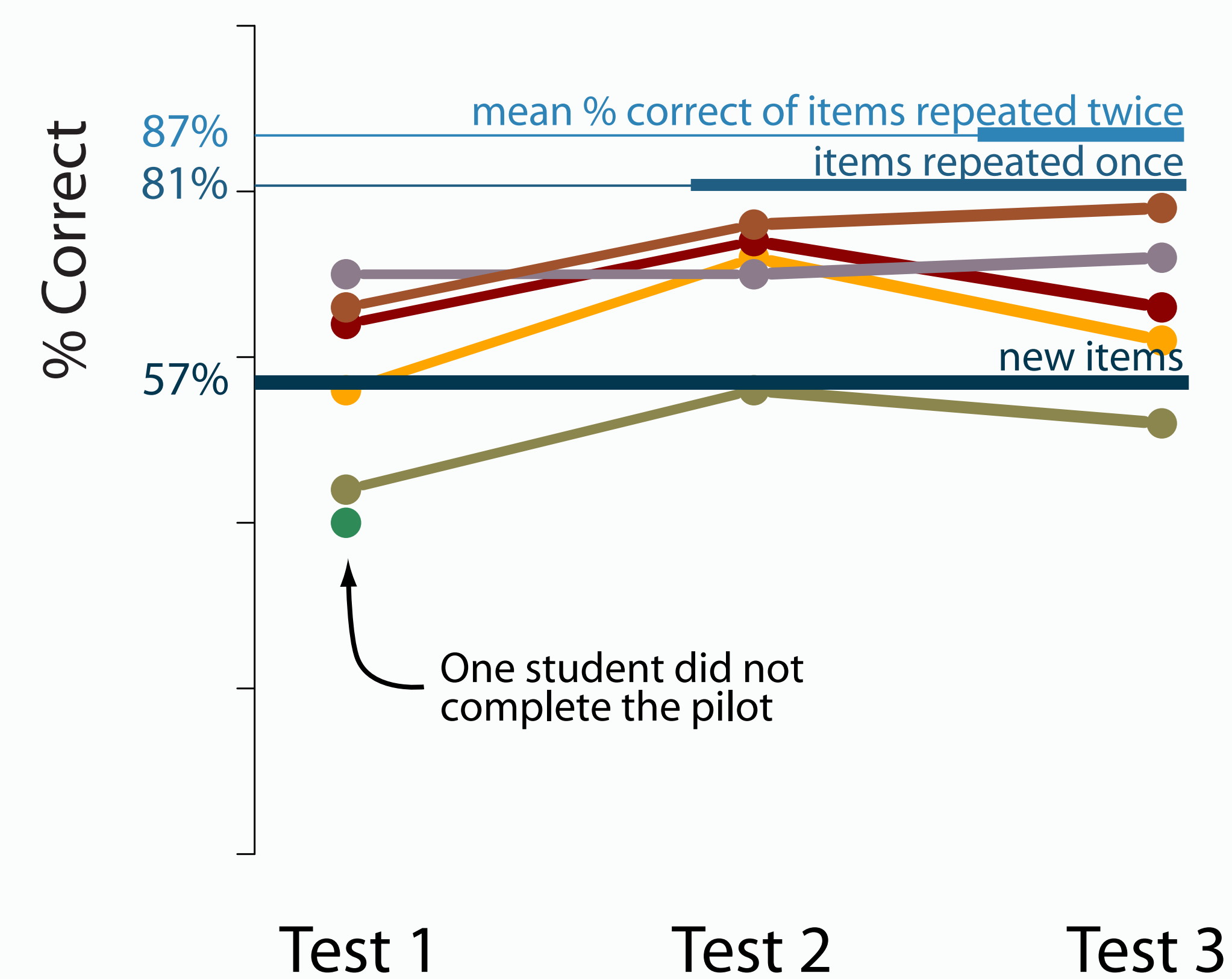
90 minutes

Clinical vignettes: quite difficult

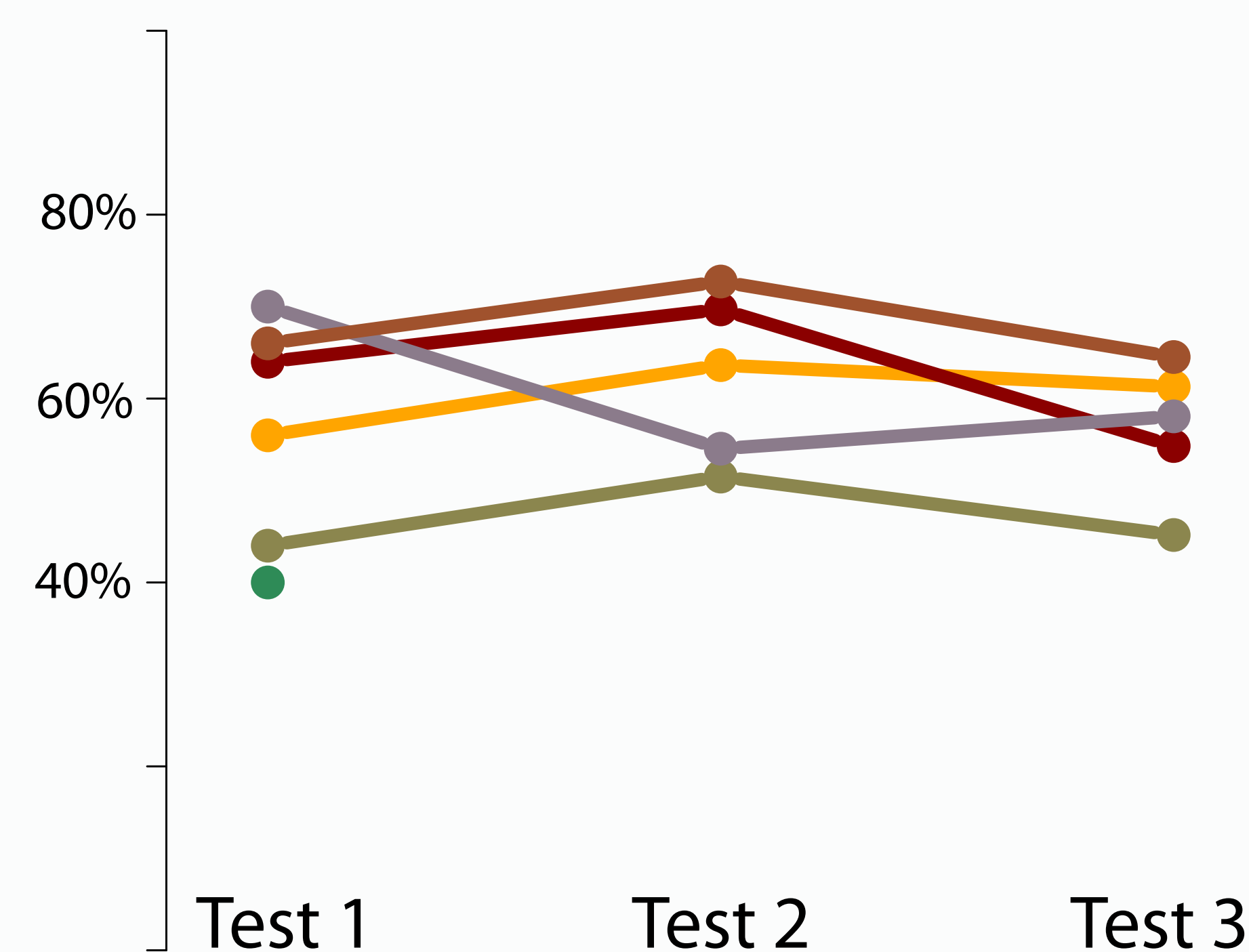
Transparent: Students accessed all items & answers afterward

Scores improved due to repeated items:

All items:



Repeated items removed:

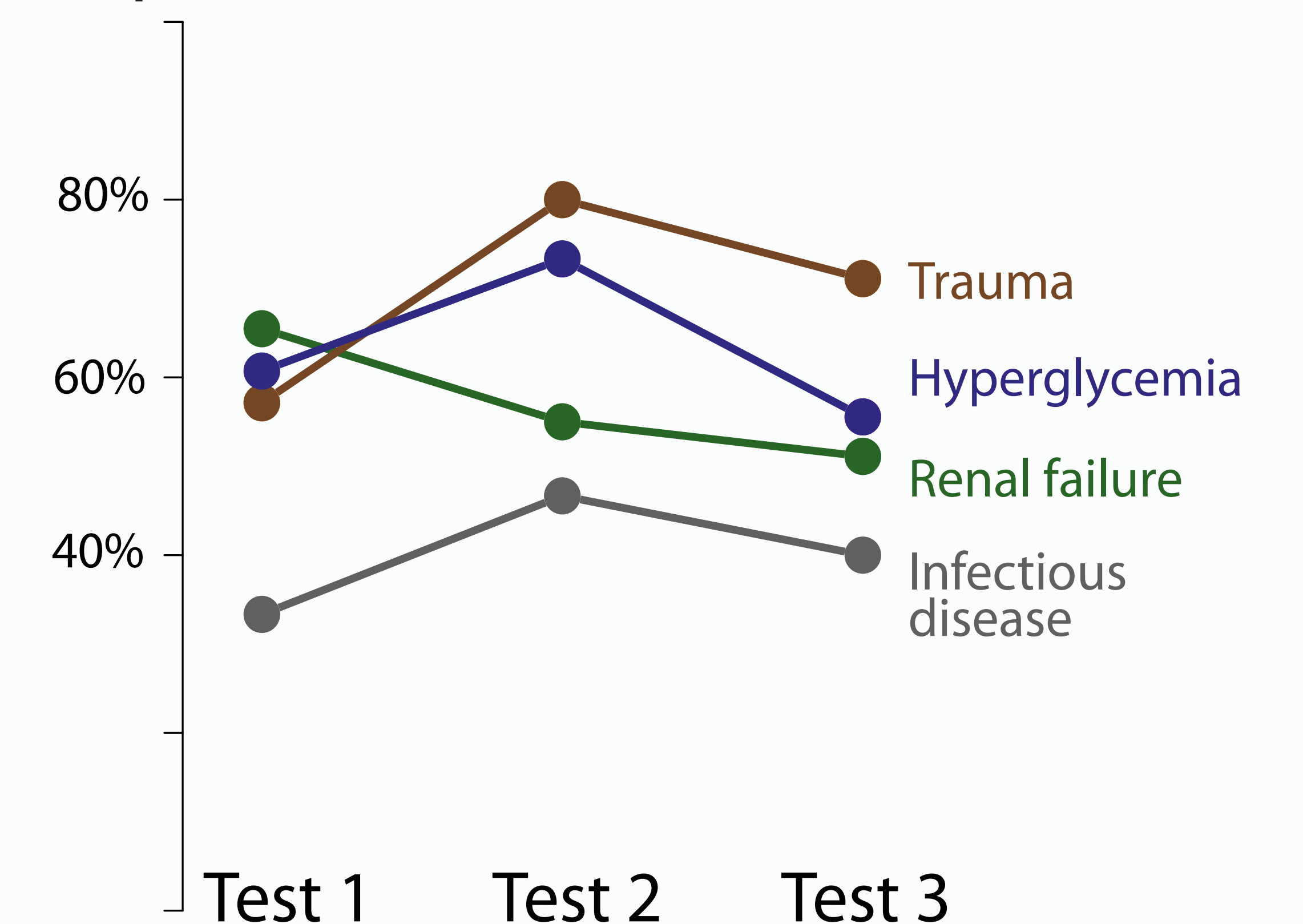


Conclusions:

Students seem to attend to feedback
Items are not detecting knowledge gains

Topic scores were stable:

Repeated items removed:



Conclusions:

Tests are not necessarily equally difficult

Next steps include:

Test many learner levels:

ENCORE pilot students were equal levels of learning
On a valid test, more experience would improve scores
Test difficulty is estimatable with many learner levels' scores

Use longer inter-test intervals:

Allow consolidation of test feedback
Reduce gains from repeated items

Write items to learning outcomes

Feedback more helpful towards learning goals
Less frustrating for students

