DEVELOPMENT OF A RESIDENT REPORT CARD DATABASE

Brandi A. Hankins, MD,1 Beatrice A. Boateng, PhD2; Lewis P. Krain, MD3; Carol R. Thrush, EdD2; Ashley A. Lavender4; J. Ben Guise, MD5

1Psychiatry Department (Resident), 2UAMS Office of Educational Development, 3Residency Program Assistant Director, 4Residency Program Coordinator, 5Residency Program Director

BACKGROUND

- In 2001, the ACGME Outcomes Project shifts focus of accreditation from educational processes to outcomes.
- Phase 3 of the implementation timeline (2006-2011) requires residency education programs to: "Use resident performance data as the basis for improvement and provide evidence for accreditation review."
- In 2006, Knight et al reported on the development of a Family Medicine residency report card and concluded that program report cards might be an invaluable instrument for program evaluation.
- In 2007, Phitayakorn et al developed a standardized report card to compare residency programs across an institution.
- Few reports to date have described the practical considerations and implementation details involved in developing a comprehensive resident report card.

OBJECTIVES

Objectives of this report card are to provide:

- Information regarding resident competence across PGY levels, resident performance for program evaluation and improvement, and outcome measures for use by residency program leadership.
- Encapsulated feedback for residents on their individual competence during semi-annual reviews with the Program Directors.
- A database for exploring educational research questions.

METHODS

- Our educational research group began developing the report card database in 2005 to systematically organize and consolidate resident data.
- After critically examining existing evaluation information, we included variables in the database relevant to ACGME requirements and local program goals and outcomes.
- Data is categorized in an Access database with the flexibility to add new data elements as they become relevant.

DATA COLLECTED

Variables relevant to ACGME requirements and local program goals and outcomes consist of:

DEMOGRAPHICS
- Name
- Registration year
- Gender
- Ethnicity
- Date of Birth

PRE-RESIDENCY
- Medical School Rank
- NBME Scores
- Letters of recommendation
- USMLE 1
- USMLE 2

RESIDENCY
- USMLE 3 (MK, SBP)
- Mock Oral Board score
- Promotion committee feedback
- Incident reports
- Didactic attendance
- Grand Rounds attendance
- Portfolio scores
- Evaluations
- PRITE scores

POST RESIDENCY
- Written Boards
- Oral Boards
- Post residency destination (fellowship, academic, private, community)

SIGNIFICANCE

The resident report card enables:

- The review of resident performance (pre-, intra-, post-residency)
- Resident formative evaluation
- Program evaluation and improvement
- The assessment of the reliability and validity of educational methods and evaluation tools
- A focus on educational outcomes

References

Knight DA, Vranenka PW, O’Sullivan PS. A process to meet the challenge of program evaluation and program improvement. ACGME Bulletin. 2006; Sept 5.0. [http://www.acgme.org/acwebsite/pubs/acgme_bull/index.jsp]