

Student Reaction to the ECMH – A qualitative analysis of student surveys: September – November 2012

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BACKGROUND: The Education Centered Medical Home (ECMH) aims to provide medical students a unique clinically-based learning experience through continuity with faculty members, peers, and patients. The program is in its early stages and to date, student reactions to the program have not been systematically assessed.

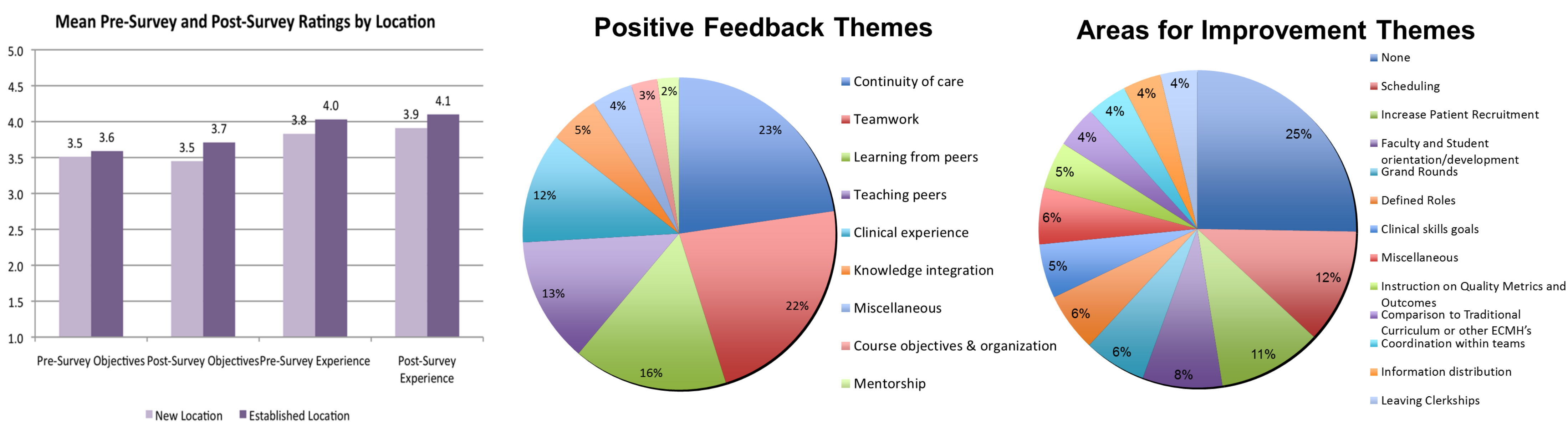
AIM: To qualitatively assess the range of student experiences at our Education Centered Medical Homes, identifying common themes in student’s experiences in this educational model as well as targeted areas of improvement.

PARTICIPANTS: 151 first through fourth year medical students

METHODS:

A total of 290 surveys (151 pre-surveys, 139 post-surveys) were administered to first through fourth year medical students participating in the ECMH program. Of these, 90 pre- and post-surveys were linked; all results reported reflect only these matched surveys. Both pre- and post- surveys consisted of two identical arrays of agreement scale items, addressing ECMH objectives and personal experience. Agreement scale items were analyzed on a scale of 1 to 5 (1 denotes strong disagreement, 5 strong agreement); 9 positive feedback themes and 13 areas for improvement themes were developed by one group member from the narrative responses. Three additional raters reviewed the data and coded narratives using the developed code list. Inter-rater reliability coefficients were generated to determine the validity of the coded themes.

RESULTS (Pre/Post Satisfaction & Coded Narrative Themes):



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Overall student satisfaction on objective and experience items are positive. The qualitative analysis of student responses for the initial 2 months of the ECMH program identified positive feedback themes, most notably of continuity of care, teamwork, and peer-to-peer education for the ECMH program. Themes for areas of improvement included scheduling issues, the need for increased patient recruitment and improved faculty and student orientation and continued development to meet ECMH objectives. Importantly, when asked to “state one negative of the ECMH program,” 25% of responders replied “none.” The inter-rater reliability coefficients generated for single measures and average measures at the 95% Conference Interval were (0.93, 0.88).

DISCUSSION: Medical students involved in the Education-Centered Medical Home (ECMH) program identified positive themes reinforcing the ECMH model as a valuable and unique educational experience as well as identifying and prioritizing areas of potential curricular improvement.