

Supplemental Digital Appendix 1

Readiness for Clerkship Survey, University of British Columbia Faculty of Medicine

Readiness for Clerkship – Student Survey

Introduction

The UBC Faculty of Medicine is in the process of curriculum renewal. A critical element of this process is to collect data about the effectiveness of the existing MD program. As an important step, we are asking you to assess how well the first two years of the MD program have prepared you for full-time patient-based learning in clerkship.

The responses we receive from students will indicate the strengths and weaknesses of our program and help to direct program changes. Individual responses will not be reported; only grouped data will be used for reporting. Anonymized quotes will be used to illustrate findings. By submitting the survey, you indicate that you are consenting to participating in this research and to having your data included.

Approximately 10-15 minutes of your time will be required to complete this form.

We thank you in advance for your assistance.

Please contact us at evaluation@exchange.ubc.ca if you have any questions.

Start of Survey

D1. Please identify your Program Site:

- IMP
- NMP
- VFMP

D2. Are you enrolled in an Integrated Clerkship?

- Yes
- No

If Yes proceed to question 1 below

If No continue with the next question

D3. We know that you completed your Rural Family Medicine Rotation at the start of clerkship. Please select from the menu below which rotation you completed right after your Family Medicine rotation in this academic year. Check ONLY ONE:

- Anaesthesia
- Dermatology
- Emergency Medicine
- Internal Medicine
- Obstetrics & Gynaecology
- Ophthalmology
- Orthopaedics
- Paediatrics
- Psychiatry

□ Surgery

Please rate your ability, i.e. **competence to do or perform** the activities listed below during your Family Medicine Rotation and the clinical rotations that you have taken during the first 12 weeks of the current academic year.

	0	1	2	3	4	5
	Unable to rate/Not applicable	An unacceptable level of competence	A marginal level of competence	A satisfactory level of competence	A high level of competence	An extremely high level of competence
1. Take a full medical history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Take an appropriate history of the current problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Formulate a problem list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Perform a full physical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Document the history and physical exam findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Verbally present your findings to the resident or your preceptor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communicate respectfully and effectively with your patients and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Explain the approach to communicating bad or difficult news to your patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Communicate respectfully and effectively with peers, residents and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Communicate respectfully and effectively with other health care professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Interpret relevant key laboratory results obtained on your patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Interpret (explain the meaning of) relevant imaging reports for the common health problems of your patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Explain the underlying pathology and pathophysiology of your patients' key problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2	3	4	5
	Unable to rate/Not applicable	An unacceptable level of competence	A marginal level of competence	A satisfactory level of competence	A high level of competence	An extremely high level of competence
14. Demonstrate a clear understanding of anatomy in the context of physical exams and interventions	o	o	o	o	o	o
15. Propose a differential diagnosis consisting of more than one reasonable alternative based on the history, laboratory and other tests, and the results of the physical examination of your patients	o	o	o	o	o	o
16. Identify medications appropriate to treat your patient's problems	o	o	o	o	o	o
17. Explain the choice of medication based on mechanism of action and the clinical problems of the specific patient	o	o	o	o	o	o
18. Propose a basic short-term management plan for your patient's major problems	o	o	o	o	o	o
19. Explain the short-, intermediate- and long-term management plans that were developed for the patients under your care	o	o	o	o	o	o
20. Identify if the patient is seriously ill and requires immediate assessment and treatment	o	o	o	o	o	o
21. Identify when a patient may not be mentally competent	o	o	o	o	o	o
22. Capacity to be involved in the care of several patients each day	o	o	o	o	o	o
23. Describe the psychosocial aspects of your patient's problem(s)	o	o	o	o	o	o
24. Demonstrate compassion for and interest in your patients	o	o	o	o	o	o
25. Act only within the limits of your competence	o	o	o	o	o	o

	0	1	2	3	4	5
	Unable to rate/Not applicable	An unacceptable level of competence	A marginal level of competence	A satisfactory level of competence	A high level of competence	An extremely high level of competence
26. Respond to pages, patient and team needs in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Arrange for care of your patient during absences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Show personal commitment to honouring the choices and rights of your patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Pursue opportunities to learn the required technical procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Retrieve relevant information from credible sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Critically evaluate information from a variety of sources (e.g., pharmaceutical industry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Willing to admit an error in judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Listen to and act on feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Prevent or resolve conflicts with members of the health care team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Identify gaps in your knowledge and skills related to the care of your patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Take steps to correct gaps in knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Demonstrate self care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1	2	3	4	5
	Unable to rate/Not applicable	An unacceptable level of competence	A marginal level of competence	A satisfactory level of competence	A high level of competence	An extremely high level of competence
(e.g., adequate rest, emotionally stable, takes time to eat)						
38. Describe the responsibility to advocate for your patients	o	o	o	o	o	o
39. Explain the concept of cost-effectiveness as it relates to the care of your patients	o	o	o	o	o	o

40. Please describe gaps in your **knowledge base** that you feel should have been addressed before beginning clerkship. (Paragraph answer)
41. Please describe gaps in your **clinical skills** that you feel should have been addressed before beginning clerkship. (paragraph answer)
42. Please describe gaps/problems in your **professional behaviour** or your understanding of professional behaviour that you feel should have been addressed before beginning clerkship. (paragraph answer)
43. In what areas of functioning as a third year medical student, do you feel the first two years of our program **prepared you well**? (e.g., *The xxx course in year x gave me a solid approach to completing a comprehensive history and physical exam*). (paragraph answer).
44. In what areas of functioning as a third year medical student, do you feel the first two years of our program **did not prepare you well**? (e.g., *I felt poorly prepared to take a history and physical exam in the time pressured setting of the xxx Department or busy clinical service*). (paragraph answer)

Thank you for taking the time to complete this survey.

Your contribution is valued and greatly appreciated!

Supplemental Digital Table 1

Student- and Faculty-Assigned Means and Standard Deviations of Each Item for Each Class, Rank Ordered by Mean Score for the Class of 2011

Item	Student ratings						Faculty ratings					
	2011			2012			2011			2012		
	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD
24. Demonstrate compassion for and interest in your patients	174	3.91	0.704	168	3.98	0.661	373	3.43	0.585	405	3.47	0.631
33. Listen to and act on feedback	174	3.89	0.704	168	3.95	0.686	363	3.31	0.625	402	3.4	0.662
26. Respond to pages, patient and team needs in a timely manner	172	3.87	0.746	164	3.87	0.688	279	3.31	0.668	310	3.33	0.688
25. Act only within limits of your competence	172	3.81	0.684	168	3.82	0.776	366	3.33	0.569	404	3.38	0.662
32. Willingness to admit an error in judgment	174	3.76	0.711	168	3.8	0.694	319	3.14	0.59	350	3.25	0.663
9. Communicate respectfully and effectively with peers, residents and faculty	177	3.75	0.767	169	3.79	0.717	358	3.45	0.623	399	3.49	0.653
7. Communicate respectfully and effectively with patients and their families	176	3.73	0.78	170	3.86	0.729	353	3.35	0.663	404	3.49	0.67
10. Communicate respectfully and effectively with other health care professionals	176	3.7	0.758	168	3.77	0.742	355	3.37	0.639	393	3.45	0.661

Item	Student ratings						Faculty ratings					
	2011			2012			2011			2012		
	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD
28. Shows personal commitment to honouring the choices and rights of your patients	172	3.7	0.717	166	3.77	0.687	301	3.25	0.574	326	3.29	0.619
35. Identify gaps in their knowledge and skills related to the care of your patients	174	3.64	0.689	167	3.77	0.702	359	3.18	0.636	394	3.19	0.651
36. Take steps to correct gaps in knowledge and skills	174	3.55	0.693	166	3.74	0.678	342	3.19	0.634	379	3.24	0.674
1. Take a full medical history	179	3.52	0.665	171	3.55	0.625	346	3.05	0.585	398	3.02	0.642
38. Describe the responsibility to advocate for your patients	173	3.49	0.661	164	3.5	0.687	277	3.12	0.531	298	3.15	0.593
23. Describe the psychosocial aspects of your patient's problem(s)	174	3.47	0.686	167	3.51	0.735	305	3.04	0.578	321	3.13	0.611
30. Retrieve relevant information from credible sources	174	3.47	0.718	168	3.65	0.676	342	3.21	0.683	376	3.33	0.707
2. Take an appropriate history of the current problem	178	3.46	0.647	171	3.41	0.657	363	2.97	0.577	407	2.92	0.638
27. Arrange for care of your patient during absences	148	3.45	0.722	142	3.45	0.749	182	2.94	0.766	191	2.98	0.74
29. Pursue opportunities to learn the required technical procedures	174	3.45	0.815	168	3.54	0.854	314	3.25	0.693	368	3.34	0.714
34. Prevent or resolve conflicts with members of the health care team	165	3.4	0.697	162	3.47	0.749	230	3.08	0.581	235	3.16	0.589
5. Document history and physical exam findings	178	3.35	0.632	171	3.26	0.68	345	3.03	0.554	396	3	0.608

Item	Student ratings						Faculty ratings					
	2011			2012			2011			2012		
	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD
31. Critically evaluate information from a variety of sources (e.g., pharmaceutical industry)	173	3.32	0.762	168	3.42	0.738	270	2.98	0.633	298	3.01	0.69
22. Capacity to be involved in the care of several patients each day	174	3.3	0.739	167	3.27	0.698	291	3.01	0.61	348	2.97	0.657
20. Identify if the patient is seriously ill and requires immediate assessment and treatment	174	3.28	0.693	167	3.1	0.708	289	2.83	0.653	317	2.84	0.754
4. Perform a full physical examination	178	3.26	0.64	170	3.07	0.667	281	2.85	0.63	366	2.8	0.698
14. Demonstrate a clear understanding of anatomy in the context of physical exams and interventions	176	3.2	0.685	168	3.09	0.682	313	2.75	0.671	387	2.73	0.796
13. Explain the underlying pathology and pathophysiology of your patient's key problems	178	3.16	0.714	167	2.99	0.699	345	2.74	0.628	385	2.69	0.687
37. Demonstrate self care (e.g., adequate rest, emotionally stable, takes time to eat)	173	3.14	0.84	167	3.13	0.958	315	3.37	0.671	346	3.39	0.628
6. Verbally present their findings to the resident or to your preceptor	177	3.1	0.833	169	2.98	0.855	370	2.93	0.61	406	2.94	0.663
3. Formulate a problem list	178	3.09	0.715	170	2.99	0.662	355	2.67	0.655	399	2.61	0.667

Item	Student ratings						Faculty ratings					
	2011			2012			2011			2012		
	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD
21. Identify when a patient may not be mentally competent and whose mental status should be assessed	171	3.08	0.782	166	3.05	0.741	222	2.81	0.602	238	2.77	0.61
11. Interpret relevant key laboratory results obtained on your patients	177	3.06	0.744	167	2.87	0.682	320	2.88	0.579	369	2.82	0.607
39. Explain the concept of cost-effectiveness as it relates to the care of your patients	171	3.05	0.734	164	3.04	0.762	237	2.75	0.715	270	2.69	0.727
8. Explain the approach to communicating bad or difficult news to your patient	169	3.04	0.882	166	2.95	0.952	194	2.91	0.711	244	2.88	0.686
15. Propose a differential diagnosis consisting of more than one reasonable alternatives based on the history, laboratory and other tests, and the results of the physical examination of your patients	175	3.01	0.769	167	2.78	0.66	343	2.7	0.663	385	2.63	0.656
18. Propose a basic short-term management plan for your patient's major problems	175	2.91	0.757	166	2.64	0.706	341	2.74	0.618	380	2.66	0.679
19. Explain the short-, intermediate- and long-term management plans that were developed for the patients under your care	174	2.87	0.752	165	2.64	0.749	299	2.65	0.666	325	2.59	0.664

Supplemental digital content for Peterson LN, Eva KW, Rusticus SA, Lovato CY. The Readiness for Clerkship Survey: Can Self-Assessment Data Be Used to Evaluate Program Effectiveness? Acad Med. 2012;87(10).

Item	Student ratings						Faculty ratings					
	2011			2012			2011			2012		
	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD	No.	Mean	SD
12. Interpret (explain the meaning of) relevant imaging reports for the common health problems of your patients	177	2.86	0.793	168	2.48	0.819	286	2.77	0.618	341	2.7	0.632
16. Identify medications appropriate to treat your patient's problems	174	2.66	0.94	165	2.36	0.884	332	2.57	0.711	384	2.46	0.695
17. Explain the choice of medication based on mechanism of action and the clinical problems of the specific patient	175	2.58	0.93	165	2.34	0.866	323	2.52	0.711	363	2.4	0.733

Supplemental Digital Table 2

Factor Loadings for all 35 Items from the Readiness for Clerkship Survey as a Function of Cohort and Analysis Type*

Item	EFA		CFA		EFA	
	Faculty 2011 (n = 384)		Faculty 2012 (n = 419)		Student 2011/12 (n = 350)	
	CSKA	WP	CSKA	WP	CSKA	WP
1. Take a full medical history	.78	.06	.87	-	.67	.23
2. Take an appropriate history of the current problem	.72	.15	.88	-	.71	.14
3. Formulate a problem list	.89	-.14	.81	-	.67	.10
4. Perform a full physical examination	.73	.06	.74	-	.63	.18
5. Document history and physical exam findings	.70	.18	.77	-	.63	.25
6. Verbally present their findings to the resident or to your preceptor/to me	.77	.02	.72	-	.55	.13
11. Interpret relevant key laboratory results obtained on your patients	.73	.12	.79	-	.71	.01
12. Interpret (explain the meaning of) relevant imaging reports for the common health problems of your/their patients	.86	.00	.77	-	.69	-.09
13. Explain the underlying pathology and pathophysiology of your/their patient's key problems	.80	.04	.75	-	.68	.08
14. Demonstrate a clear understanding of anatomy in the context of physical exams and interventions	.65	.08	.72	-	.61	.19
15. Propose a differential diagnosis consisting of more than one reasonable alternatives based on the history, laboratory and other tests, and the results of the physical examination of your/their patients	.92	-.06	.85	-	.77	.09
16. Identify medications appropriate to treat	1.06	-.28	.85	-	.96	-.34

Item	EFA		CFA		EFA	
	Faculty 2011 (n = 384)		Faculty 2012 (n = 419)		Student 2011/12 (n = 350)	
your/(his/her) patient's problems						
17. Explain the choice of medication based on mechanism of action and the clinical problems of the specific patient	1.05	-.32	.82	-	.97	-.35
18. Propose a basic short-term management plan for your/their patient's major problems	.90	-.04	.88	-	.91	-.06
19. Explain the short-, intermediate- and long-term management plans that were developed for the patients under your care	.89	.03	.87	-	.88	-.05
20. Identify if the patient is seriously ill and requires immediate assessment and treatment	.63	.18	.79	-	.59	.21
21. Identify when a patient may not be mentally competent and whose mental status should be assessed	.66	.20	.70	-	.45	.19
7. Communicate respectfully and effectively with your/their patients and their families	.21	.60	-	.81	.15	.54
9. Communicate respectfully and effectively with peers, residents and faculty	.10	.78	-	.98	.17	.74
10. Communicate respectfully and effectively with other health care professionals	.10	.71	-	.95	.18	.74
24. Demonstrate compassion for and interest in your patients	-.06	.83	-	.77	-.04	.81
25. Act only within limits of your/(his/her) competence	.03	.83	-	.82	.00	.82
26. Respond to pages, patient and team needs in a timely manner	.05	.75	-	.79	.04	.84

Item	EFA		CFA		EFA	
	Faculty 2011 (n = 384)		Faculty 2012 (n = 419)		Student 2011/12 (n = 350)	
27. Arrange for care of (your/their) patient during absences	.33	.48	-	.74	.17	.69
28. (Show/Shows) personal commitment to honouring the choices and rights of (your/the) patient	.00	.85	-	.87	-.01	.87
29. Pursue opportunities to learn the required technical procedures	.14	.60	-	.79	.09	.64
30. Retrieve relevant information from credible sources	.25	.61	-	.78	.03	.78
31. Critically evaluate information from a variety of sources (e.g., pharmaceutical industry)	.38	.47	-	.70	.18	.55
32. (Willing/Willingness) to admit an error in judgment	-.09	.90	-	.79	-.14	.92
33. Listen to and act on feedback	-.12	.90	-	.79	-.14	.94
34. Prevent or resolve conflicts with members of the health care team	.04	.83	-	.80	.16	.62
35. Identify gaps in (your/their) knowledge and skills related to the care of their patients	.09	.94	-	.82	-.03	.90
36. Take steps to correct gaps in knowledge and skills	.00	.89	-	.83	.00	.88
37. Demonstrate self care (e.g., adequate rest, emotionally stable, takes time to eat)	-.02	.64	-	.58	.27	.33
38. Describe the responsibility to advocate for (your/their) patients	.07	.73	-	.79	.18	.64
8. Explain the approach to communicating bad or difficult news to (your/the) patient	-	-	-	-	-	-

Supplemental digital content for Peterson LN, Eva KW, Rusticus SA, Lovato CY. The Readiness for Clerkship Survey: Can Self-Assessment Data Be Used to Evaluate Program Effectiveness? Acad Med. 2012;87(10).

Item	EFA		CFA		EFA	
	Faculty 2011 (n = 384)		Faculty 2012 (n = 419)		Student 2011/12 (n = 350)	
22. Capacity to be involved in the care of several patients each day	-	-	-	-	-	-
23. Describe the psychosocial aspects of (your/their) patient's problem(s)	-	-	-	-	-	-
39. Explain the concept of cost-effectiveness as it relates to the care of (your/their) patients	-	-	-	-	-	-

* Numbers in boldface type indicate the highest factor loading. Items 8, 22, 23, and 39 were excluded from the factor analyses because of cross-loading or low loadings across multiple samples. EFA = exploratory factor analysis; CFA = confirmatory factor analysis; CSKA = Clinical Skills and Knowledge application; WP = Working as a Professional.