



Research Week 2020

How Undergraduate Medical Students Identify and Respond to Educational Deficits

Lindsay Parlee, M.Ed., Patricia Carney, Ph.D

OHSU

Keywords

Academic resilience,

Abstract

BACKGROUND

Like many medical schools Oregon Health and Science University (OHSU) has shifted towards competency-based education (CBE). CBE relies on frequent testing and formative assessment to ensure knowledge, skill, and professional benchmarks are reached. When a benchmark is not reached, OHSU uses assessment data to focus the remediation process on specific learning gaps. However, there is no mandatory longitudinal program in place for learners who face repeated academic adversity. The goal of this study was to determine: 1) How students identify their learning gaps 2) What resources students use to address learning gaps 3) The association between past adversity and resilience in undergraduate medical students.

METHODS

An anonymous cross-sectional survey was emailed to all OHSU medical students. Survey sections: 1) Demographics 2) Past academic & career adversity 3) Perspective on OHSU academic support 4) Modified Academic Resilience Scale. Students were grouped into Low Adversity (LAG) and High Adversity (HAG) groups for quantitative analysis with independent samples t-test, Chi Square & Fisher's Exact Test.

RESULTS

Being white was associated with the LAG. Having dependents or a prior career was associated with the HAG. The HAG was more likely to have experienced persistent knowledge gaps, have remediated one or more blocks, or have had environmental/social circumstances that contributed to their adversity in medical school. There was no statistical difference in overall resilience score between the HAG and LAG.

CONCLUSIONS

Diverse student populations (racial/ethnic minorities, students with dependents & students with prior careers) make up a greater percentage of the HAG than the LAG, yet

both groups are equally resilient. Academic adversity status is not associated with a lack of resilience. The HAG identified different resource needs than the LAG, notably additional support for diverse student populations. Remediation programs should take an individualized longitudinal approach with students who face repeated academic adversity.