Development and validation of a survey to assess the perception towards and efficacy of PROMOBES as a real-time feedback tool for professionalism

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Abstract

Currently in medical education, professionalism is evaluated in clinical years at the conclusion of each rotation, but by this time certain behaviors may have already become traits stemming from preclinical years. To fully understand a student’s habits of professionalism, there should be long-term tracking through all phases of training. If a student were to act unprofessionally during preclinical years, there is no efficient way to detect a pattern and intervene early with timely, focused feedback.

The purpose was to validate a survey that will assess PROMOBES as an evaluation tool for professionalism. The survey assesses student’s attitudes towards real-time observation and their awareness of their own professionalism after integration of PROMOBES.

The study consisted of three focus groups made up of UCF College of Medicine students, faculty, and preceptors to develop the survey content. Interpretative Phenomenological Analysis was performed on the qualitative data to develop the survey content and architecture. A pilot test of the survey was then released to 30 M1 and M2 students.

From the focus groups, 31 codes were developed. These codes were grouped into ten categories. These ten categories were then turned into 30 survey questions. This provided content validity in that the survey was able to measure all the aspects of the concept being studied. The pilot test results provided feedback on survey content and architecture to further optimize the survey. The pilot test results provided response process validity as it demonstrated that the survey participants understood the survey construct as defined by the PI.