

“Give an Impromptu Lecture about Juvenile Idiopathic Arthritis”: Using Fellows’ Performance on a Pediatric Rheumatology Objective Structured Clinical Examination Scenario to Improve Future Examinations

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Purpose: We aimed to validate a lecture on juvenile idiopathic arthritis as a scenario included in an objective structured clinical examination for pediatric rheumatology trainees

Methods: Participants were allotted 15 minutes to lecture about juvenile idiopathic arthritis to medical trainees. Faculty utilized a checklist which included 25 medical knowledge items and five teaching ability items, used to form a calculated score. Additionally, faculty and medical students participating as audience members assigned fellows a performance score based on their

holistic impression. Comprehensive performance scores across all seven scenarios were calculated by averaging evaluators' impression scores.

Results: When comparing mean calculated scores by training year the only significant difference was the 3rd year fellow group scored significantly higher than the 1st year fellows. Impression scores were significantly higher than calculated scores. Medical student assessors rated the fellows' performances higher than faculty. Impression scores from the lecture scenario, but not calculated scores, correlated with comprehensive performance scores.

Conclusion: This analysis identifies that all scenarios should incorporate the holistic impression score with the calculated score to form a combined overall score. Revisions will include changing the scenario prompt and checklist items using input from experts within the field and by grounding assessment items within published teaching rubrics.