

Relationship of clinical service intensity to hospitalist clinician-educator evaluations by internal medicine clerkship Students

BACKGROUND: Hospitalists play a significant role in medical student education and have been shown to be satisfactory and effective teachers in several observational studies. We hypothesized that the clinical productivity demands placed on academic hospitalists may influence medical student evaluations, which has the potential to impact the promotion and retention of hospitalist faculty. METHODS: Retrospective review with correlation analysis of clinical productivity and medical student evaluations of faculty during the 2009 to 2013 academic years for the hospitalists at SIU-SOM. RESULTS: A total of 32 sets of annual learner evaluations and clinical intensity data were reviewed, representing data for 18 individual hospitalists. Significant correlations between long term measures of service intensity such as annual work RVUs, total patient encounters, and duty days with lower teaching evaluations in many areas were identified. CONCLUSIONS: These results suggest that medical student evaluations of hospitalist faculty are negatively influenced by higher clinical service intensity measured in terms of annual work RVUs, patient encounters, and duty days when measured on an annual basis.

RELATIONSHIP OF CLINICAL SERVICE INTENSITY TO HOSPITALIST CLINICIAN-EDUCATOR EVALUATIONS BY INTERNAL MEDICINE CLERKSHIP STUDENTS

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BACKGROUND

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METHODS

Retrospective review with correlation analysis of clinical productivity and medical student evaluations of faculty during the 2009 to 2013 academic years for the hospitalists at SIU-SOM.

RESULTS

A total of 32 sets of annual learner evaluations and clinical intensity data were reviewed, representing data for 18 individual hospitalists. Significant correlations between long term measures of service intensity such as annual work RVUs, total patient encounters, and duty days with lower teaching evaluations in many areas were identified.

CONCLUSIONS

These results suggest that medical student evaluations of hospitalist faculty are negatively influenced by higher clinical service intensity measured in terms of annual work RVUs, patient encounters, and duty days when measured on an annual basis.

Correlations between clinical service intensity and teaching scores

	Spearman correlations				
	wRVUs	Encounters	Duty Days	RVU/Day	Enc/Day
Patient Rapport	-0.467 p=0.007	-0.489 p=0.005	-0.434 p=0.013	-0.264 p=0.145	-0.232 p=0.201
Enthusiasm about profession	-0.587 P<0.001	-0.567 p=0.001	-0.580 p=0.001	-0.348 p=0.051	-0.252 p=0.165
Clinical skills	-0.417 p=0.018	-0.384 p=0.030	-0.471 p=0.006	-0.230 p=0.205	-0.111 p=0.546
Shares knowledge and skills	-0.292 p=0.104	-0.294 p=0.102	-0.407 p=0.021	-0.099 p=0.588	-0.064 p=0.729
Encourages student initiative	-0.324 p=0.070	-0.310 p=0.084	-0.409 p=0.020	-0.086 p=0.640	-0.033 p=0.858
Probes knowledge and judgment	-0.486 p=0.005	-0.471 p=0.007	-0.507 p=0.003	-0.221 p=0.225	-0.137 p=0.453
Stimulates independent learning	-0.287 p=0.111	-0.305 p=0.090	-0.189 p=0.300	-0.169 p=0.356	-0.196 p=0.282
Timely Feedback	-0.397 p=0.024	-0.447 p=0.010	-0.341 p=0.056	-0.337 p=0.059	-0.365 p=0.040
Provides constructive criticism	-0.352 p=0.048	-0.396 p=0.025	-0.318 p=0.076	-0.291 p=0.106	-0.332 p=0.063
Observes patient encounter	-0.439 p=0.012	-0.438 p=0.012	-0.600 p<0.001	-0.180 p=0.325	-0.113 p=0.537

Annual clinical service intensity measures

Measure	Mean	Median	Range	Skewness
Work RVUs	3,150	3,139	1,678-4,512	-0.130
Encounters	1,454	1,454	910-2,029	-0.020
Duty Days	155	166	66-116	-0.791
RVU/Day	20	21	12-26	-0.413
Enc/Day	9	9	6-12	-0.205

