

## **Formative Specialty Rotation Exams**

Aimee Kakascik, Anna Lerant, William J. Phillips, Claude Brunson

Dept of Anesthesiology, Univ. of MS Med. Center, Jackson, MS

### **Setting:**

The goal of a revised didactic program in our residency program was to improve our residents' knowledge base in basic and clinical science components of anesthesiology.

### **Need:**

Both residents and faculty indicated a need for an objective tool to evaluate rotation-related study effort, which would be part of the rotation grade.

### **Intervention:**

In late 2005 we introduced a web-based exam system for all CA1-3 residents, administered through BlackBoard 6.5. Exams and question pool sets were created corresponding to each rotation offered in our program. Each pool consists of 200-250 questions, covering topics of the specialty-related basic and clinical sciences. Residents have access to the question pools. References for the correct answers are revealed. Each resident takes a 30-question pre- and a 30-question post-test exam at the beginning and at the end of the month, respectively. The post test score for a given month counted for 25% of the residents' rotation grade.

### **Impact:**

We analyzed pre- and post-test results over 6-month and IRB-approved opinion surveys were conducted among faculty and residents. The top of the class had an average of 83% performance both on pre- and post-tests. Half of the residents showed improvement: from 61% on pretest to 94% on post tests. While 90% of the faculty found the tests a useful addition and helpful in better assessing resident understanding of anesthesia subspecialty curriculum, only 20% of the residents felt that the tests increased their knowledge in anesthesiology. Impact will be objectively validated by the annual in-service examination.