SAM: A Study and Mentoring Program
— a step toward lifelong self-assessment

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Challenge

**Concept:** osteopathic physicians are fostering an increased focus on patient self-awareness of the behaviors that may positively or negatively impact personal health.

**Parallel concept:** can we provide ways for our students to practice self-assessment of the behaviors that may positively or negatively impact their depth of knowledge and subsequent success in medical school?
Impetus for change

• COMLEX-USA Level 1 standard reset impacted the Class of 2012
  Decrease in the National Pass Rate
  Decrease in the CCOM Pass Rate
SAM: Study And Mentoring

Multi-step program rolled out over several years

- **Step 1A.** OMS II at-risk for poor/marginal COMLEX-USA Level 1 performance
- **Step 1B.** OMS IV at-risk for poor/marginal COMLEX-USA Level 2 CE performance
- **Step 2.** Peer and faculty COMCoaches
- **Step 3.** Expand web-based resources
- **Step 4.** Additional assessments
• **Step 1A.** OMS II at-risk for poor/marginal COMLEX-USA Level 1 performance

  -- Course failure

  -- Extended Studies Program

  -- Bottom 20% of OMS II clinical course: Topics in Medicine

**Spring 2011:** Students who met one or more of the above criteria were enrolled in SAM
SAM: Study And Mentoring

- **Step 1B.** OMS IV at-risk for poor/marginal COMLEX-USA Level 2 CE performance
  - Course failure
  - Extended Studies Program
  - COMLEX-USA Level 1 failure
  - <75% score on OMS III IM subject exam
  - Subject exam failure

**Spring 2011:** Students who met one or more of the above criteria were enrolled in SAM 2
SAM: Study And Mentoring

• **Step 2. COMCoaches**
  
  1\textsuperscript{st} iteration: Volunteer faculty mentors

  Faculty training
  - two training sessions prior to mentoring
  - two Q&A sessions during the process
  - email and phone support from the Dean’s Office as needed
  - follow-up and evaluation
• **Step 2. COMCoaches**

1\textsuperscript{st} iteration: Faculty mentors

Mentor responsibilities

- 1\textsuperscript{st} meeting with SAM student must be in person with subsequent meetings via email, phone, face-to-face, as determined by mentor and SAM student
- at least three meetings between March and the scheduled exam date
- provide guidance, encouragement, and non-judgmental accountability to their SAM student
Step 2. COMCoaches

2nd iteration: Change the title from mentor to COMCoach
Add peer COMCoaches
Extend coaching throughout the year
Publish guidelines for COMCoach experience

3rd iteration: future plans to add residents as COMCoaches to advise OMS III and OMS IV regarding residency process
# SAM Results

<table>
<thead>
<tr>
<th>COMLEX-USA Level 1</th>
<th>SAM students</th>
<th>Ct group: similar cohort of students from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Rate</td>
<td>89%</td>
<td>50%</td>
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<tr>
<td>Mean score (range)</td>
<td>468 (282-621)</td>
<td>405 (319-558)</td>
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</table>
## SAM Results

<table>
<thead>
<tr>
<th>COMLEX-USA Level 2 CE</th>
<th>SAM 2 students</th>
<th>Ct group: similar cohort of students from previous year</th>
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<tbody>
<tr>
<td>Pass Rate</td>
<td>71%</td>
<td>58%</td>
</tr>
<tr>
<td>Mean score (range)</td>
<td>429 (290-569)</td>
<td>421 (262-627)</td>
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</tbody>
</table>
SAM: Study And Mentoring

• Step 3. Expand web-based resources
  COMLog Web — Beta testing during 2011-2012 year
  COMLog APP — In development
**Physiology I**

Enter percent correct for each exam within 48 hours of receiving exam result. Also note whether your goal expectations are being met for each exam and develop a plan to achieve your goal.

<table>
<thead>
<tr>
<th>Written exam 1</th>
<th>0-69</th>
<th>70-74</th>
<th>75-79</th>
<th>80-84</th>
<th>85-89</th>
<th>90-94</th>
<th>95-100</th>
<th>Goal Met</th>
<th>Not Met</th>
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</table>

If goals were not met, what is your expectation for the next exam(s)?

This is my plan. (Always start each entry with the date. You may update the plan. Write updates in the text box ABOVE previous entries.)
COMLog

### Physiology I

Enter percent correct for each exam within 48 hours of receiving exam result. Also note whether your goal expectations are being met for each exam and develop a plan to achieve your goal.

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<th>90-94</th>
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If goals were not met, what is your expectation for the next exam(s)?

This is my plan. (Always start each entry with the date. You may update the plan. Write updates in the text box ABOVE previous entries.)

**9/9/2011:** I will start a study group, start using flash cards, and will request a COMCoach.
A COMCoach may be requested at any time.

COMCoach request management

Request a COMCoach, note the course you want coaching for, note COMCoach work completion, and COMCoach status.

COMCoach status: I currently have a COMCoach.

New COMCoach request: I request a COMCoach be assigned to me today. (Change this response to "No" once a coach has been assigned.)

My work with my COMCoach was complete today.

If you requested a COMCoach today, please tell us the goals you want to achieve.

I want to work with a COMCoach to increase the score on my next Physiology exam to at least 88%.
BioChemistry 1
BioChemistry 2
BioChemistry 3
Gross Anatomy/Embryology
Course 1 Description

2 Exams Total

Written Exam 1

Written Exam 2
Written Exam 2

Enter Percent Correct

Was Your Goal Met?
00-69 Percent Correct
70-74 Percent Correct
75-79 Percent Correct
80-84 Percent Correct
85-89 Percent Correct
90-94 Percent Correct
95-100 Percent Correct

Cancel Button
Written Exam 2

70-74 Percent Correct

Was Your Goal Met?
Written Exam 2

70-74 Percent Correct

Was Your Goal Met?

No My Goal Was Not Met

Yes My Goal Was Met.

Cancel Button
Written Exam 2

70-74 Percent Correct

No My Goal Was Not Met.
Written Exam 2

If goals were not met, what is your expectation for the next exam(s).

80-84 Percent Correct
00-69 Percent Correct
70-74 Percent Correct
75-79 Percent Correct
80-84 Percent Correct
85-89 Percent Correct
90-94 Percent Correct
95-100 Percent Correct

Cancel Button
This is my plan
This is my plan

1. Make a timeline.
2. Study part of the time with a group.
3. Get a COMCoach
This is my plan

1. Make a timeline.
2. Study part of the time with a group.
3. Get a COMCoach.
• **Step 4. Additional assessments**
  -- For COMLEX-USA Level 1 and 2 CE, assess student feedback re: the preparation process, and evaluate COMSAE scores
  -- For overall success in medical school, continue to find ways to increase COMCoaching participation for all students
Summary

After identifying students at-risk for poor COMLEX-USA Level 1 or Level 2 CE performance, we implemented steps to assist them in self-assessment so that they were able to modify their study behaviors and attitudes.
Summary

We hope this translates to them consistently practicing self-assessment of their clinical skills and knowledge so that they become outstanding osteopathic physicians who are able to similarly impact their patients.
Discussion