MEASURING PROGRESS IN RESIDENT EDUCATION: PILOT STUDY OF A REPORT COMPARATOR

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Introduction

- Report generation is the sine qua non of diagnostic radiology, and training residents to create accurate reports is one of the key functions of faculty radiologists.
- □ Due to variability in workflow and personality types, consistent feedback to residents on the quality of their reports and corrections made by faculty before finalization is intermittent at best, with the resident often never knowing what changes the faculty radiologist made to his/her report.



Introduction

- An automated process developed at our institution highlights any changes made in a resident's report by the attending faculty radiologist and places the highlighted reports in a secure online folder for the resident to review.
- ☐ The purpose of this project was to determine whether the extent of report corrections could be measured, and whether these measures could be used to assess changes in the number and extent of corrections to residents' reports made by faculty over time.



Methods: Participants

- □ IRB approved study, informed consent obtained
- □ R3 and R4 residents block randomized
- Experimental group: access to a secure online folder containing comparator output of reports they dictated in the last week that had been amended by faculty
- □ Control group: No such access
- □ All residents received standard instructional feedback in the course of their daily work.
- Attitude survey completed before and after study



Methods: Study period

- □ Twenty-four week study period
- □ Divided into 4-week blocks to correlate with resident clinical rotations



Methods: Comparator

- □ Daily query of institutional database for preliminary and final radiology reports
- Open-source software tool (1) used to compare preliminary and final reports
- □ Differences between reports quantified using the Levenshtein Distance (LD)



Methods: Levenshtein distance

- Method invented in the 1960's to compare sequences of symbols (2)
- In general, it counts the number of deletions, insertions and translations of symbols in a string
- □ To correct for different length reports, we normalized the LD:
 - NLD = LD / # characters in longer of the preliminary or final report



Methods: Statistical Analysis

- □ Categorical variables summarized as count (%)
- Continuous variables summarized as mean +/- sd and median (range)
- □ Derived additional binary variables: NLD>0, NLD>10%, NLD>20%
- □ Survey: Seven-point Likert-like scales, compared using Mann-Whitney and Wilcoxon signed-rank tests
- □ Correction metrics averaged for each 4 week block
- □ Trends over time were evaluated using linear regression
- Calculations performed for all residents as well as separately for each group.



Results: Sample comparator report

Preliminary report Technique: Entert: Base of skull to upper trights. Entert: Base of

Results

Measure	Value
Total reports	39069
Experimental Group	19120 (49%)
Control Group	19949 (51%)
Amended reports	13413 (34%)
NLD > 10%	6426 (16%)
NLD > 20%	3443 (8.8%)



Results: Baseline Survey

	Treatment	Groups		Le		
	Experimental	Control		R3	R4	
	(N=11)	(N=10)	P-value*	(N=10)	(N=11)	P-value*
Confidence in dictation skills	5.5 ± 1.0	5.4 ± 0.7	0.76	5.5 ± 1.1	5.4 ± 0.7	0.51
Confidence in Radiology knowledge/skills	4.8 ± 0.9	5.1 ± 0.7	0.51	4.8 ± 0.9	5.1 ± 0.7	0.51
Satisfied with feedback on reports	4.3 ± 1.2	$\textbf{4.2} \pm \textbf{0.8}$	0.91	4.0 ± 1.2	4.5 ± 0.8	0.33
The feedback helps improve dictation skills	5.5 ± 0.9	4.9 ± 1.3	0.30	5.1 ± 1.2	5.3 ± 1.1	0.77
The feedback helps improve Radiology knowledge/skills	5.7 ± 1.3	5.3 ± 1.3	0.44	5.5 ± 1.2	5.5 ± 1.4	0.88

No significant differences between groups at baseline





Results: Change in Survey Responses

	Comb	Combined				
	(N=	21)				
	Baseline	Final	P-value*			
Confidence in dictation skills	5.4 ± 0.9	5.6 ± 0.7	0.39			
Confidence in Radiology knowledge/skills	5.0 ± 0.8	5.0 ± 0.8	0.74			
Satisfied with feedback on reports	4.2 ± 1.0	4.3 ± 1.2	0.61			
Feedback helps improve dictation skills	5.2 ± 1.1	5.3 ± 1.0	0.60			
Feedback helps improve Radiology knowledge/skills	5.5 ± 1.2	5.6 ± 1.2	0.90			

No significant changes in survey responses over study period

* Wilcoxon signed-rank



Results: Change in Survey Responses

	Combined			Experi	mental	Cor		
	(N=21)			(N=	11)	(N=	(N=10)	
	Baseline	Final	P-value*	Baseline	Final	Baseline	Final	P-value†
Confidence in dictation skills	5.4 ± 0.9	5.6 ± 0.7	0.39	5.5 ± 1.0	5.5 ± 0.7	5.4 ± 0.7	5.7 ± 0.7	0.72
Confidence in Radiology knowledge/skills	5.0 ± 0.8	5.0 ± 0.8	0.74	4.8 ± 0.9	5.1 ± 0.8	5.1 ± 0.7	5.0 ± 0.8	0.43
Satisfied with feedback on reports	4.2 ± 1.0	4.3 ± 1.2	0.61	4.3 ± 1.2	4.5 ± 1.5	4.2 ± 0.8	4.1 ± 0.9	0.33
Feedback helps improve dictation skills	5.2 ± 1.1	5.3 ± 1.0	0.60	5.5 ± 0.9	5.5 ± 1.1	4.9 ± 1.3	5.1 ± 0.9	0.94
Feedback helps improve Radiology knowledge/skills	5.5 ± 1.2	5.6 ± 1.2	0.90	5.7 ± 1.3	5.7 ± 1.4	5.3 ± 1.3	5.5 ± 1.0	0.58

No significant differences in survey responses between groups

* Wilcoxon signed-rank † Mann-Whitney

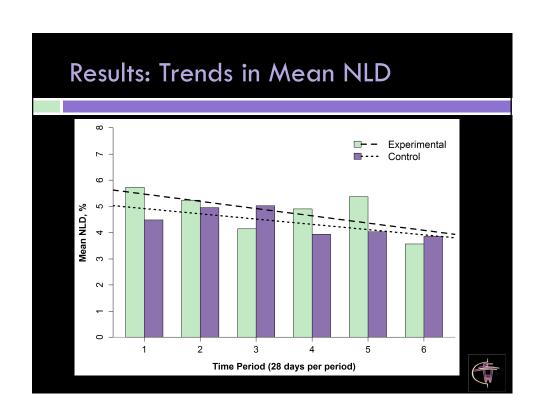


Results: Selected Survey Comments

- $\ \square$ I love the idea of the report comparator. In its current form, I do not think it is very useful, because accessing the reports requires many steps that I find a deterrent...
- $\ \square$ I think its a great idea and I would use it if it were easier to get to.
- □ I would have used it more if it had been more accessible.







Results: Trends in NLD

	First I	Period	Period	
Variable	Exp.	Ctrl.	Exp.	Ctrl.
Mean NLD, %	5.7 ±10.8	4.5 ±9.8	3.6 ±8.4	3.9 ±9.1
Percent NLD>0%	39.7	32.3	31.3	31.0
Percent NLD>10%	21.9	16.3	13.3	13.8
Percent NLD>20%	11.6	9.1	6.0	7.0



Results: Trends in NLD

					Coml	oined
	First Period Last Perio			Period	Group	
Variable	Ехр.	Ctrl.	Exp.	Ctrl.	Slope*	P- value†
Mean NLD, %	5.7 ±10.8	4.5 ±9.8	3.6 ±8.4	3.9 ±9.1	-0.25	0.029
Percent NLD>0%	39.7	32.3	31.3	31.0	-1.00	0.024
Percent NLD>10%	21.9	16.3	13.3	13.8	-0.96	0.005
Percent NLD>20%	11.6	9.1	6.0	7.0	-0.72	0.007

Significant downward trends detected when groups were combined Implies decreasing correction rate, presumably learning

*Based on linear regression; represents change in dependent variable per 28 day period; †Test of non-zero slope (assumed periods were independent);



Results: Trends in NLD

	First F	Period	Last Period		Combined Group		Experimental Group		Control Group		Diff. btw. Groups
Variable	Exp.	Ctrl.	Exp.	Ctrl.	Slope*	P- value†	Slope*	P- value†	Slope*	P- value†	P- value‡
Mean NLD, %	5.7 ±10.8	4.5 ±9.8	3.6 ±8.4	3.9 ±9.1	-0.25	0.029	-0.28	0.18	-0.20	0.11	0.71
Percent NLD>0%	39.7	32.3	31.3	31.0	-1.00	0.024	-1.13	0.14	-0.83	0.17	0.71
Percent NLD>10%	21.9	16.3	13.3	13.8	-0.96	0.005	-1.14	0.13	-0.74	0.031	0.55
Percent NLD>20%	11.6	9.1	6.0	7.0	-0.72	0.007	-0.80	0.11	-0.61	0.059	0.69

Did not detect significant difference in improvement in correction rate,

But experimental group had somewhat steeper slope (faster correction reduction)

†Test of non-zero slope (assumed periods were independent);

[‡]Test of difference between slopes (assumed periods and groups were independent within periods, which is likely conservative in this case).



Discussion

- □ This comparator is closely modeled after that of Sharpe, et al (3)
- □ Their comparator was eventually incorporated into a results reporting dashboard (5)
- □ Our effort studies residents longitudinally to measure change in performance over time.



^{*}Based on linear regression; represents change in dependent variable per 28 day period;

Discussion

- Our data showed statistically significant improvement in overall resident performance over the study interval. This finding conforms with the expectation of the educational process in general.
- □ The experimental group showed a trend towards a greater degree of improvement than the control group.



Discussion: Limitations

- □ While the individual comparator reports are quite useful for didactic purposes, the NLD results should only be viewed using time-averaged data, as report-to-report or day-to-day variation in NLD is quite high.
- □ Variability between faculty members' approaches to editing resident reports can skew NLD data.



Discussion: Limitations

- We were able to access data from two of our four teaching hospitals, so residents entered and left the study as they rotated into and out of the two hospitals in the study.
- Residents' use of the comparator reports was hampered by difficulty accessing the report folders, potentially reducing the impact of the reports on resident learning.



Discussion: Next Steps

- □ Evolution of our enterprise RIS and PACS infrastructure will ease access to report data, simplifying data capture, network security and maintenance of the comparator application.
- □ Redesign of the resident user interface is expected to ease access to the comparator reports, increasing their utilization.
- □ No plans to incorporate NLD data into resident evaluations at this time.



Conclusion

- ☐ The report comparator can document changes in resident dictation performance over time.
- ☐ A six month pilot confirmed the expected overall improvement in resident performance, with trending data supporting greater improvement by residents who had access to the comparator reports.
- □ Resident use of the comparator reports was hampered by a difficult user interface.



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