



ASSESSING STUDENT SATISFACTION WITH CHANGES TO THE ONCOLOGY ACADEMIC HALF-DAY CURRICULUM

Robert McCarthy, *MD Student*; Melanie Seal, Suzanne Drodge, Jonathon Greenland, Kara Laing, Terri Stuckless, John Thoms, *Oncology*

ABSTRACT: Poster (2F)

- Purpose:** The internal medicine core clerkship rotation for third-year medical students at Memorial University of Newfoundland involves a weekly academic half-day (AHD), each focusing on core knowledge from different subspecialties. The AHD in oncology is comprised of four short presentations that each introduce key concepts in the four most common cancer sites, namely breast, lung, colorectal and prostate. Based on feedback from students, areas of potential improvement in the delivery of information were identified. The purpose of this project is to assess student satisfaction with changes made to the oncology AHD curriculum.
- Methods:** A working group comprised of six faculty members affiliated with the Discipline of Oncology was formed. Formal objectives were created based around the CanMEDS Competency Framework, and lectures were re-formatted to be consistent with these new objectives. Narrative feedback from students was collected using a written survey, along with course evaluations, which were used to guide changes to the lecture content. Following revision, another cohort of third-year medical students attended the lectures and the feedback for both sessions was compared to identify common themes among narrative responses.
- Results:** Overall, 31 students completed the survey [78%] with 15 students providing feedback for lectures from the initial curriculum and 16 providing feedback on the new format. Common themes across both cohorts included appreciation for lectures that were interactive and those that integrated clinical cases among the content. Many students in both groups commented on time restraints as an area for improvement. When comparing both groups, students in the earlier group more often requested generalized approaches as opposed to specific details and, with the new lectures, the content was more often perceived as appropriate for the learners' level. Requests to simplify lectures were still present, especially regarding the use of data and figures from clinical trials.
- Conclusion:** The use of a survey tool that collects narrative responses from students can play an important role in evaluating the delivery of medical curricula. In this case, student responses regarding appropriateness, as well as amount, of content were more favourable following the implementation of changes based on student feedback from an oncology academic half-day