

ABSTRACT NO. R11

THE KOLB LEARNING CYCLE IN ABSITE REMEDIATION: THE ACES COURSE

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Patient care assists adult learning during surgical training and follows the Kolb learning cycle. This four-step process involves: concrete experience (history and physical exam of patient or performance in operating room), reflective consideration (writing in clinical chart or dictation), abstract hypotheses (discuss with attending or read), and active testing (order studies or postop care). All topics in surgery are not covered by contact with surgical cases, however. The remediation of resident performance on the American Board of Surgery In-Training Examination (ABSITE) is challenging. This report describes a remediation program for surgical residents that integrates the Kolb learning cycle. Residents in the 3rd, 4th and 5th years of training who scored at 30th percentile or less on the ABSITE were enrolled in the Accelerated Clinical Education in Surgery (ACES) course. Each signed a Learning Agreement and was assigned to a faculty mentor who also signed a Mentor Agreement. For the concrete experience step, each went through SESAP 13 (answering questions and reading) according to a syllabus, and attended a two day regional review course in surgery. In the reflective consideration step, the keywords and phrases from the ABSITE exam were reviewed with the mentor. In the abstract hypotheses step, the ABSITE keywords and phrases were rearranged into SESAP 13 topics to follow the syllabus. Finally, for the active testing step, a weekly on-line quiz was required based on weekly syllabus topics. The faculty mentors were central to the integration of weekly topics with readings and the review of ABSITE keywords to identify patterns in key concepts. In summary, this report describes a senior surgical resident remediation program using the Kolb learning cycle toward improved ABSITE performance. The faculty mentor is an important component for discussion and organization of the mentee's activities during the course along with clearly defined expectations for performance.