



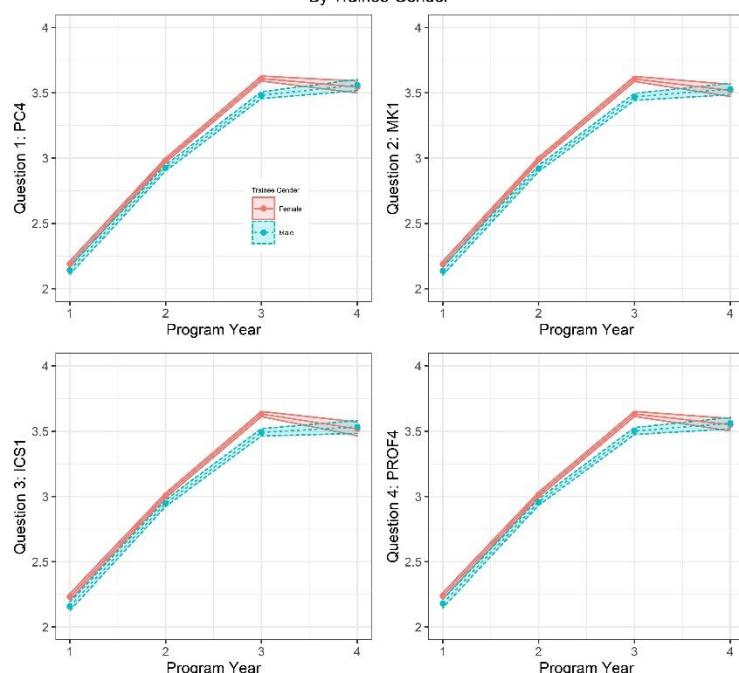
APPD 2021 Spring Virtual Meeting Research Award: Anna K. Weiss MD, MSEd

DOES FACULTY OR TRAINEE GENDER MATTER? A MIXED-METHODS EXAMINATION OF RESIDENT EVALUATIONS IN THE PEDIATRIC EMERGENCY DEPARTMENT

Anna K. Weiss MD MSEd, Gayathri Prabhakar MD, Children's Hospital of Philadelphia, Nazanin Sarpoulaki BS, Evan Kolesnick MS, Sidney Kimmel Medical College at Thomas Jefferson University/ duPont Hospital for Children, Marciel Gonzalez MSEd, Lance Ballester MS, Children's Hospital of Philadelphia, Shimrit Keddem PhD, MPH, MUSA, Rosemary Frasso PhD, MSc, MSc, CPH, Sidney Kimmel Medical College at Thomas Jefferson University/duPont Hospital for Children, Philadelphia, PA

Figure 1

Mean Changes of Milestone Scores
Over Program Year
By Trainee Gender

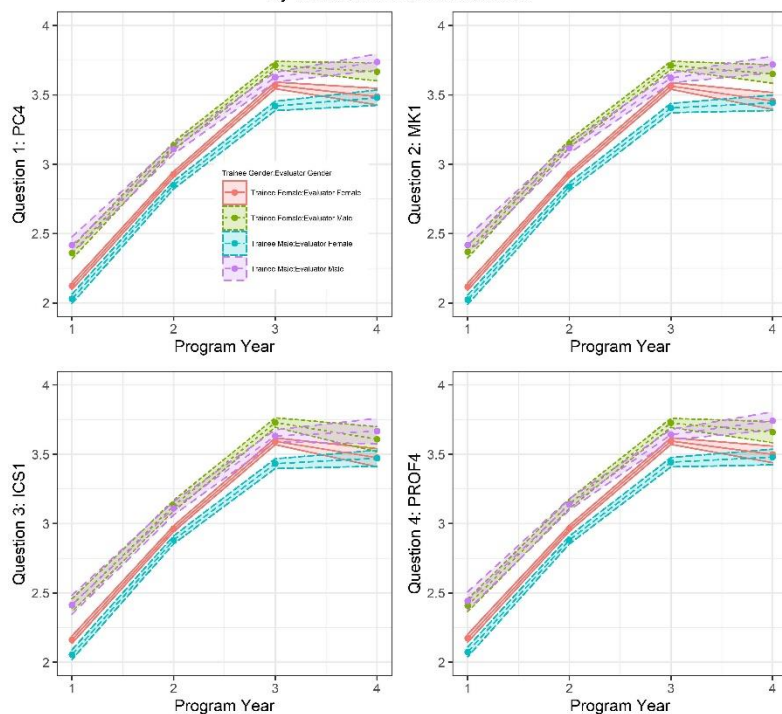


Background: Male and female trainees are routinely evaluated differently from one another, both in quantitative evaluations and in qualitative comments. While this has been explored in other specialties, there are few studies of evaluation differences between genders in Pediatrics. Aims: This mixed-methods study aims to examine whether there are quantitative or qualitative differences in the evaluations of male and female trainees in the Pediatric Emergency Department (PED) and whether training program (Pediatrics vs. Emergency Medicine (EM)) or evaluator gender is correlated with these differences. Methods: We studied

20,210 de-identified evaluations completed by 57 faculty members of 1002 Pediatric and EM residents in our PED between 2014 and 2020. We conducted univariate and multivariate analyses using Kruskal-Wallis tests and a linear mixed model with compound symmetry. Our primary quantitative outcome was Milestone score, adjusted for year of training and evaluator gender. We sampled 3,154 de-identified comments for qualitative analysis and iteratively developed a code book grounded in the social role theory of sex differences. Using directed content analysis, we identified themes in evaluators free-text comments about trainees in Pediatrics and EM. Data are being independently double-coded with interval assessment of intercoder reliability. Results: Female (both EM and Pediatrics) residents receive higher Milestone scores than their male peers, with statistical significance in all domains and across all training years (Figure 1). Notably, female faculty assign lower Milestone scores than their male counterparts to both trainee genders, regardless of training program type (Figure 2). Qualitative data analysis is ongoing. Thus far, there are differences in words used to describe male (leader)

Figure 2

Mean Changes of Milestone Scores
Over Program Year
By Trainee and Evaluator Gender



and female (quiet) trainees, with autonomy, confidence, work ethic, and communication emerging as significant themes used differently across genders. Conclusions: While there is a clear difference in the Milestone scores of male and female trainees in the PED, evaluator gender appears to play an outsized role in quantitative evaluation scoring. As qualitative analysis continues, we hope to better understand what qualities are most highly valued by male and female faculty when evaluating trainees. Developing this understanding will help shape faculty development efforts aimed at addressing unconscious bias both in evaluations and in the learning environment.