Getting the most out of your survey submission

RSLC VIRTUAL CAFÉ

AUGUST 12, 2021

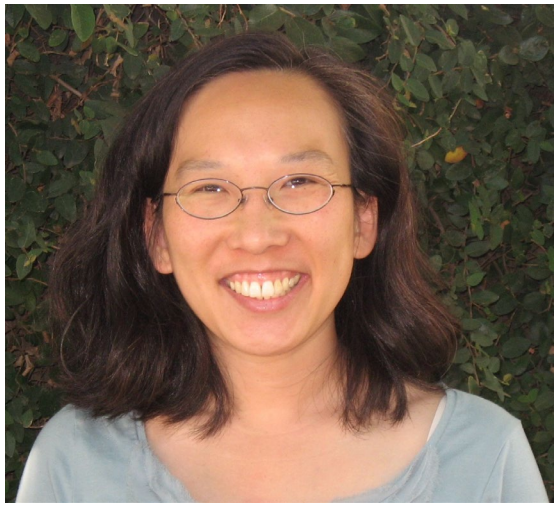
Who we are



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Research and Scholarship Learning community

- Our mission:

  Support the APPD's organizational processes and procedures that promote research and scholarship by APPD members

- What We Do:

  Review/distribute surveys submitted by members of APPD

  Survey submission dates: **February 15th, June 1st, September 15th**

Survey Process

- Who we **Can** Survey:

  PDs

  APDs

  Chief Residents

  Coordinators

- Who we **cannot** survey:

  Residents (APPD LEARN)

  Fellows, Fellowship PD's and Fellowship coordinators (SPIN)

Survey process

- Surveys are reviewed by 2 members of the LC and by the Chair, Vice Chair
- Rubric (all 1-5/poor to excellent):

1. Relevance of topic to APPD Membership
2. Potential for survey findings to impact residency education or policy
3. Survey design
4. Survey length

Comments

Survey Process

- *Acceptance: two surveys per cycle to each respondent group (avg submissions per cycle: 7)*
- Response within ~ 8 weeks of the survey proposal application deadline*
- Decisions:

  Accept

  Accept with revisions

  Revise and re-submit

  Reject

Survey process

- Once accepted, you are invited to create your survey in LIME
- PLEASE test your survey and have someone else test including ALL skip logic
- Survey goes out with 5 weekly reminders -targeting non-responders (survey in field for total of 6 weeks)

General Survey Submission Tips

- READ the website carefully (https://www.appd.org/community/research-and-scholarship/)
- Look at past APPD approved surveys
- **MUST have IRB approval**

- APPD will give you demographic information (so do not need to include in survey):
  Program size
  Program location (region)
  Type of academic affiliation
- PDs are the most surveyed group so can you survey another group to answer your question?
- Well-designed survey*….

Survey Development

- Literature review
  - Clearly state gap in the literature
  - How does your survey fill gap in literature
    - **Is a survey the best way** to answer your research question?
    - What is the **appropriate population** to survey to answer your research question?
    - Any **prior survey tools looking at this construct** with validity evidence you can adapt?

Rickards G, et. al. You can't fix by analysis what you've spoiled by design: Developing survey instruments and collecting validity evidence. JGME. 2012; 407-410.

Clear Specific Aims

Acad Pediatr. 2020 Mar;20(2):275-281. doi: 10.1016/j.acap.2019.10.006. Epub 2019 Oct 16.

Pediatric Resident Training in the Community Hospital Setting: A Survey of Program Directors

Steven C Marek [1], Sandra Cuzzi [2], Priti Bhansali [2]

In this study, we aimed to describe national trends for pediatric resident inpatient training in different hospital settings, specifically comparing CH to UCH, and to investigate the prevalence and characteristics of CH rotations including their benefits, drawbacks, and value for resident training. We also sought to further clarify what defines a "community hospital."

PEDIATRICS
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

Research Briefs

Early Impact of the COVID-19 Pandemic on Pediatric Resident Workforce

Monique M. Naifeh, Michelle D. Stevenson, Erika L. Abramson, Christopher E. Aston and Su-Ting T. Li

Pediatrics August 2021, 148 (2) e2020045096; DOI: https://doi.org/10.1542/peds.2020-045096

Pediatric residency programs must ensure residents achieve competence, despite disruptions from the coronavirus disease 2019 (COVID-19) pandemic.[1,2] We conducted a national survey of pediatric program directors (PDs) to determine the extent of disruptions in pediatric resident training and frequency of resident redeployment and COVID-19 illness.

Survey Item (Question) Development - Clear, Specific

- REWORD questions which are:
  - Leading / Biased
  - "Double-barreled"
  - Vague
  - Negatively worded
  - Acronyms that are not defined
  - Incomplete range or overlapping answer choices
  - Absolute answers ("Always" or "Never")
  - Have responses that don't match questions

Sullivan GM, Artino AR. How to create a bad survey instrument. JGME. 2017; 411-415.

Validity evidence for survey

- Content Validity – *Are you measuring what you think you're measuring?*
  - **Expert review**
    - Items (questions) relevant to construct
    - Items include ALL important aspects of construct
- Response Process – *Minimize measurement error*
  - **Cognitive interviews**
    - *Do respondents interpret items in manner survey intends?*
  - **Pilot with subset of similar population**
    - *Do respondents interpret items in manner survey intends?*

Example: Methods

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Pediatric Resident Training in the Community Hospital Setting: A Survey of Program Directors

Steven C Marek [1], Sandra Cuzzi [2], Priti Bhansali [2]

Methods

Survey Development and Content: A novel survey instrument was developed after literature review and input from experts in resident education and CH medicine at the authors' home institution. The survey was then piloted by 6 experts in those fields at institutions with diverse locations and residency program sizes, with iterative revisions based on feedback. Responses from piloting were not included in analysis. Final revisions were based on recommendations from the Association of Pediatric Program Directors (APPD) Research and Scholarship Task Force.

Example: Methods

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Methods

We performed a national cross-sectional, electronic survey of pediatric PDs from May to July 2020. We received Institutional Review Board approval from the University of Oklahoma Health Sciences Center.

We developed our survey after literature review, cognitive interviews, and pilot testing.

Analysis plan addresses specific aim(s)

1. **Determine pediatric program directors' minimum milestone expectations for entering pediatric residents.** Univariate analyses (means, ranges) will be used to determine mean program director milestone expectations for entering pediatric residents. Bivariate analyses (t-tests) will be used to determine whether mean milestone expectations for entering pediatric residents vary by subcompetency.
2. **Determine pediatric program directors' minimum milestone expectations for supervising pediatric residents.** Univariate analyses (means, ranges) will be used to determine mean program director milestone expectations for supervising pediatric residents. For each subcompetency, we will calculate the proportion of program directors who think the subcompetency "is not related to ability to supervise" and compare proportions using chi-square analyses.
3. **Determine pediatric program directors' minimum milestone expectations for graduating pediatric residents.** Univariate analyses (means, ranges) will be used to determine mean program director milestone expectations for graduating pediatric residents. Bivariate analyses (t-tests) will be used to determine whether mean milestone expectations for entering pediatric residents vary by subcompetency. For each subcompetency, we will calculate the proportion of program directors who state there is "no minimum milestone level required for graduation" and compare proportions using chi-square analyses.

Tips to improve response rates

- Response rate averages from 25 to 55%
- Surveys that tend to have the poorest response rate are:
  - narrow curricular topics
  - when survey needs to be forwarded to another person
  - summer distribution
- Can plug your survey on the APPD discussion board
- Individual emails

After the survey…

- Disseminate! Our publication and presentation rates are: 43%/57% respectively

- Need to give us update 1 year later!

Questions?