

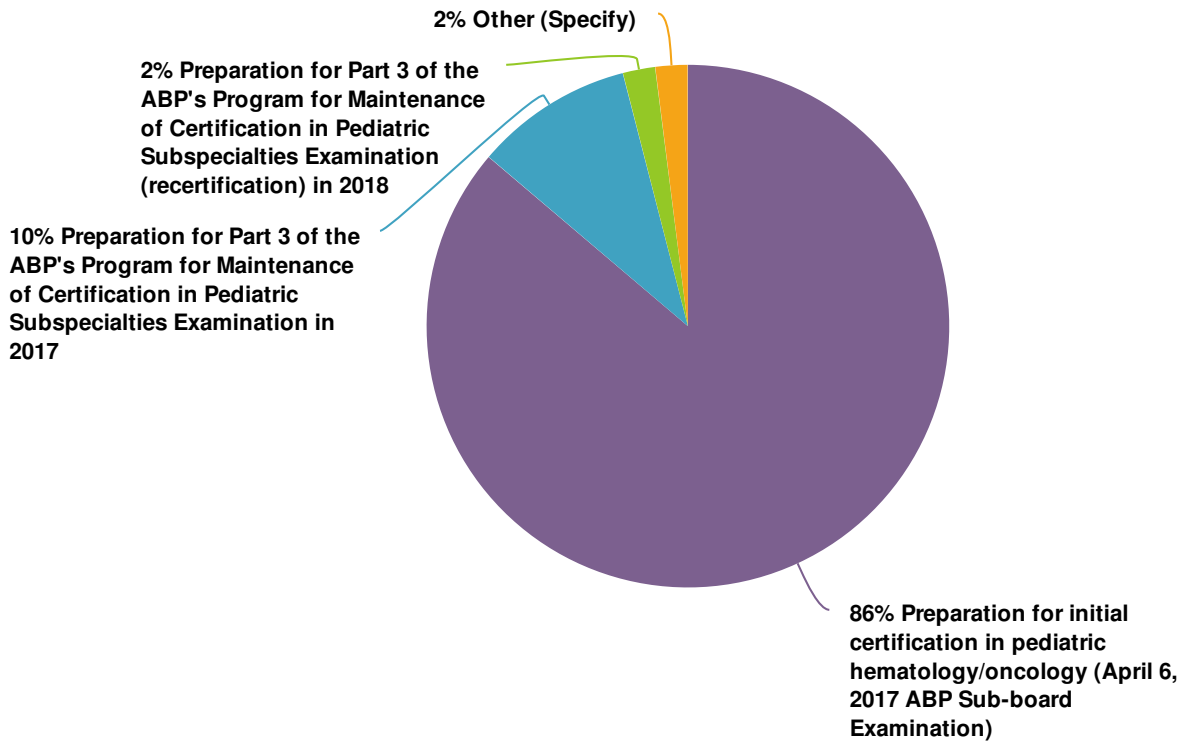
Report for 2017 ASPHO Review Course Follow Up Survey

Response Counts

Completion Rate:	100%		
	Complete		51

Totals: 51

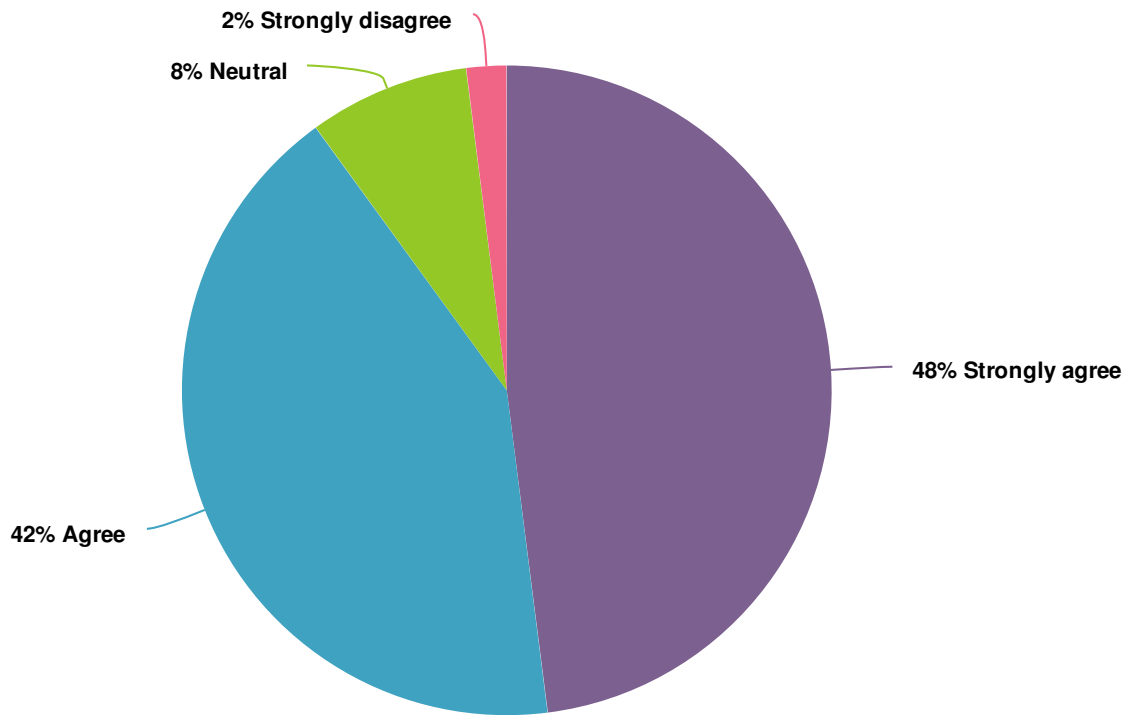
1. What was your primary reason for attending the 2017 Review Course?







Value	Percent	Responses
Preparation for initial certification in pediatric hematology/oncology (April 6, 2017 ABP Sub-board Examination)	86.3%	44
Preparation for Part 3 of the ABP's Program for Maintenance of Certification in Pediatric Subspecialties Examination in 2017	9.8%	5
Preparation for Part 3 of the ABP's Program for Maintenance of Certification in Pediatric Subspecialties Examination (recertification) in 2018	2.0%	1
Other (Specify)	2.0%	1

Totals: 51

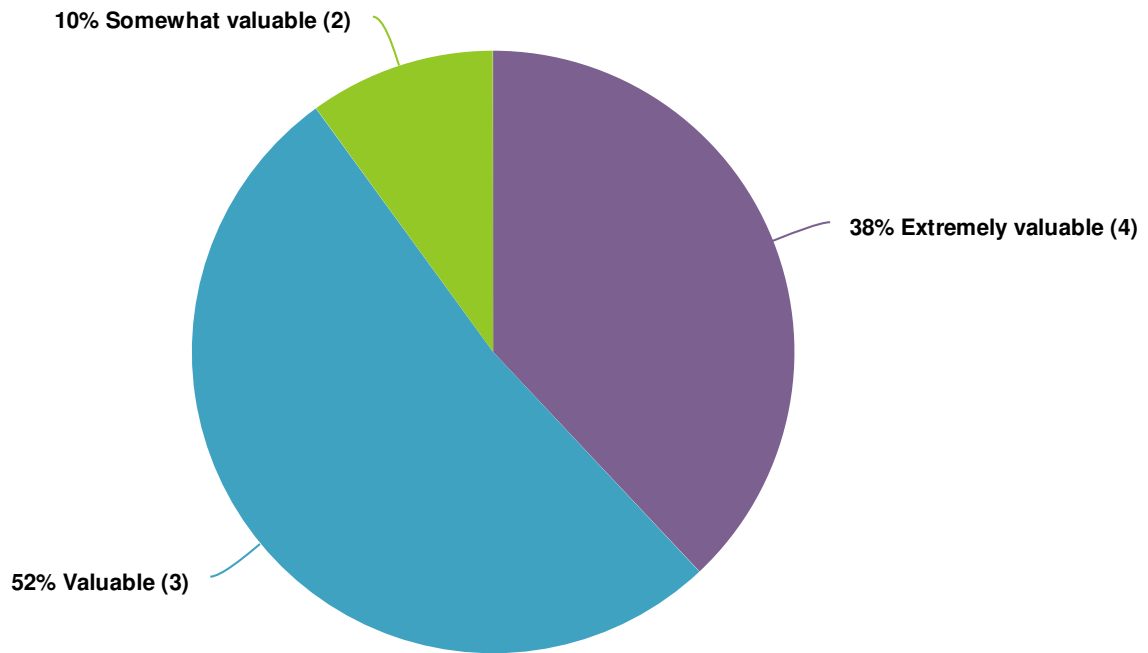
2. What is your level of agreement with the following statement: The ASPHO Review Course provided effective preparation for the ABP Sub-board Examination in Hematology-Oncology / OR / the ABP Maintenance of Certification in Pediatric Subspecialties Examination (Hematology-Oncology).



Value		Percent	Responses
Strongly agree		48.0%	24
Agree		42.0%	21
Neutral		8.0%	4
Strongly disagree		2.0%	1

Totals: 50

3. Red blood cells:



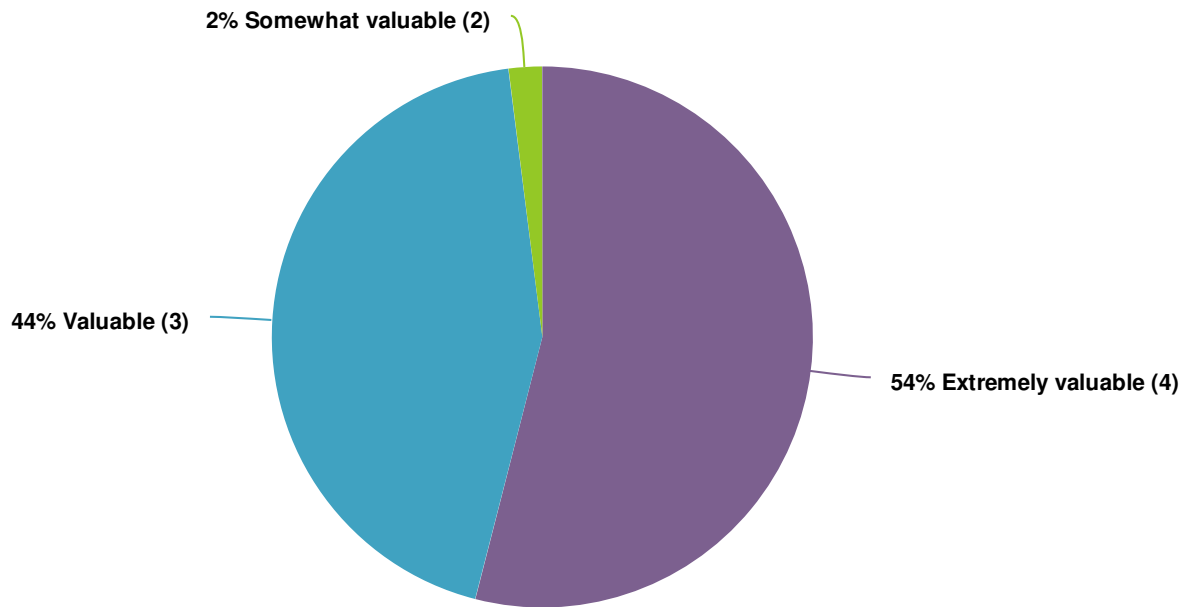
Value		Percent	Responses
Extremely valuable (4)		38.0%	19
Valuable (3)		52.0%	26
Somewhat valuable (2)		10.0%	5




Totals: 50

4. You rated "red blood cells" somewhat valuable or not valuable. Please explain:

Count	Response
1	Not enough coverage of the Thals,
1	Questions were little more genetically oriented.
1	Some of the lectures were not that good. The worst was the congenital and acquired hemolytic anemias.
1	The material on test was a bit more focused than the number of lectures on these topics.
1	There was a huge amount of material on the board exam on hemoglobinopathies and electrophoresis - i felt quite ill prepared for these topics

5. White blood cells:



Value		Percent	Responses
Extremely valuable (4)		54.0%	27
Valuable (3)		44.0%	22
Somewhat valuable (2)		2.0%	1

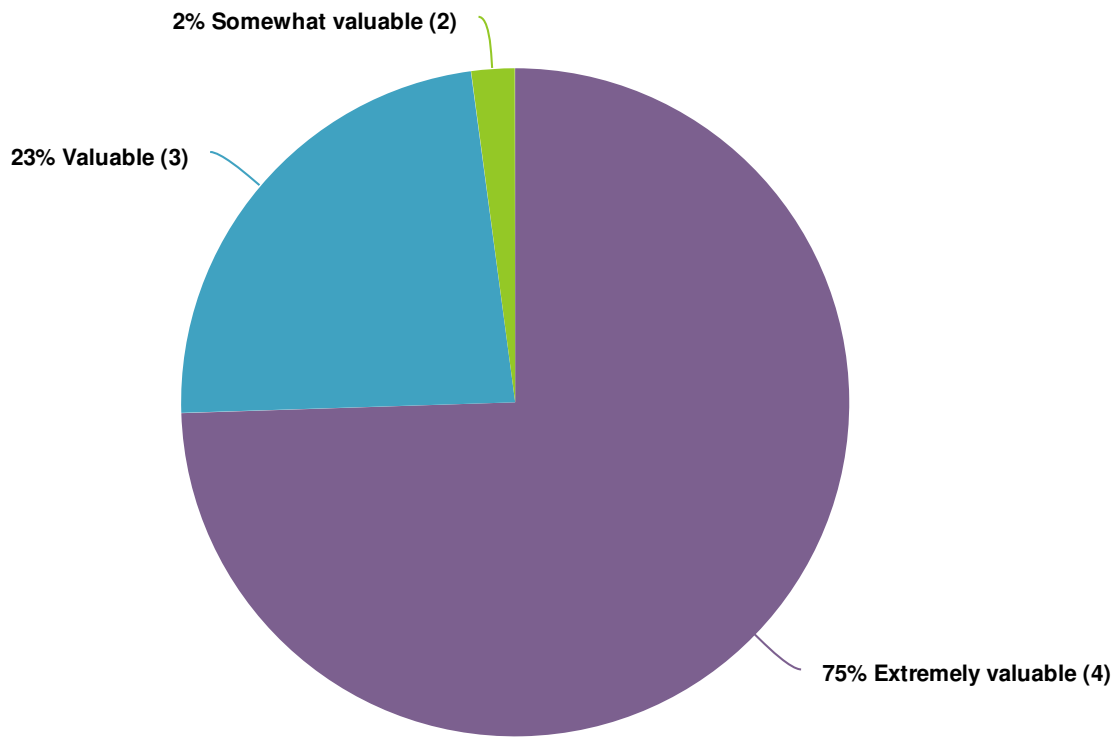
Totals: 50


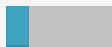

6. You rated "white blood cells" somewhat valuable or not valuable. Please explain:

Count Response

1 I don't remember any questions on the test about white blood cells, not the lecture was not good.

7. Hemostasis



Value		Percent	Responses
Extremely valuable (4)		74.5%	35
Valuable (3)		23.4%	11
Somewhat valuable (2)		2.1%	1

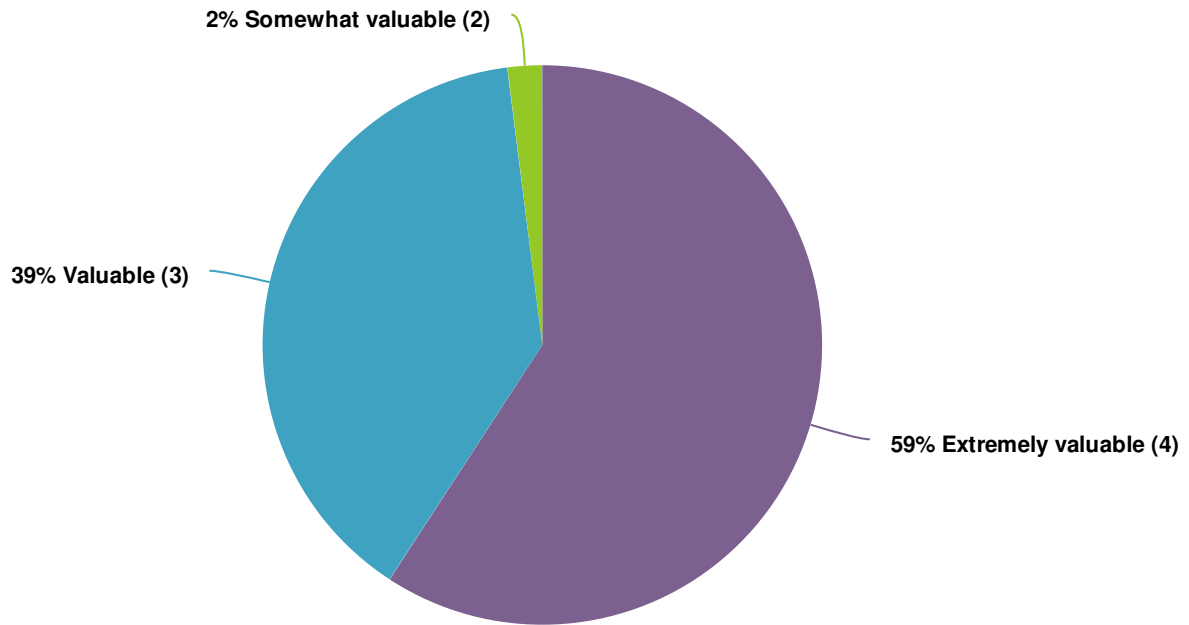
Totals: 47




8. You rated "hemostasis" somewhat valuable or not valuable. Please explain:

Count Response

1 This is the field I am in so most of it was review -- good review, but didn't feel it was as important to me.

9. Cancer



Value		Percent	Responses
Extremely valuable (4)		59.2%	29
Valuable (3)		38.8%	19
Somewhat valuable (2)		2.0%	1

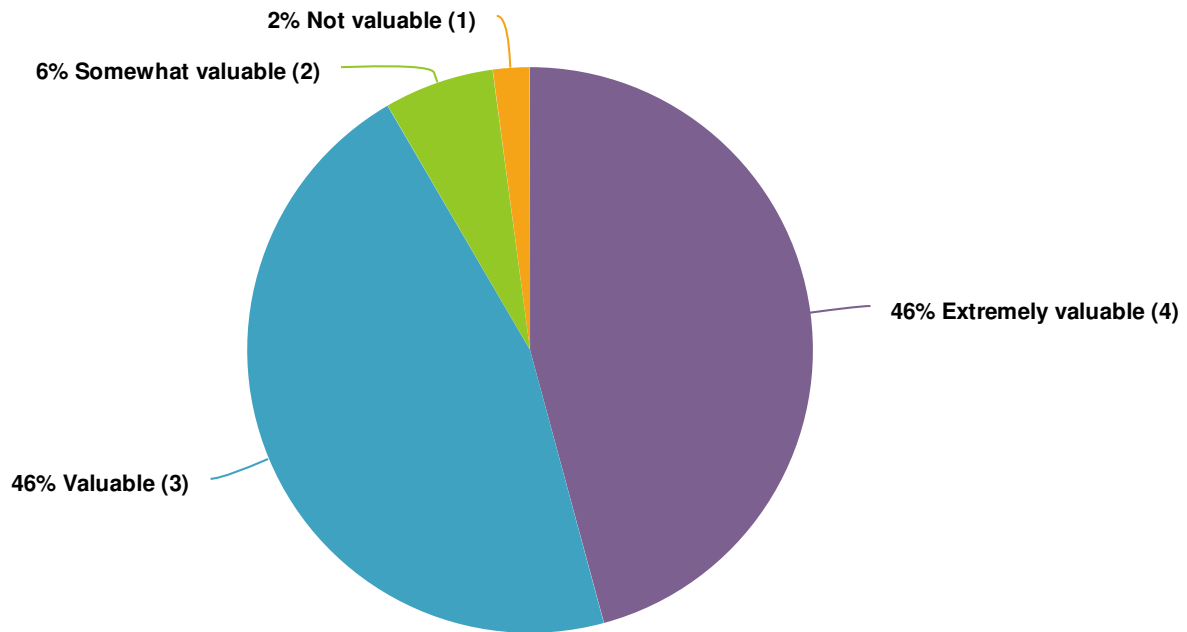
Totals: 49





10. You rated "cancer" somewhat valuable or not valuable. Please explain:

Count	Response
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1	Questions on the exam were related to how would to treat relapse, chemo regimens in transplants in ALL, Fanconis anemia etc.
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11. Stem cell transplantation



Value		Percent	Responses
Extremely valuable (4)		45.8%	22
Valuable (3)		45.8%	22
Somewhat valuable (2)		6.3%	3
Not valuable (1)		2.1%	1

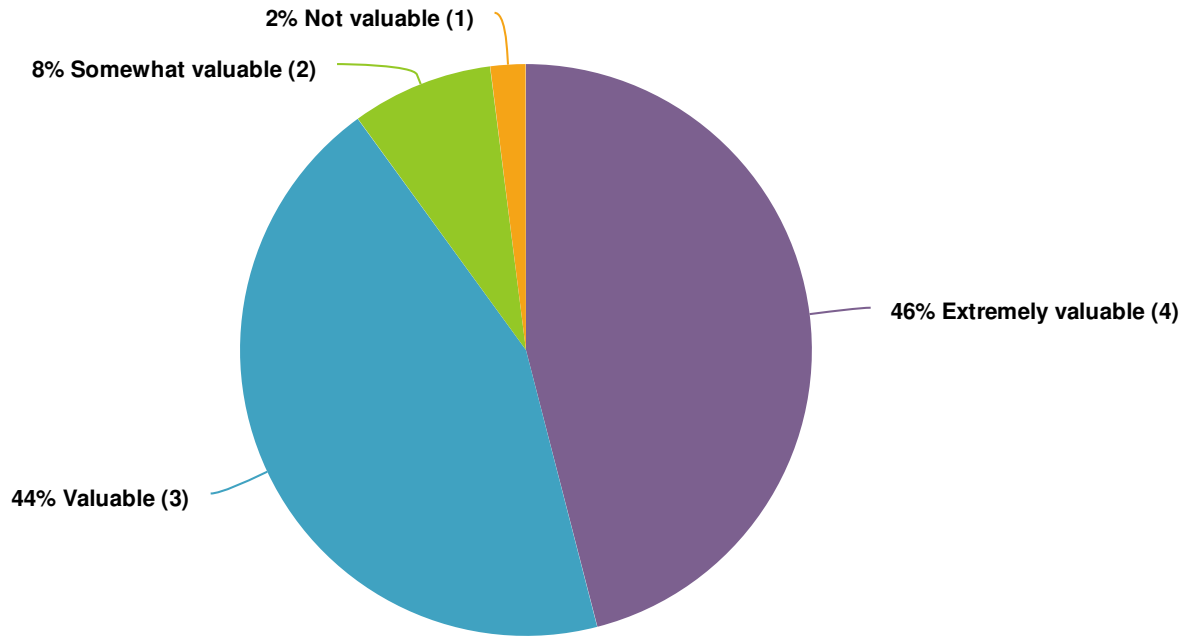
Totals: 48





12. You rated "stem cell transplantation" somewhat valuable or not valuable. Please explain:

Count Response

1	I encountered several questions about which conditioning regimens to use for specific disease types. I went back and reviewed my transplant notes afterwards and there was very little on this. Something to consider for future courses!
1	Many questions asked were not covered like type of myeloablative regimen etc.
1	The content of the review course was informative, but wasn't clearly reflective of tested exam material. I'm not sure if the ABP has a consensus of transplant criteria, matching, conditioning etc, but the questions didn't seem to overlap with what was taught.
1	There was lot of questions on transplant

13. Transfusion medicine



Value		Percent	Responses
Extremely valuable (4)		46.0%	23
Valuable (3)		44.0%	22
Somewhat valuable (2)		8.0%	4
Not valuable (1)		2.0%	1

Totals: 50

14. You rated "transfusion medicine" somewhat valuable or not valuable. Please explain:

Count Response

1 I wish there was more time spent on this lecture or the practice questions were more board like. For some reason, there were many detailed questions on this topic

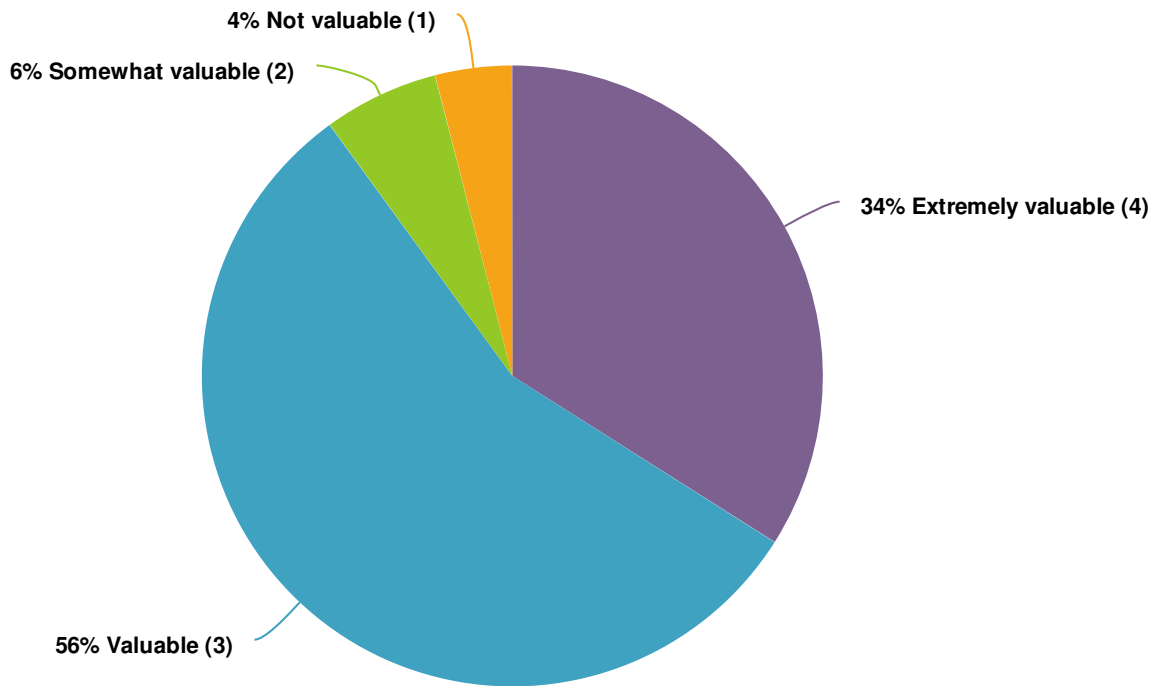
1 The prep helped practical uses but questions on boards were related to transfusion selection in new born/NICU babies and type of antigen selection. This was not covered in the lecture.





1 The presenter did not adjust her talk to the specialized audience. It seemed like she used the same talk she would give to medical students and residents.

1 There were a fair number of transfusion related questions on my exam- at least 5 or 6. I honestly found this surprising.

1 Too simple

15. Research methods



Value		Percent	Responses
Extremely valuable (4)		34.0%	17
Valuable (3)		56.0%	28
Somewhat valuable (2)		6.0%	3
Not valuable (1)		4.0%	2

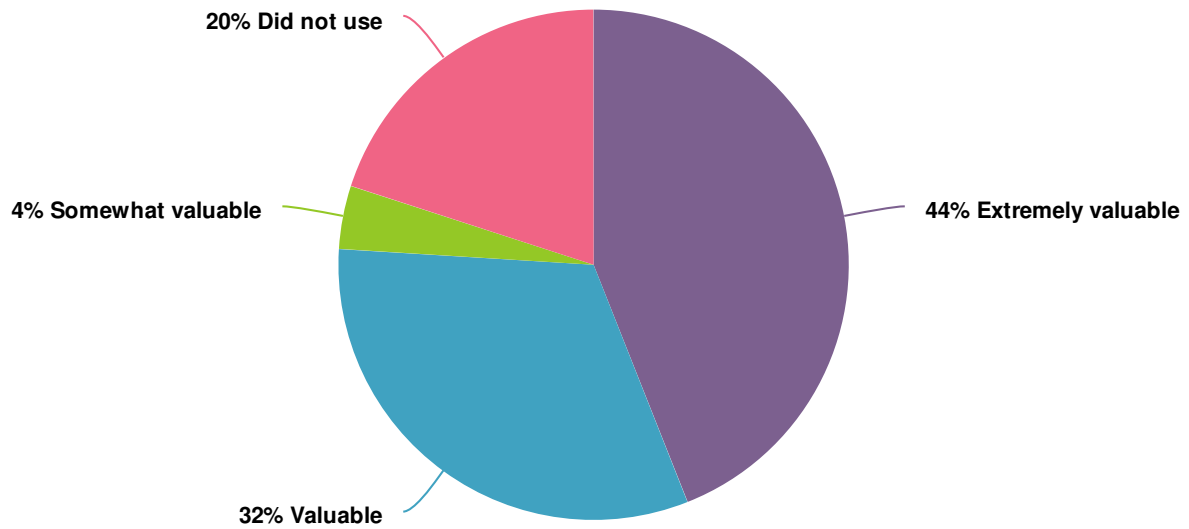
Totals: 50

16. You rated "research methods" somewhat valuable or not valuable. Please explain:

Count Response

1	Again, no recollection of any questions on this although I'm sure if there had been a question on this, I would have really appreciated this talk.
1	Common sense questions
1	Just didn't see a lot of that on the test. Questions presented were extremely basic.
1	No relevant questions encountered on the actual board exam
1	there was very little on the exam about this, but much more importantly, the presentation of this topic was mediocre

17. How valuable was the Online Review Course as you prepared for your exam?



Value	Percent	Responses
Extremely valuable	44.0%	22
Valuable	32.0%	16
Somewhat valuable	4.0%	2
Did not use	20.0%	10

Totals: 50

18. What specific suggestions do you have for either the Review Course or the Online Review Course?

Count	Response
1	1. For new lecturers, I would have them review a crowd-pleaser presentation like AML or one that marks out the ABP core topics. 2. Books printed in color.
1	Exam only had 2 images on it and we spent 2 large sessions on slide review. Would just incorporate into other sessions and use time more effectively.
1	Expand stem cell transplant, and break away from immunology. This year's exam had a lot of BMT questions. Consider different presenter for T ransfusion
1	I did like the new format. It would be nice to have the audio available in a mp4 format for listening during commute.
1	I do not know if Research Ethics or Adult Learning are really necessary- if looking for areas to cut content
1	I think it is good to have online review course over a period of weeks instead of all the lectures over 3 to 4 days. Organizing study group to discuss questions that will be helpful by posting question, mnemonics etc.
1	I think overall the course was great. I think it would have been nice to get access to the 2017 study material prior to the review course as it would have given us more time to prepare. Also, I think having notecards for some of the major points for each subject would be very helpful too.
1	Ideally the online resources would be available prior to the in person course so that people could prepare to get the most out of their in person time. Likewise, the questions should be available independent of the lectures and more flexible in the their organization (so that you could mix sections rather than doing all the neuro onc questions at once for example). I think having the in person course slightly closer to the actual test would be helpful.
1	If at all possible, to have more questions.
1	Include more review questions if possible Include a table on gene mutations and inheritance pattern in membrane defects that cause hemolytic anemia

Count Response

1 Interestingly there were no ethics of education methods related questions on my exam. Just a brief note, Dr. Sung's biostats presentation and way in which she presented the information including suggestions with how to prepare for related questions was spot on- I think I got all my biostats questions correct!

1 It was valuable to have the online review course after the in person review course -- I also appreciated being able to do questions online although the interface (although it could have a much better interface to go over the answers for each question). I feel that the 'educational methodologies' lecture was not necessary for the in person review. I also suggest that people teach on everything they feel like we need to know at the course (rather than 'be sure to read this section later') -- for most people at this stage, they don't have time to do reading or follow-up studying so taking out 2-3 days of special time should include everything that will be covered.

1 Just a comment- I have not used the online review course YET - I fully intend to before the exam!

1 Keep the speakers focus This is for the exam Do not repeat slides It is not about your personal experience Need to include transplant preparative regimens

1 No education methodology questions or research ethics questions at all - those sessions could easily be eliminated. Need a stronger lecture on red blood cell hemolytic anemias.

1 Once quizzes were completed in the online course, it would be useful to show both the question stem, and choices, and discussion of the question with the reasons for the correct answer being correct. When preparing for the exam, it is easier to travel to study with a laptop and access the online items than to carry around the giant books. The questions answered incorrectly are the ones in which the queried item needs supportive information, and additional study. To require that the question be answered correctly to access the description of the question/answer is not as productive.

1 Research Ethics could be removed

1 Some topics could use less coverage (e.g. red blood cell disorders) and some topics could use more coverage (e.g. stem cell transplantation and some areas of oncology).

1 Statistics lecture was good and addressed all questions. Hemoglobinopathy practice questions seemed beyond the lecture or scope of the exam.

Count Response

1	<p>The course is very effective in the overall bulk of information for this exam and I'm not sure how else you would study without it. However, the ABP seems to have a different prioritization than what was taught. For example, we had almost an entire day dedicated to staging/treatment/prognostic factors of assorted different solid tumors, but the number of questions on these tumors was not high. However, there were a large number of questions on items like RBC antigens and approaches to ITP/thrombocytopenia of which were barely touched on. Somehow, there is a disconnect between what is in the ABP "know that's" and what they actually choose to emphasize in their questions.</p>
1	<p>The hemolytic anemias talk seemed the weakest of the lectures from a presenter standpoint. There were no exam questions related to education methodology - is this a good use of time? There were MANY questions on hemoglobin E. I would love to see a few live, structured question/answer sessions with an audience response system and feedback.</p>
1	<p>The online review course interface and format could be improved like other online Q bank and offer different ways to answer Qs (like Prep), so that one can go through questions in a mixed bag form (Qs from multiple different topics). A</p>
1	<p>The review course and materials I got, as well as using the online materials afterwards, were the only things I used to study for the exam and I felt well prepared both before and after I took the exam. Keep up the good work. I do think the number of lectures on research/education things could be decreased (proportionally to number of questions on test seemed like a lot of lectures, could save some time that way) - I don't remember any questions on education methods on my exam. Maybe 1 or two on research ethics stuff. Definitely a few on biostats/research studies which is where I feel the focus of that overall topic should be.</p>
1	<p>There were many more questions in immunology than expected. Many questions on the mode of inheritance of hematologic and immunologic diseases. There were NO questions on educational methodologies.</p>
1	<p>There were no questions on research ethics or education methodology. There were several questions on late effects that a dedicated lecture may be more beneficial (vs 1-2 slides during each disease-specific lecture).</p>
1	<p>There were very few questions on the board exam that were not included in the review course. I used the review course materials exclusively for my preparation and I felt as prepared as I think I could have been. The review course was well worth the time and money!</p>

Count Response

1 We could have had better preparation with he Thalassemia and other hemoglobinopathies. The questions on the book did not match the lecture at all.

1 addition of section on genetics of cancer

1 more hemoglobinopathy practical practice questions.

1 provide color printouts for students at the review course, even if they must pay extra for them

1 there were at least 3 questions on variations of hemoglobin e, thalassemia combinations so more focus on that. i liked having a short lunch break.