

# Use of Resources by Medical Students at an Academic Medical Center in the 3<sup>rd</sup> and 4<sup>th</sup> Clerkship Years



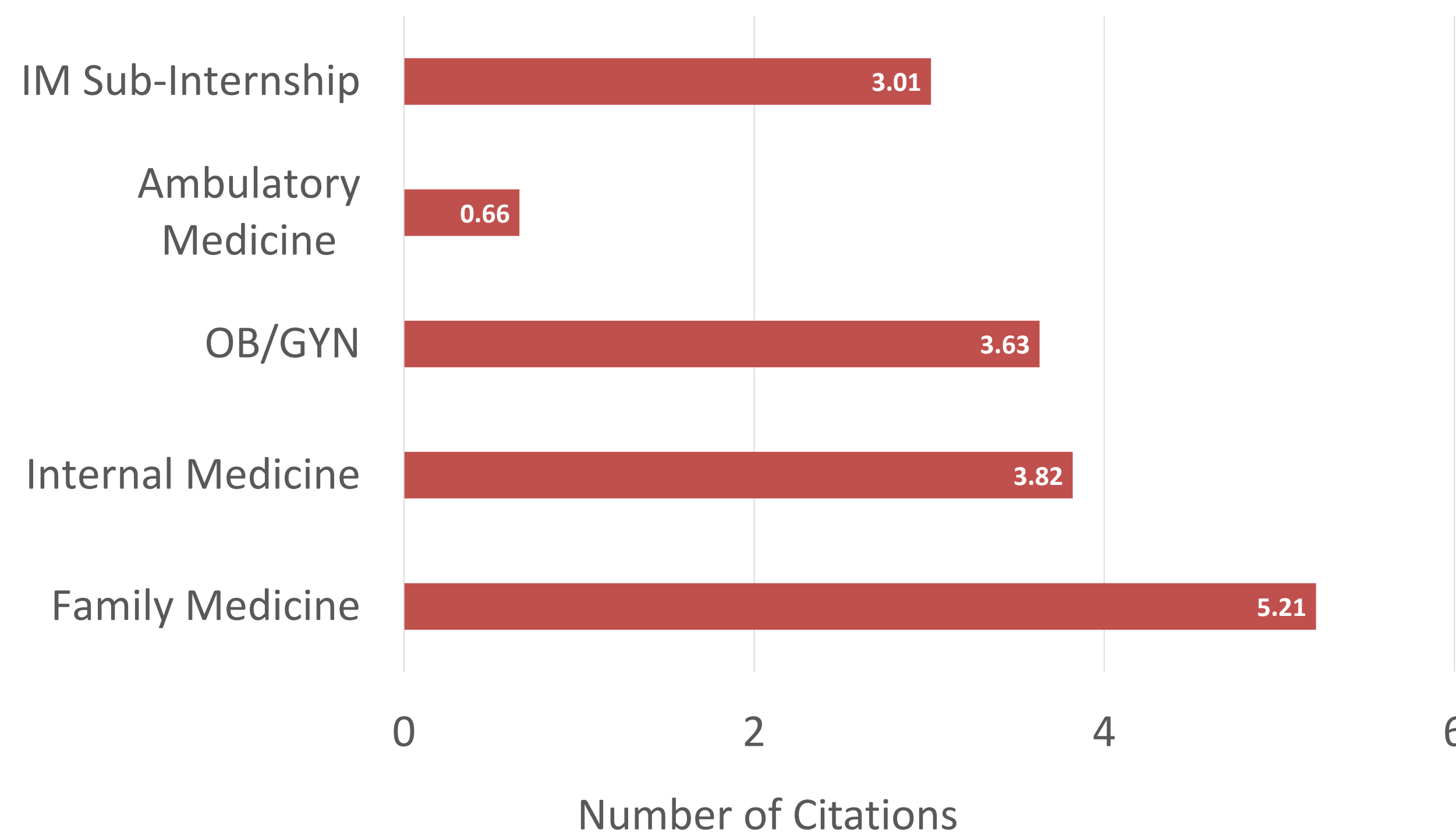
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## INTRODUCTION

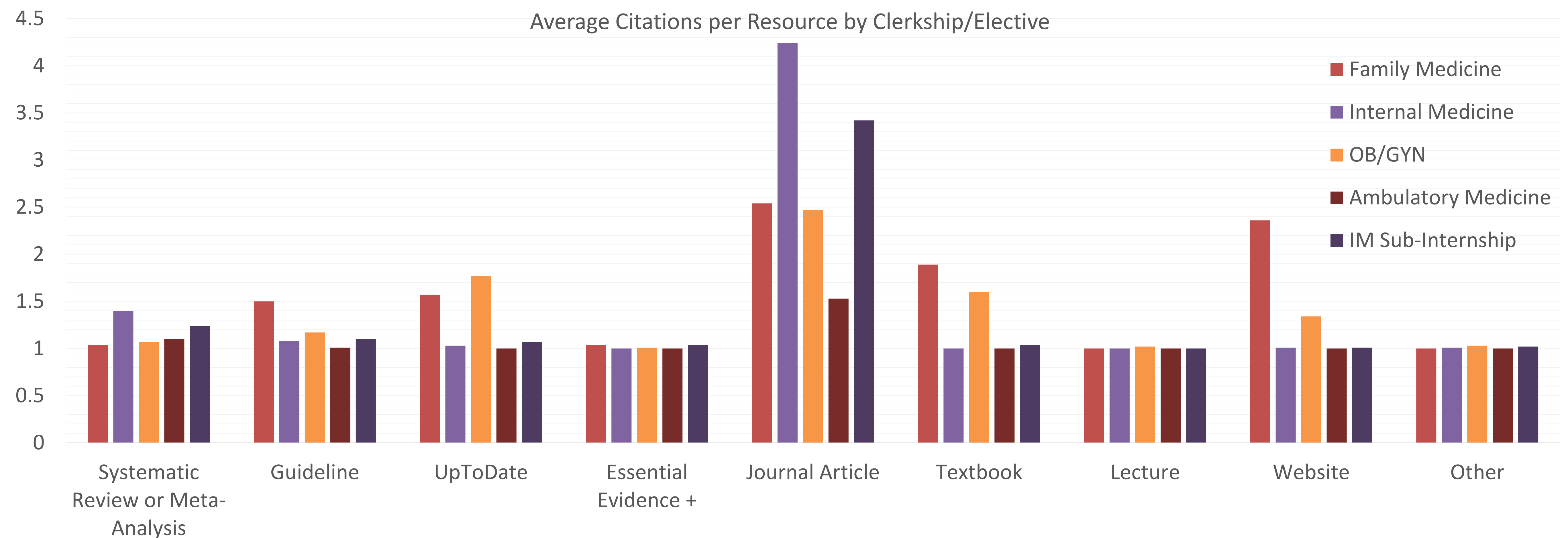
The objective of this project is to review how 3<sup>rd</sup> and 4<sup>th</sup> year medical students use clinical medical literature to practice evidence-based care as they move through their clerkship years. The investigators were also interested in medical students' use of clinical literature across clerkships and between the 3<sup>rd</sup> and 4<sup>th</sup> years.

Average Citations per Presentation per Clerkship



## METHODS

- Clerkship Directors in both the 3<sup>rd</sup> and 4<sup>th</sup> years were polled on student use of resources. Four of the nine clerkships and one 4<sup>th</sup> year elective rotation had assignments which required the use and citation of literature resources:
  - Family Medicine (FM) – 3<sup>rd</sup> year
  - Internal (IM) – 3<sup>rd</sup> year
  - Obstetrics and Gynecology (OB/GYN) – 3<sup>rd</sup> year
  - Ambulatory Medicine (AM) – 4<sup>th</sup> year
  - IM Sub-Internship (Sub-I & elective) – 4<sup>th</sup> year
- Two clerkships had use, but not citation requirements:
  - Emergency Medicine (EM) – 4<sup>th</sup> year
  - Psychiatry (Psych) – 3<sup>rd</sup> year
- Three clerkships did not have assignments which fit the collection criteria:
  - Pediatrics (Peds) – 3<sup>rd</sup> year
  - Surgery (Surg) – 3<sup>rd</sup> year
  - Neurology (Neuro) – 3<sup>rd</sup> year
- All assignments required students to research a topic based on a patient case. Assignments required that the information be related back to a diagnosis or investigated the problem.
- Resources were collected by the Clerkship/Sub-I directors and coordinators during the 2016-2017 school year.
- The types of resources and number of citations used were pulled from each assignment using a modified scoring sheet from Vanderbilt University.
- The data was then sent to a statistician for analysis.



## RESULTS

Comparison across the 3<sup>rd</sup> year:

- Family Medicine students had a significantly higher number of citations.
- Internal Medicine students cited more systematic reviews and journal articles.
- Family Medicine students cited more guidelines, textbooks, websites and UpToDate topic reviews.

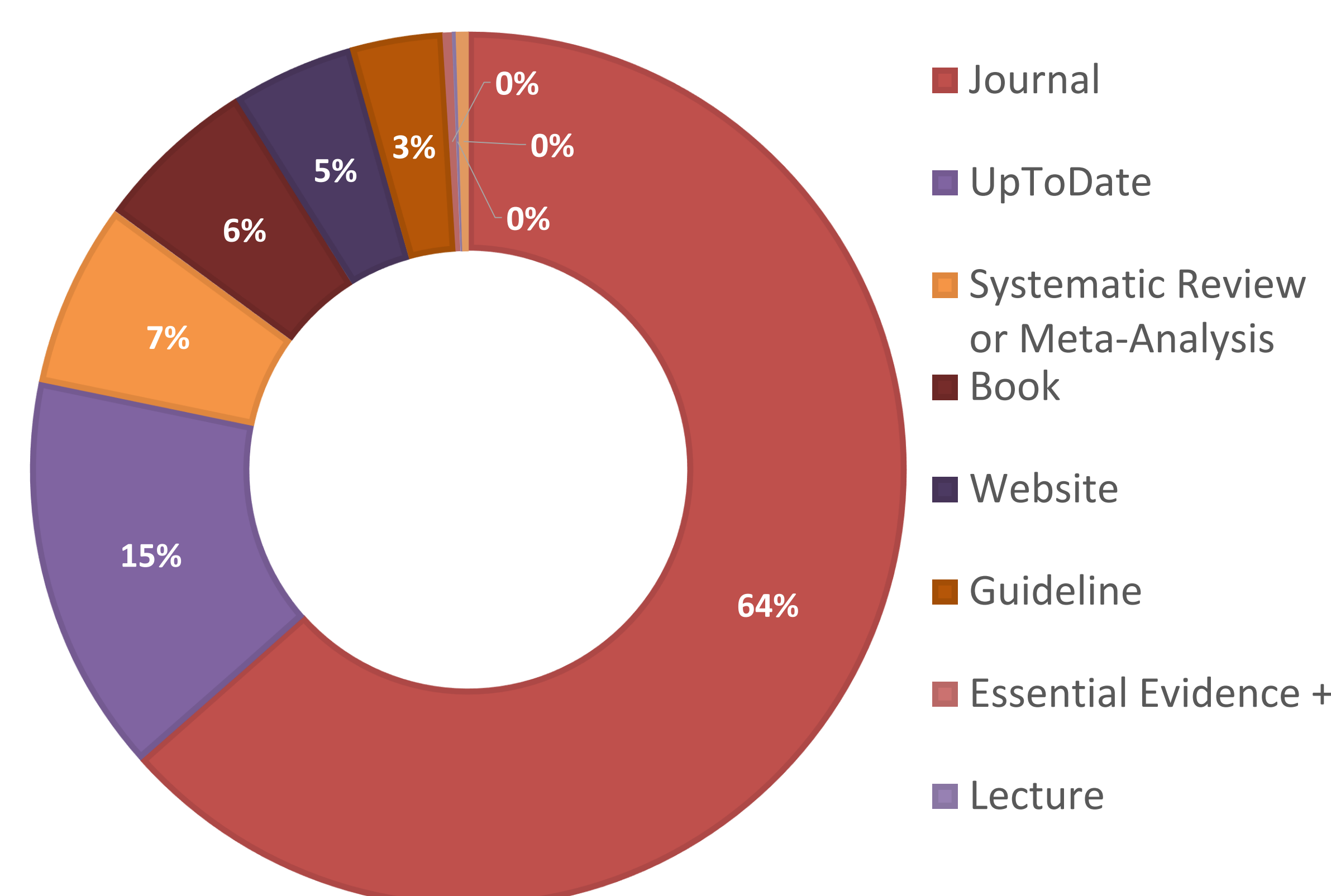
Comparison across the 4<sup>th</sup> year:

- The IM Sub-Internship students had the highest mean number of citations, cited all resources more frequently, and had a greater range of resource types used.
  - Sub-I students reviewed only one article a piece.

Comparison between the 3<sup>rd</sup> and 4<sup>th</sup> years:

- 3<sup>rd</sup> year students used more citations in each resource category.

TOTAL CITATIONS BY RESOURCE



## ACKNOWLEDGEMENTS

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## CONCLUSIONS

This study showed little consistency in resource use between or within the 3<sup>rd</sup> and 4<sup>th</sup> year Clerkships/Sub-I. Assignments within the Clerkships/Sub-I were varied, but all were designed to fulfill the idea of students obtaining evidence-based information sources and applying this information to a patient case.

While the high use of journal articles does not necessarily argue against the use of evidence-based information, the low use of systematic reviews, meta-analyses, and guidelines(10%) does. This study was unable to investigate the type of journal article used, so it is unknown how many articles may be evidence-based.

Requirements vary between Clerkships, but obtaining and using information should be the same. The use of websites and textbooks for these assignments shows a need for more training on accessing and using clinically oriented databases in the pursuit of evidence-based information.

In the future, having a librarian working with clerkship and elective programs to provide education in searching clinical resources for evidence-based information and creating literature requirements across the curriculum could greatly improve students ability to use resources.