

Use of Resources by Medical Students at an Academic Medical Center in the 3rd and 4th Clerkship Years



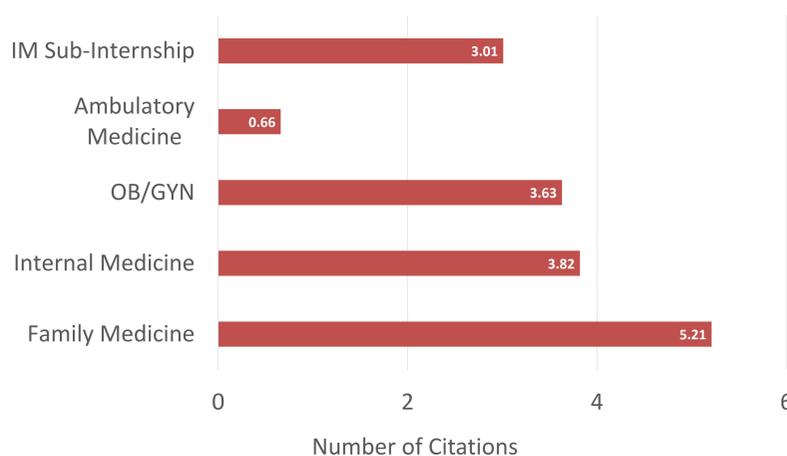
AUGUSTA UNIVERSITY

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INTRODUCTION

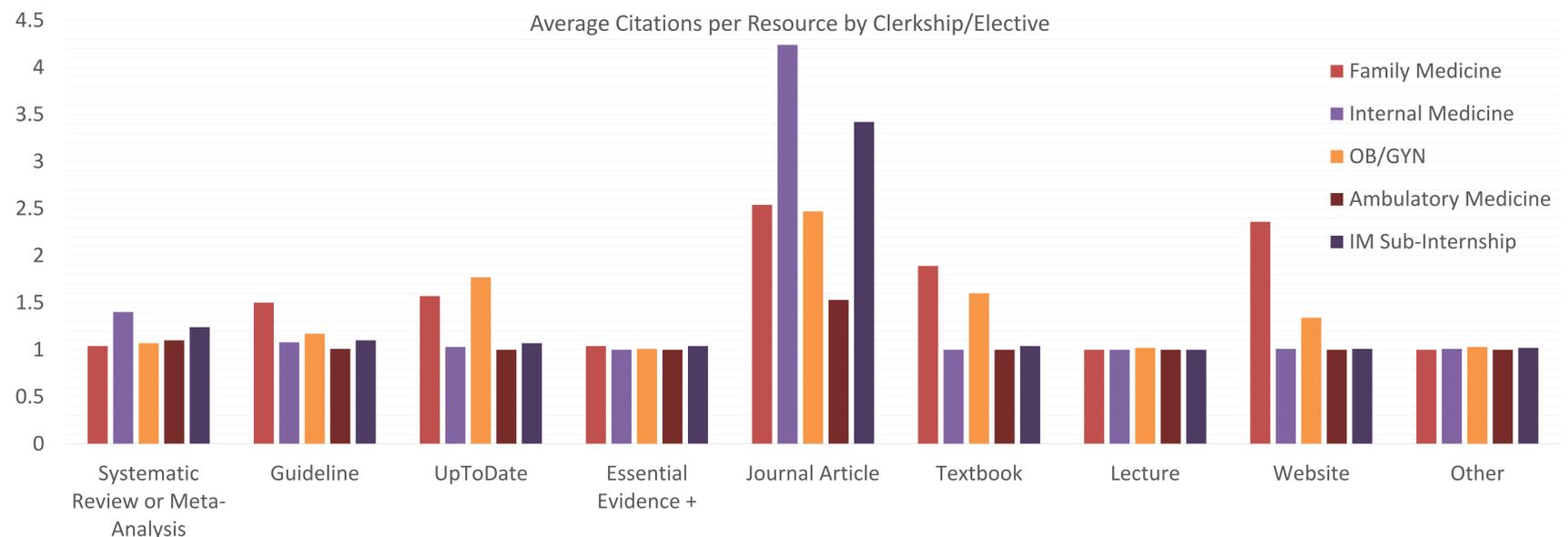
The objective of this project is to review how 3rd and 4th year medical students use clinical medical literature to practice evidence-based care as they move through their clerkship years. The investigators were also interested in medical students' use of clinical literature across clerkships and between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

Average Citations per Presentation per Clerkship



METHODS

- Clerkship Directors in both the 3rd and 4th years were polled on student use of resources. Four of the nine clerkships and one 4th year elective rotation had assignments which required the use and citation of literature resources:
 - Family Medicine (FM) – 3rd year
 - Internal (IM) – 3rd year
 - Obstetrics and Gynecology (OB/GYN) – 3rd year
 - Ambulatory Medicine (AM) – 4th year
 - IM Sub-Internship (Sub-I & elective) – 4th year
- Two clerkships had use, but not citation requirements:
 - Emergency Medicine (EM) – 4th year
 - Psychiatry (Psych) – 3rd year
- Three clerkships did not have assignments which fit the collection criteria:
 - Pediatrics (Peds) – 3rd year
 - Surgery (Surg) – 3rd year
 - Neurology (Neuro) – 3rd 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 3rd 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.

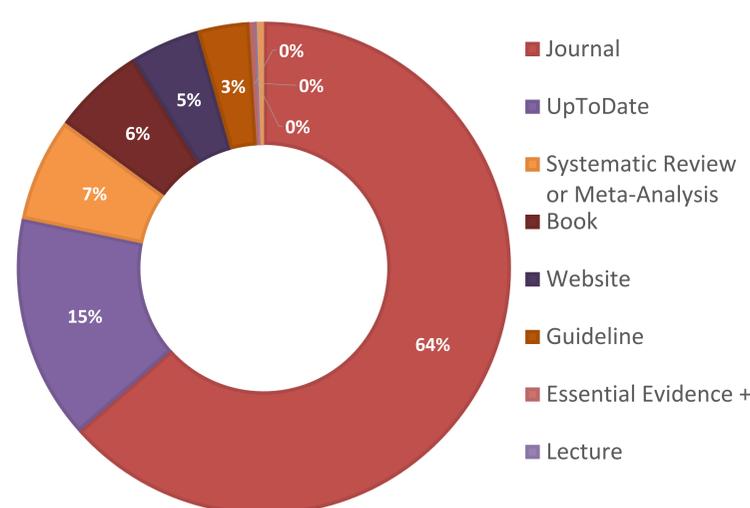
Comparison across the 4th year:

- 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 3rd and 4th years:

- 3rd year students used more citations in each resource category.

TOTAL CITATIONS BY RESOURCE



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CONCLUSIONS

This study showed little consistency in resource use between or within the 3rd and 4th 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.