Evidence-Based Practice for Medical Students in a Family Medicine Clerkship: Collaborative, Active Learning for Clinical Decision Skills

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EVIDENCE-BASED PRACTICE FOR MEDICAL STUDENTS IN A FAMILY MEDICINE CLERKSHIP:
COLLABORATIVE, ACTIVE LEARNING FOR CLINICAL DECISION SKILLS
Tagalie Heister, MSLS; Frank Davis, MSLS, AHIP; Rick Brewer, MSLS, Medical Center Library; Archanad Kudrimoti, MBBS, MPH, Family Medicine Clerkship Director; Janice Kuperstein, PT, PhD, MSED, Co-Director; Shari Levy, Program Coordinator, Family Medicine Clerkship. University of Kentucky, Lexington, Kentucky

Methods
All third-year medical students participate in this small-group collaborative, patient-centered learning experience during the required Family Medicine clerkship.

Students complete a pre-test prior to orientation in which they rate usefulness and familiarity with key EBM resources.

At orientation, the clerkship directors provide an overview of the evidence-based process and creating PICO questions.

Immediately following, librarians provide a 1.5 hour hands-on instruction session covering evidence-based resources and search strategies for finding point-of-care EBM information using the following hierarchy:

- Familiarity with key EBM resources.
- Orientation in which they rate usefulness and for finding point-of-care EBM information using the following hierarchy:

Between August 2012 and February 2013, 60 students completed the course. Below is the rubric librarians use for evaluating their portion of the assignment and the breakdown of the students’ cumulative ratings by the librarians.

### Students completed a pre-test ranking of potential information resources from a set list of materials available at the UK Medical Center Library. Post-tests were completed after the 1.5 hour library instructional session and the completion of the EBM assignment by the students.

### Sample of Student Comments

<table>
<thead>
<tr>
<th>Category Question</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the concept of evidence-based medicine.</td>
<td>4.7</td>
<td>4.0</td>
<td>5.0</td>
<td>0.5</td>
</tr>
<tr>
<td>I feel comfortable using evidence principles in day-to-day patient care responsibilities.</td>
<td>4.5</td>
<td>3.0</td>
<td>5.0</td>
<td>0.4</td>
</tr>
<tr>
<td>I believe critical appraisal skills have a value to me as a third-year student.</td>
<td>4.3</td>
<td>2.0</td>
<td>5.0</td>
<td>0.4</td>
</tr>
<tr>
<td>I am more likely to use the literature to support clinical decision making.</td>
<td>4.3</td>
<td>2.0</td>
<td>5.0</td>
<td>0.4</td>
</tr>
<tr>
<td>I am more likely to critically appraise the articles I read.</td>
<td>4.1</td>
<td>2.0</td>
<td>5.0</td>
<td>0.9</td>
</tr>
<tr>
<td>The Family Medicine Clerkship is an appropriate time to learn concepts of evidence-based medicine.</td>
<td>3.8</td>
<td>1.0</td>
<td>5.0</td>
<td>1.2</td>
</tr>
<tr>
<td>I felt that my clinical understanding was enhanced through identification and appraisal of the literature.</td>
<td>3.9</td>
<td>1.5</td>
<td>5.0</td>
<td>1.1</td>
</tr>
<tr>
<td>My EBM search benefitted patient care in some way.</td>
<td>3.9</td>
<td>1.5</td>
<td>5.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Conclusion**
Providing a patient-centered learning experience with collaboration between clinical faculty and medical librarians has been successful in improving third-year medical students’ knowledge and skills in medical information literacy for clinical decision-making.