

Does Rotation Service Assignment Affect the Teaching Experience and Knowledge Gained for Medical Students during their Core Pediatric Clerkship?

Riley Boland, MD; Jared Kevern, MD; Allison Heizelman, MD; Kirstin Nackers, MD

UW Health - American Family Children's Hospital, Madison, WI

Background

- Medical students have a 4-week core pediatric rotation where they are assigned to a strictly inpatient service (hospitalist, Pulm, H/O, PICU) or a clinic/consult service (GI, Nephro, Endo, etc.)
- There is variable exposure to pediatric pathology across different services
- Concern this variability is affecting acquisition of high-yield general pediatrics knowledge

Objectives

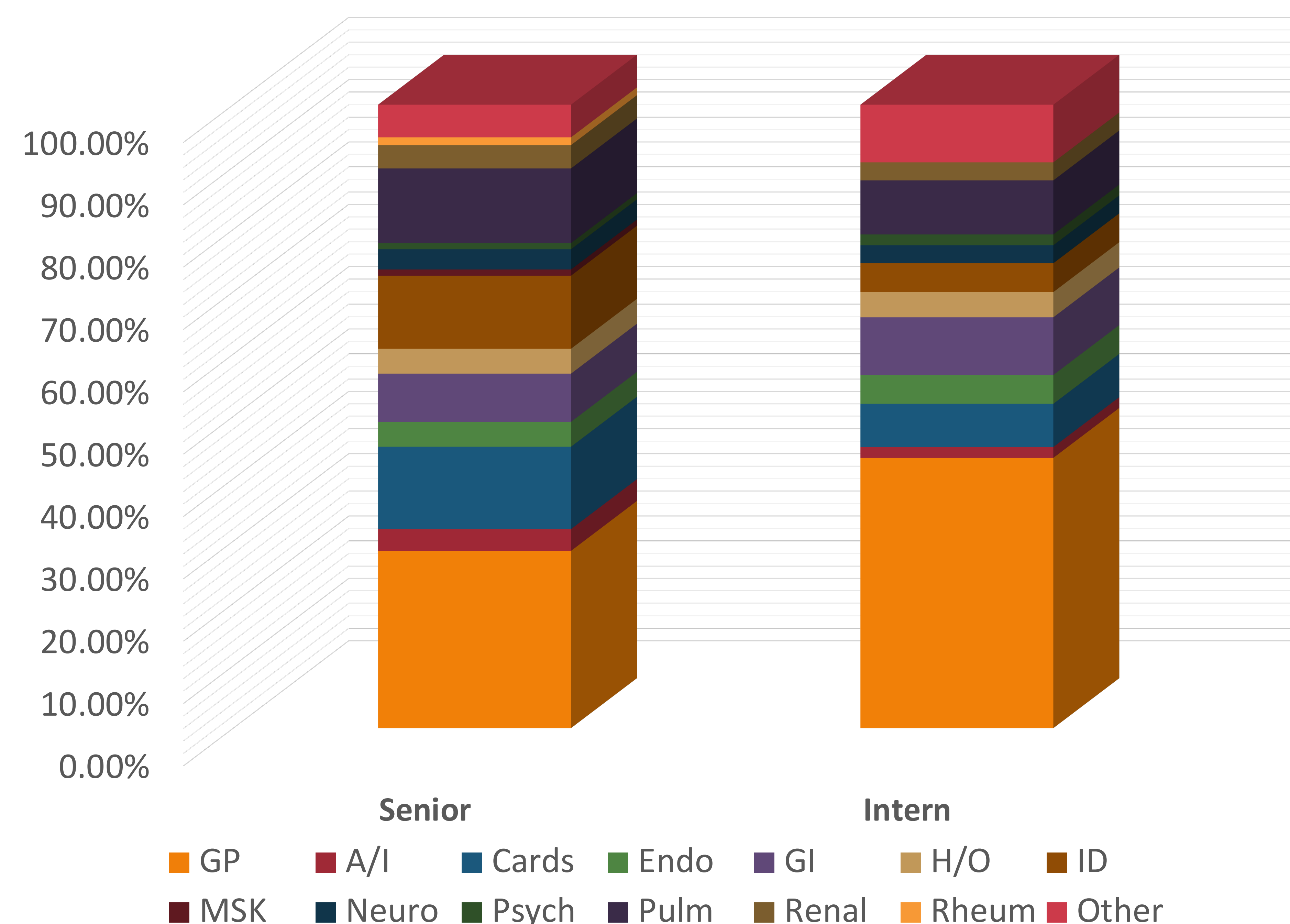
- Evaluate knowledge acquisition for medical students during the clerkship
- Determine frequency and topic areas of resident-led teaching on inpatient and clinic/consult services

Methods

- For this year-long observational study, students completed a 20-question pre- and post-rotation knowledge assessments developed using PreTest questions modeled after the NBME Pediatrics subject exam.
- Residents provided weekly data including clinical service, post-graduate year, and number and specialty of topics taught.
- We compared knowledge acquisition with pre-/post-test scores, and educational experience by teaching topics on inpatient services and clinic/consult services using t-test.

Results

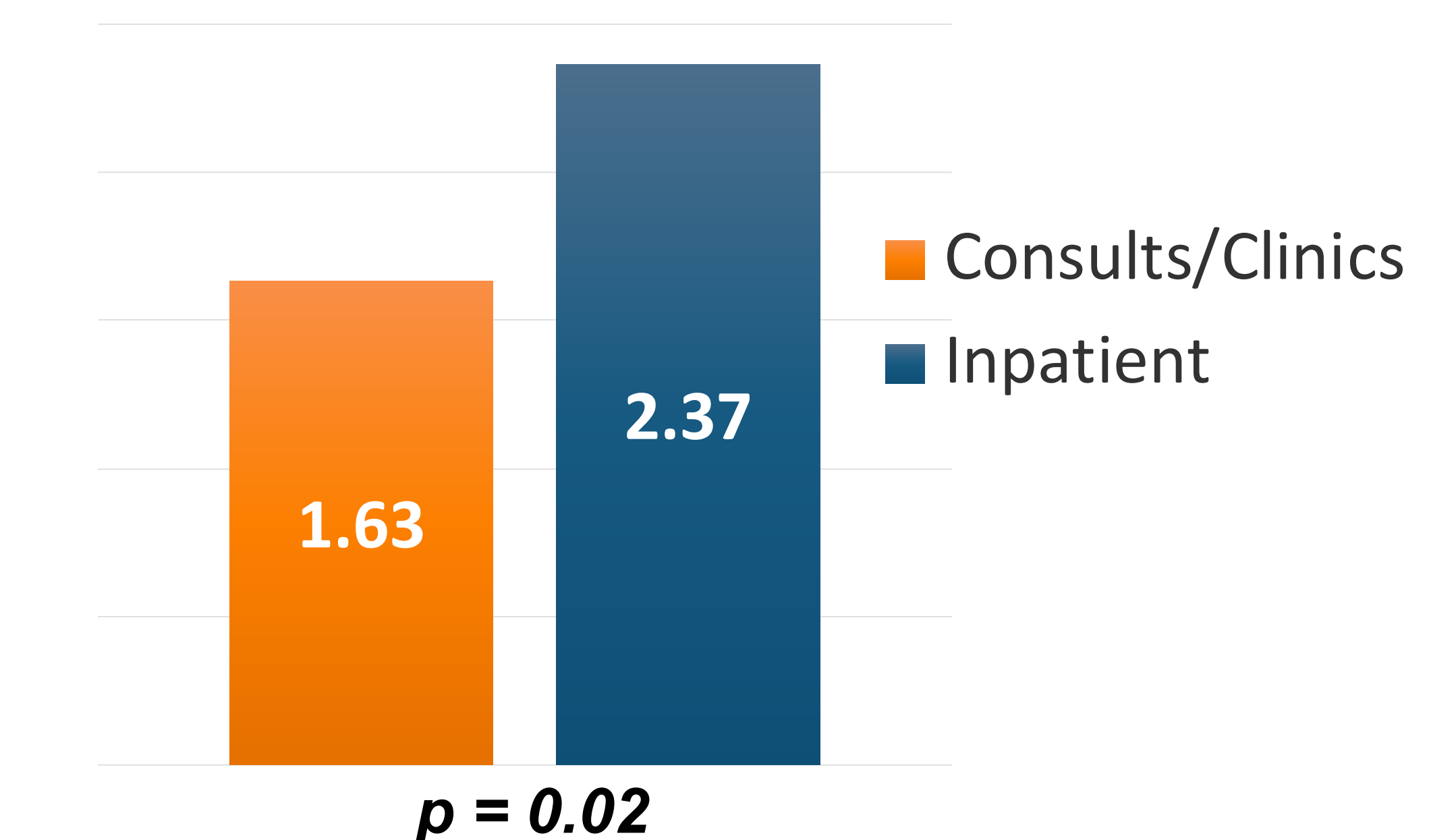
Teaching Variability by Class



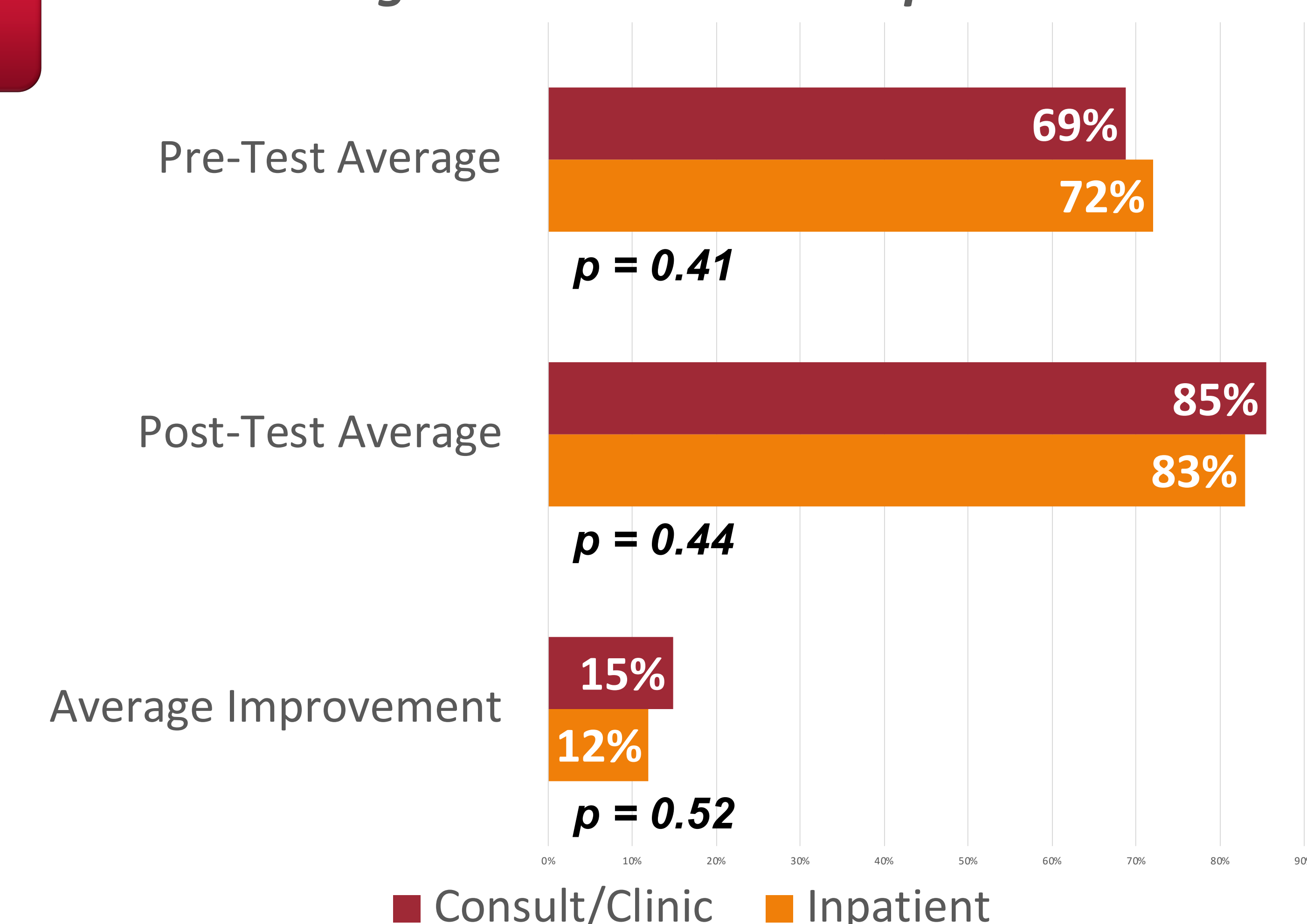
Average Weekly Teaching by Class



Average Weekly Teaching by Service



Average Test Scores and Improvement



Discussion/Future Directions

- Our data demonstrates students on inpatient services are exposed to more teaching topics on average, than those on clinic/consult services.
- It is also notable that senior residents provide more informal weekly teaching than interns.
- Currently there is no clear difference in knowledge gained between groups, suggesting non-inferiority for medical students on either type service.
- Power is a likely limiting factor to this along with self-study opportunity, clinical responsibilities, and expectations. Informal teaching from attendings was not measured for this study either.
- Future directions may include identifying highest yield teaching topics and ways to implement this into clinical teaching, as well as data collection on student perceptions and reported self-study time on either service.