

Improving the Transition from Preclinical Coursework to Clinical Clerkships: A Student-Led Initiative.

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Objectives

1. Discuss the adjustment that medical students must undergo in the transition from preclinical education to clinical rotations.
2. Describe the development of an hour-long educational session on “hospital basics” delivered to third-year medical students during the orientation to clinical rotations.
3. Assess the efficacy of the supplemental hospital-specific education in students’ confidence and overall performance during their clinical years.

Introduction

The transition from preclinical learning to clinical rotations can be challenging for medical students. Medical schools have attempted to ease this transition through clinical orientations.

However, it can become overwhelming to select the most relevant topics that would best equip students for success.

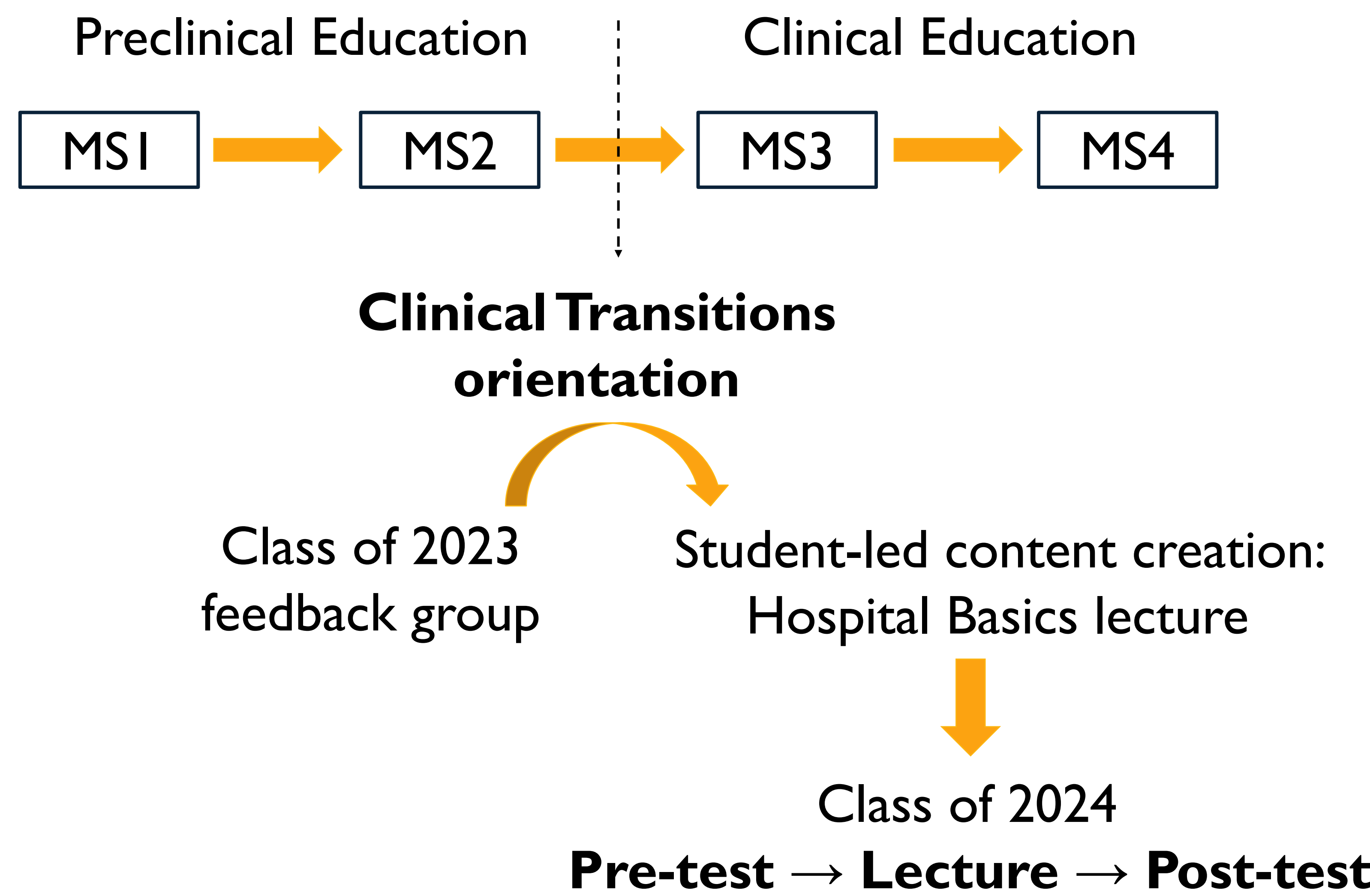
At our program, one such gap in orientation topics was how to navigate the hospital and inpatient environment that is foreign to most students – in short, the “hospital basics.”

Upon beginning the third year, medical students face unfamiliar clinical settings and must adapt quickly to this new environment.

In this study, fourth-year students at the University of Oklahoma College of Medicine created and delivered an hour-long educational session focused on these hospital basics specific to our home program’s hospital system.

Student learning was assessed through pre-test and post-test surveys administered immediately before and after the lecture.

Methods



Presentation

A group of fourth-year medical students (class of 2023) at The University of Oklahoma College of Medicine identified gaps in their Clinical Transitions orientation to clerkship year based on their experiences during their clinical rotations. A list of these topics was expanded into a student-led lecture that was delivered during the subsequent Clinical Transitions course for the entering third-year medical students (class of 2024).

Pre-Test / Post-Test

To evaluate the presentation’s effectiveness, a set of multiple-choice questions for each objective was developed and randomly distributed to either a pre- or post-test. Paired t-tests were used to evaluate differences in scores.

Presentation Content

- Hospital Codes
- Inpatient Room Layout
- Interpreter Services
- Therapy Services
- Lines & Drains
- Inpatient Nutrition
- IV Fluids
- Discharge Planning
- Basic Hospital Supplies & Equipment
- Morning Rounds & Patient Presentations
- Oxygen Delivery Methods & Management
- Electronic Medical Record Basics

Conclusions

The goal of the clinical transitions course is to help students adapt to third year with as much ease and confidence as possible.

The initial results demonstrate increased knowledge of the clinical setting and hospital preparedness.

We plan to administer a subsequent post-test survey to assess the retention of knowledge and identify further adjustments for future curriculum.

Based on initial student feedback, adjustments have been made to the lecture content, which will continue to evolve over time to benefit student learning and clinical readiness.

Results

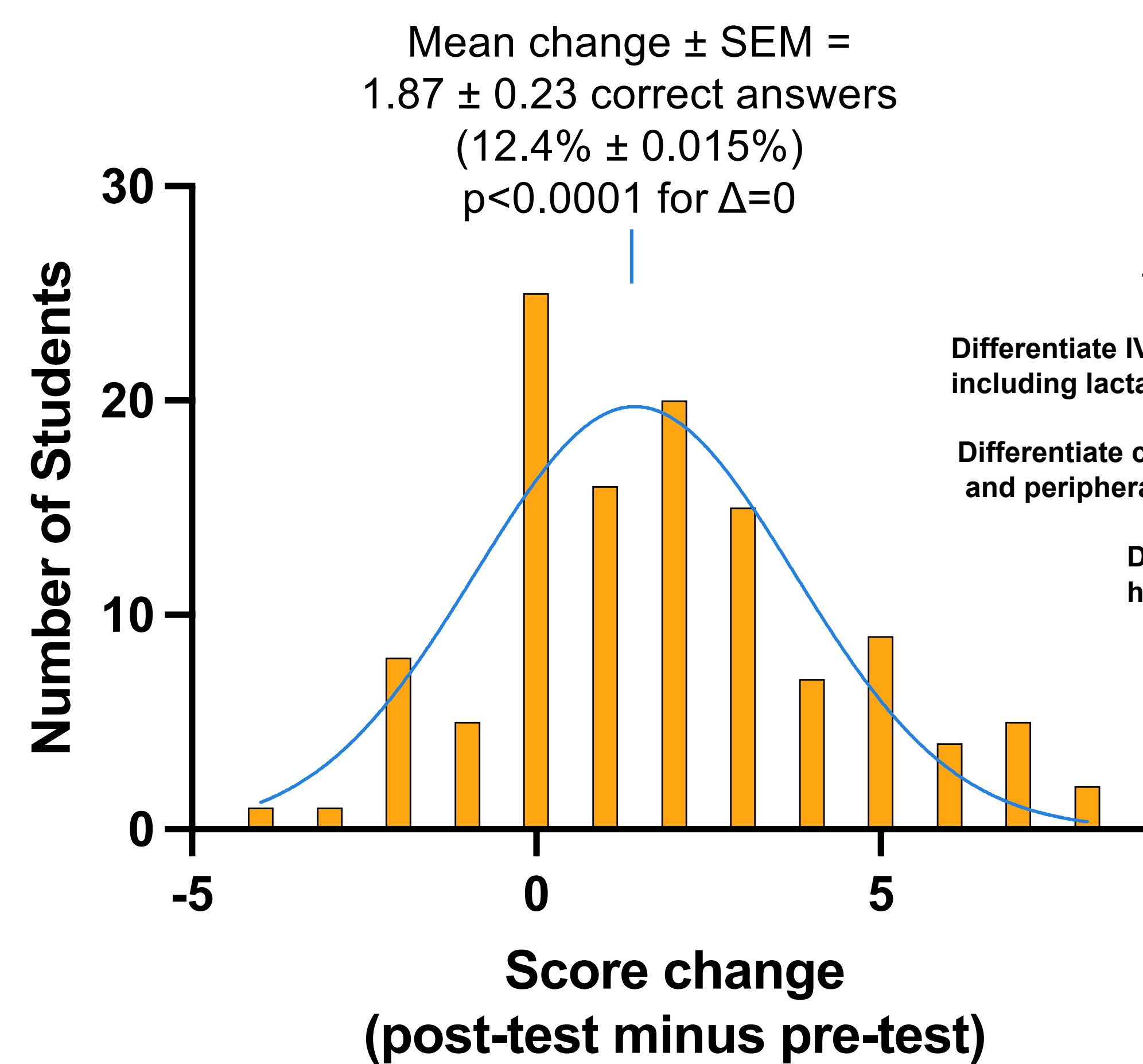


Fig. 1 Distribution of student score change on the post-test compared to pretest. Objective-based questions were randomly assigned to either the pre- or post-test, which were similar but not identical. A one-sample t-test of score differences for each student was used for statistical analysis.

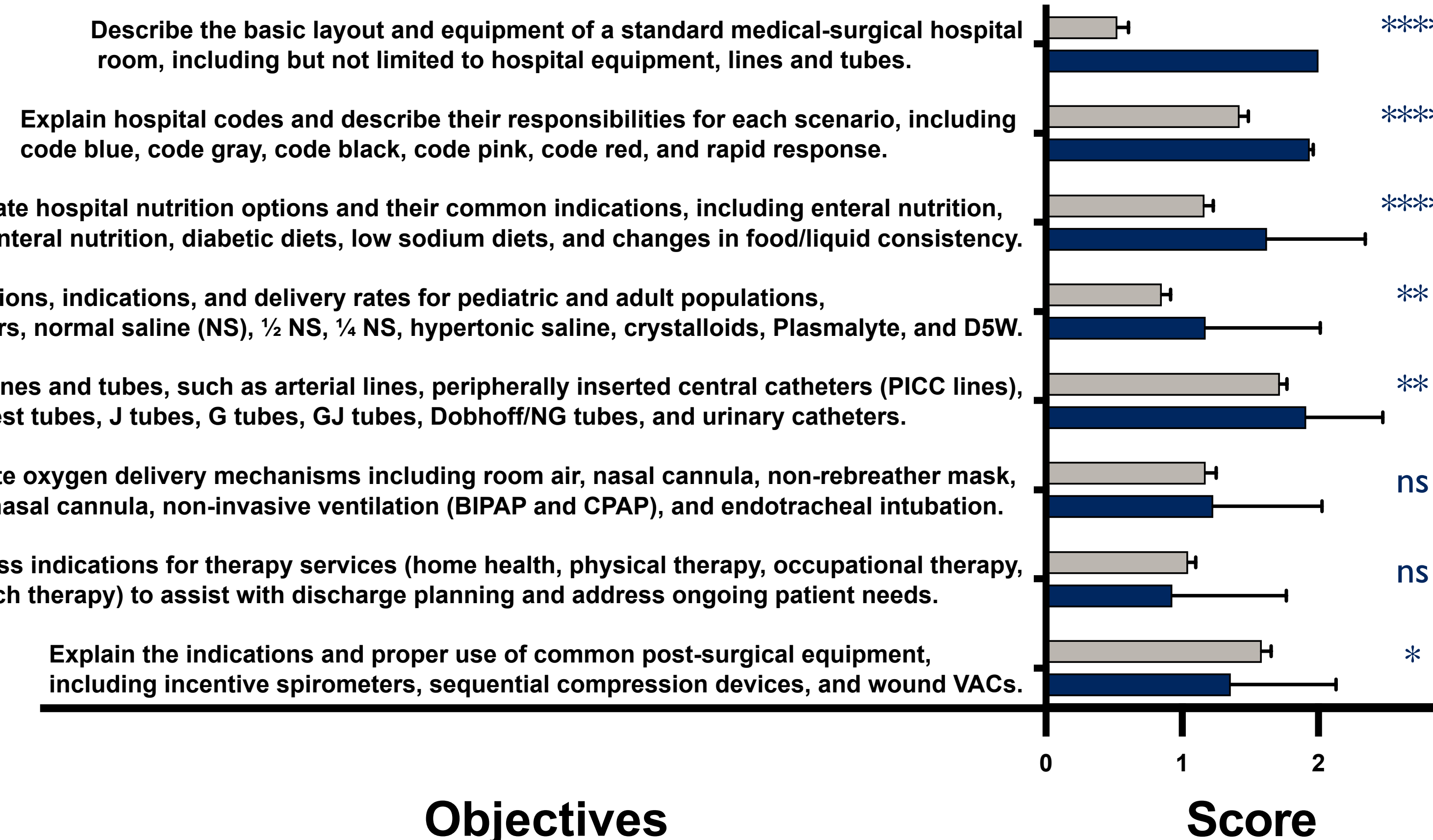


Fig. 2 Student performance differences on pre- and post-test, by objective. Performance for the subset of questions related to each objective was assessed. T-tests adjusted for multiple comparisons were utilized to assess differences between pre- and post-test scores for each objective.

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