



Voluntary Attendance of Small-group Brainstorming Tutoring Courses Intensify New Clerks “Excellence in Clinical Care”: a Pilot Study



Ying-Ying Yang, Ling-Yu Yang, Fa-Yauh Lee, Shinn-Jang Hwang, Deh-Ming Chang

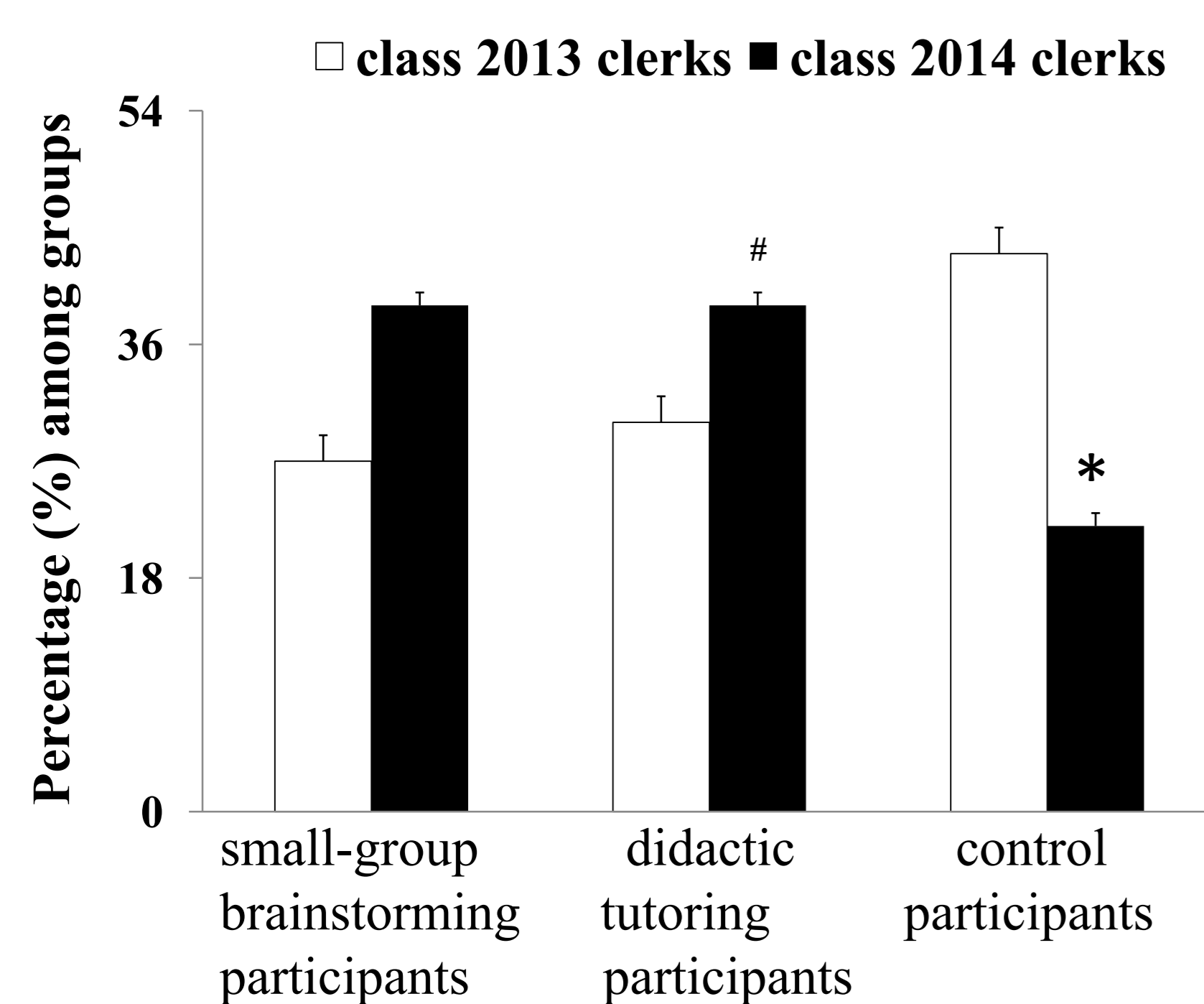
Division of Clinical Skills Training, Department of Medical Education, Division of General Medicine, Department of Medicine, Taipei Veterans General Hospital, Taipei, Taiwan; School of Medicine, National Yang-Ming University, Taipei, Taiwan

Background/Aims:

Clerkship provides a unique way of transferring the knowledge and skills gathered during medical school’s curriculum into real-ward clinical care environment. The annual program evaluation has indicated that the training of clerks in diagnostic and clinical reasoning skills needed to be enhanced. Recently, “clinical excellence” program have been promoted in our institution to augment the excellence in clinical care of new clerks. Current study aims to evaluate whether this pilot program improve the “clinical excellence” of new clerks.

Methods:

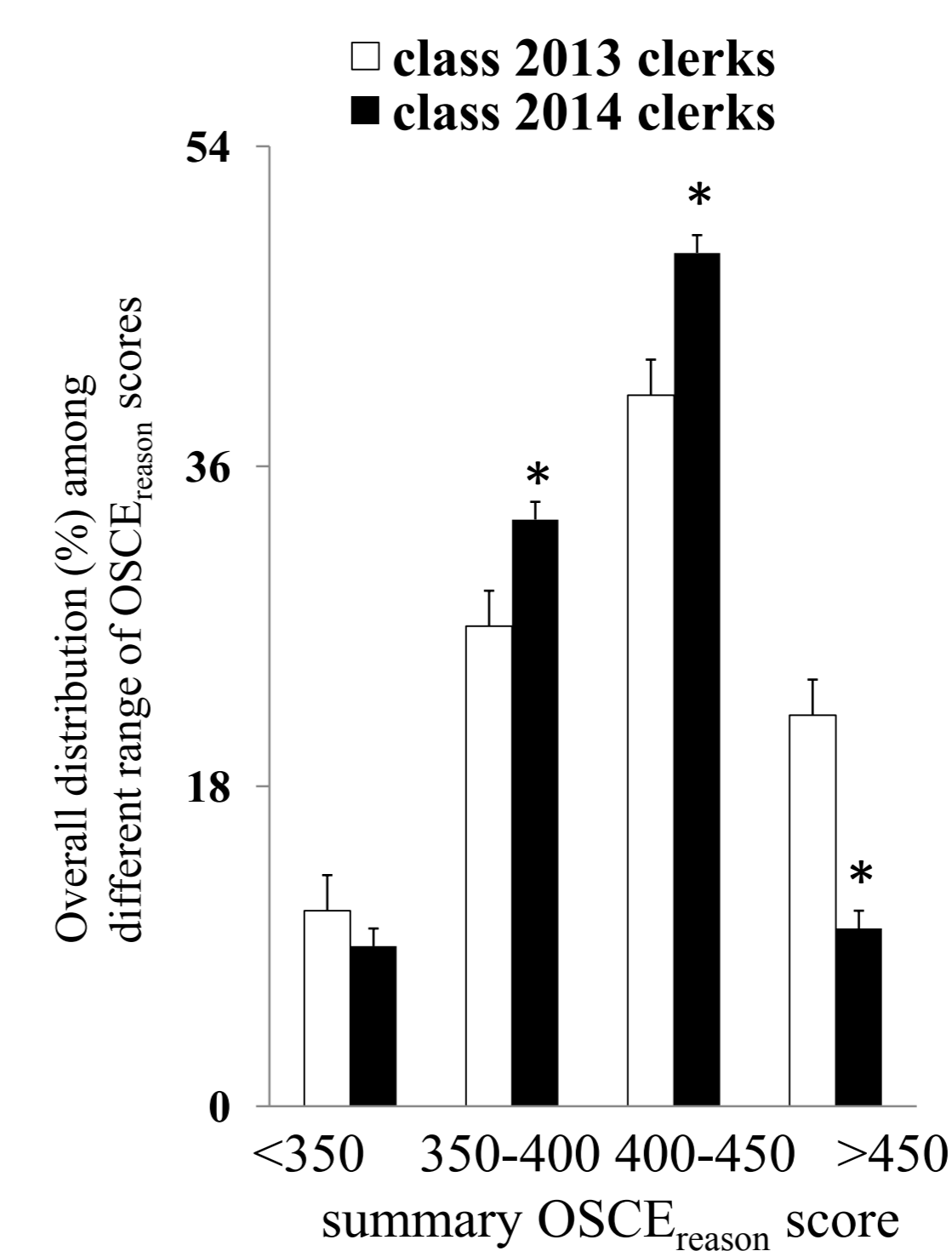
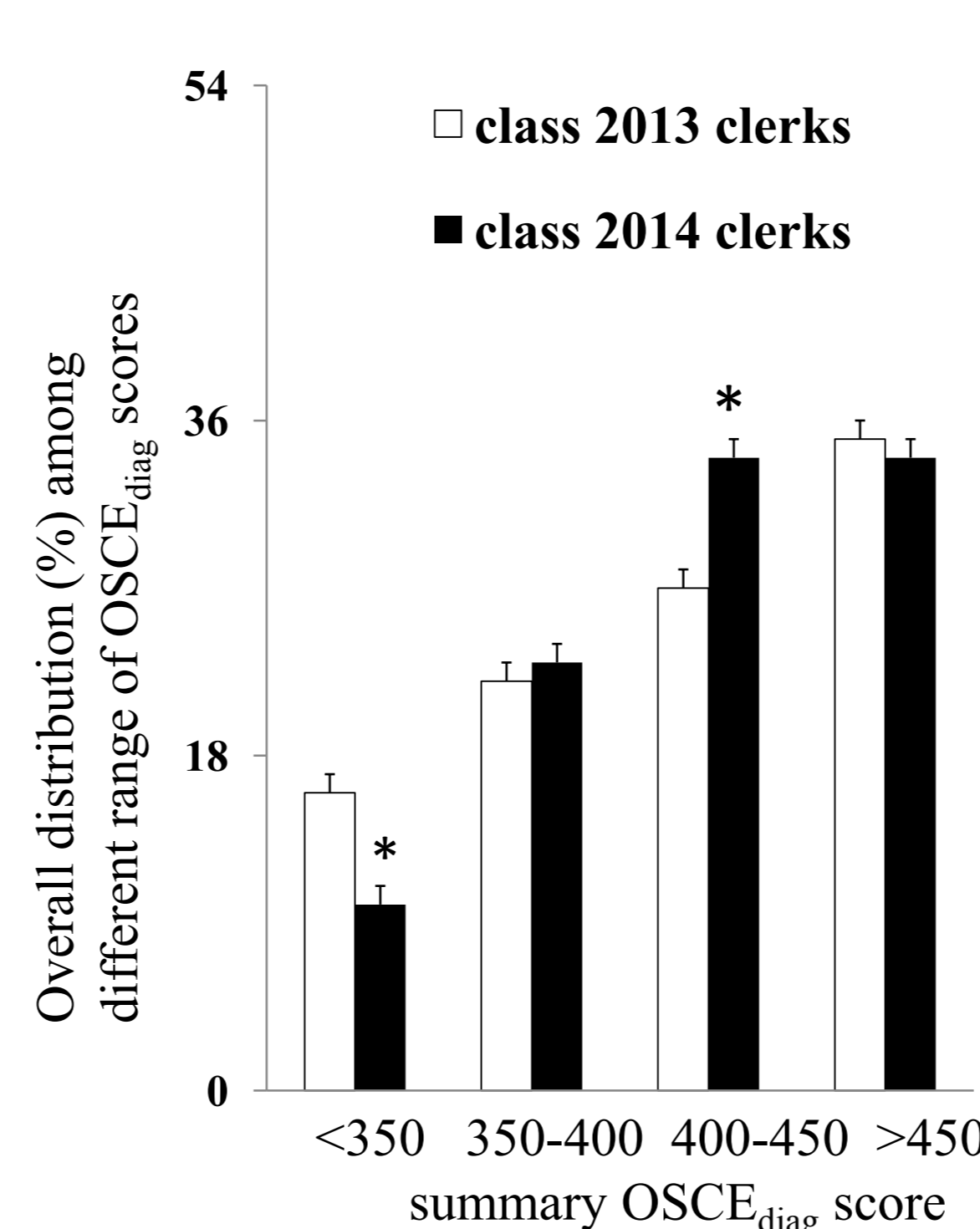
In a pilot study, groups of new clerks voluntarily attended either a small-group brainstorming course or a didactic classroom tutoring courses as part of their 3-month internal medicine clinical rotation block. A third group of new clerks did not join either of the above courses and this group served as the control group.



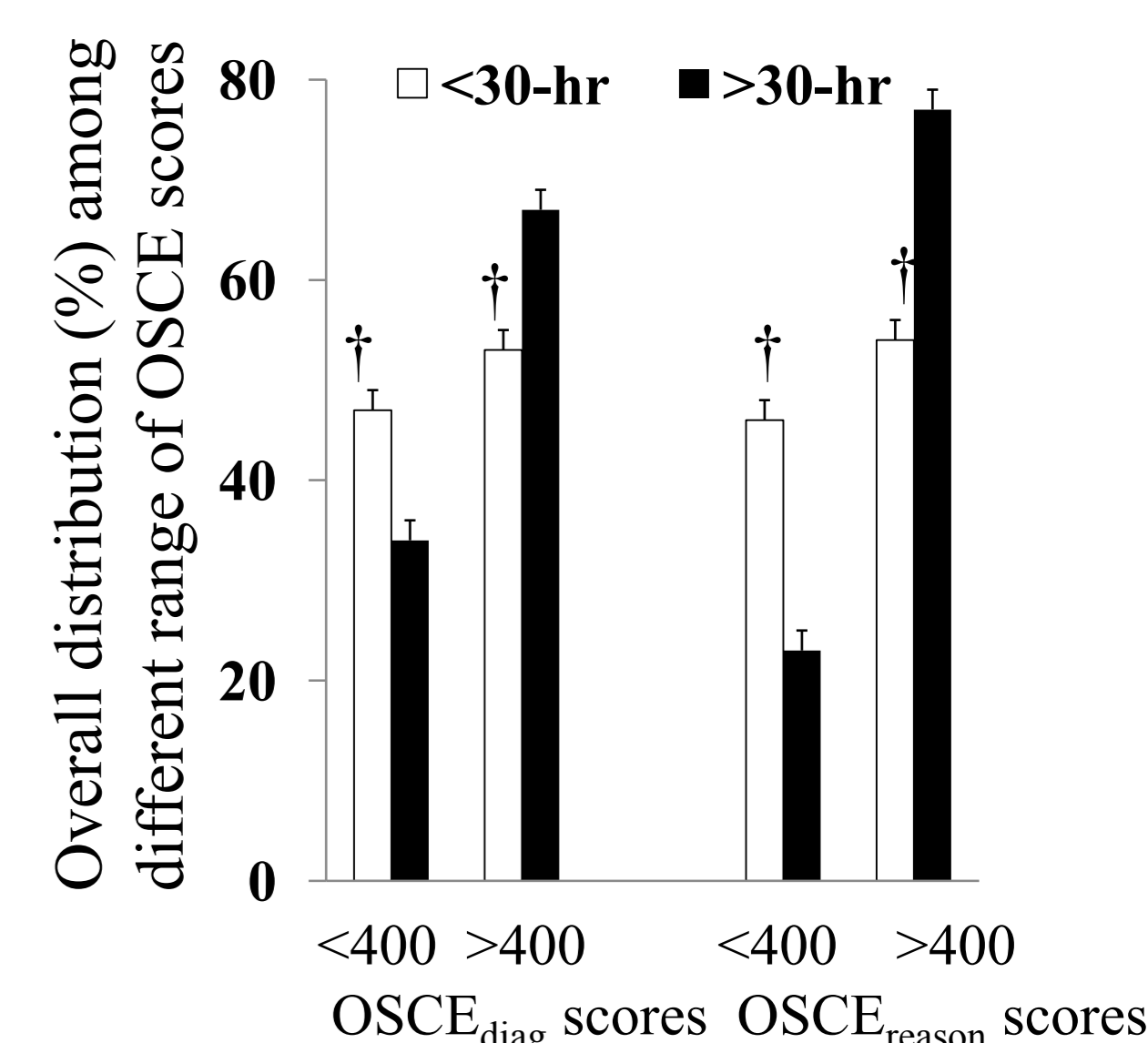
*: $P < 0.05$ vs. class 2013 clerks;
#: $P < 0.05$ vs. increasing trends of small-group brainstorming tutoring participants;
† $P < 0.05$ vs. small-group tutoring participants with cumulative hours longer than 30-hour

Results:

Higher post-block self-assessed diagnostic and clinical reasoning skill scores were found among individuals who attended the small-group brainstorming courses compared to either the didactic group or the control group. In a corresponding manner, the small-group brainstorming group obtained higher summary OSCE_{diag} and OSCE_{reason} scores than either the didactic group or control group. For all basic images/laboratory OSCE stations, the individual diagnostic skill (OSCE_{diag}) scores of the small-group brainstorming group were higher than those of the didactic group. By way of contrast, only the clinical reasoning skill (OSCE_{reason}) scores of the basic electrocardiogram and complete blood count + biochemistry OSCE station of the small-group brainstorming group were higher than those of the didactic group. Among the small-group brainstorming group, clerks with higher cumulative learning hours (>30-hours) had significant higher OSCE_{diag} and OSCE_{reason} scores (>400) than those with less cumulative learning hours.



cumulative hours (□<30-hr or ■>30-hr) of participating small-group brainstorming tutoring courses



Keywords:

Clerkship, Clinical excellence, Diagnostic and clinical reasoning skills, Small-group brainstorming, Tutoring courses

Conclusion: The positive results obtained during the initial 2-year long pilot “clinical excellence” program have encouraged the formal implementation of this course as part of the clerkship curriculum.