INTRODUCTION

- We have identified a need to increase NBME subject examination scores to strengthen medical students’ understanding of pediatric medicine and improve their readiness for the USMLE Step 2CK exam.
- We aim to improve aggregate shelf scores measured by cohort by implementing evidence-based peer-teaching interventions into the pediatrics clerkship.

MATERIALS & METHODS

- A booklet containing 50 topics was distributed to 3rd-year medical students (Class of 2023) at the Brody School of Medicine at East Carolina University during the pediatric clerkship orientation for cohorts 4-6.
- At the end of the 8-week clerkship, students completed an anonymous paper survey on their participation in presentations and preparedness for their shelf exam.
- The Office of Data Analysis and Strategy (ODAS) provided the average NBME scores and corresponding percentile per cohort.
- The average NBME scores from previous cohorts were also collected to establish a baseline shelf exam performance.
- Standard statistical process control rules were used to determine special cause variation after implementation of project interventions.
- No individually identifiable data was collected.

RESULTS

- Figure 1: Graphical representation of survey participants who used the booklet per cohort.

DISCUSSION

- There is not enough data yet to analyze the effectiveness of the intervention.
- Based on the limited number of responses, one additional finding was increased facilitation of communication with the residents.
- Reasons for low participation since the booklet’s introduction could be due to its elective use or unfamiliarity.
- Between the 4th and 5th cohort, efforts were made to increase participation such as better informing teaching residents of the booklet, recruiting a third-year medical student to be a liaison, and sending a reminder midway through the cohort.
- Future efforts to improve participation include making booklet-use and peer-teaching mandatory and incorporating built-in time during the clerkship for peer-teaching.

REFERENCES


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