

IDEA

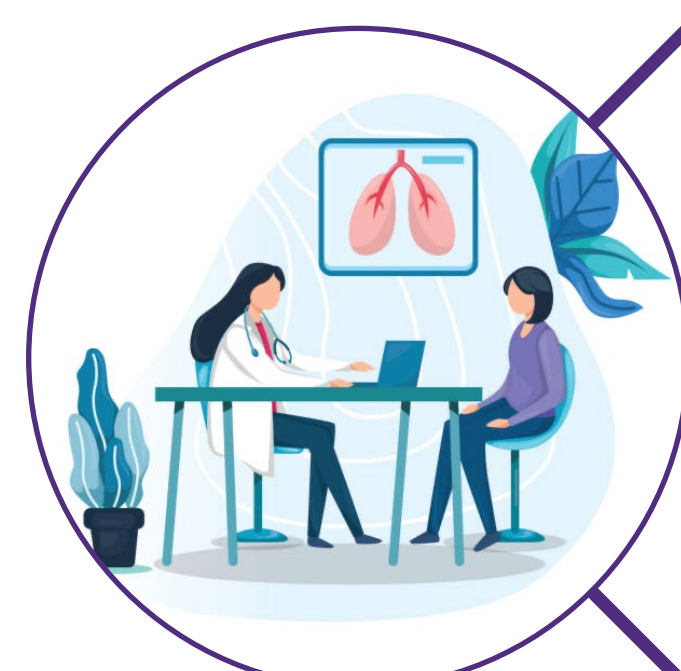
Investigate the impact of psychiatry clerkship exposure on medical students' ability to communicate effectively with patients

Understand how exposure to psychiatric care influences communication-related Entrustable Professional Activities (EPAs 1 and 2)

NEED/RATIONALE



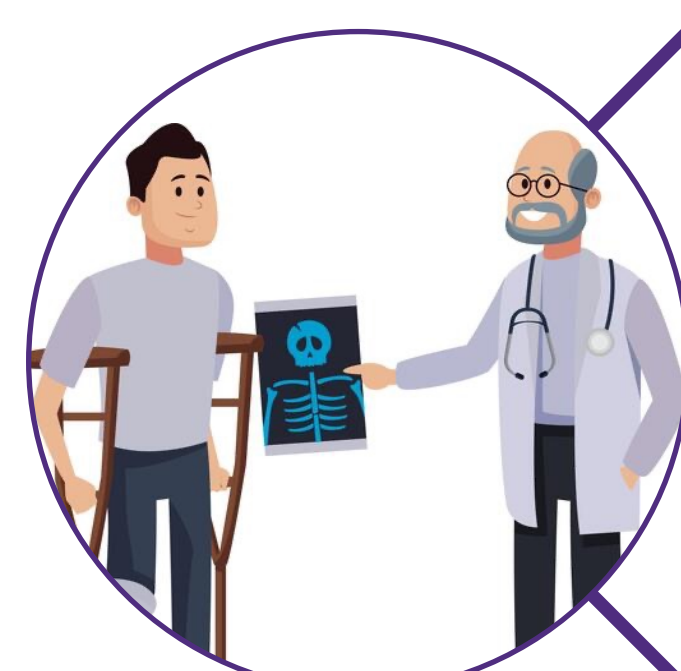
Medical education relies on developing essential skills for effective patient care through EPAs



Communication-related EPAs are crucial for fostering doctor-patient interactions and patient-centered care



The influence of specific clerkships, especially psychiatry, on enhancing communication skills is not well-understood



Exploring the potential impact of psychiatry clerkship exposure on communication-related EPAs beyond the typical trajectory during the 3rd year

METHODS

Recruitment

The study will utilize EPA data from multiple cohorts of 3rd-year medical students at Brody School of Medicine

Organization

Data will be organized longitudinally, separating students who have previously completed psychiatry clerkships from those who have not

Quantitative Measures

Employ quantitative analysis to assess differences in communication-related EPA scores between the two groups and explore data trends

Qualitative Measures

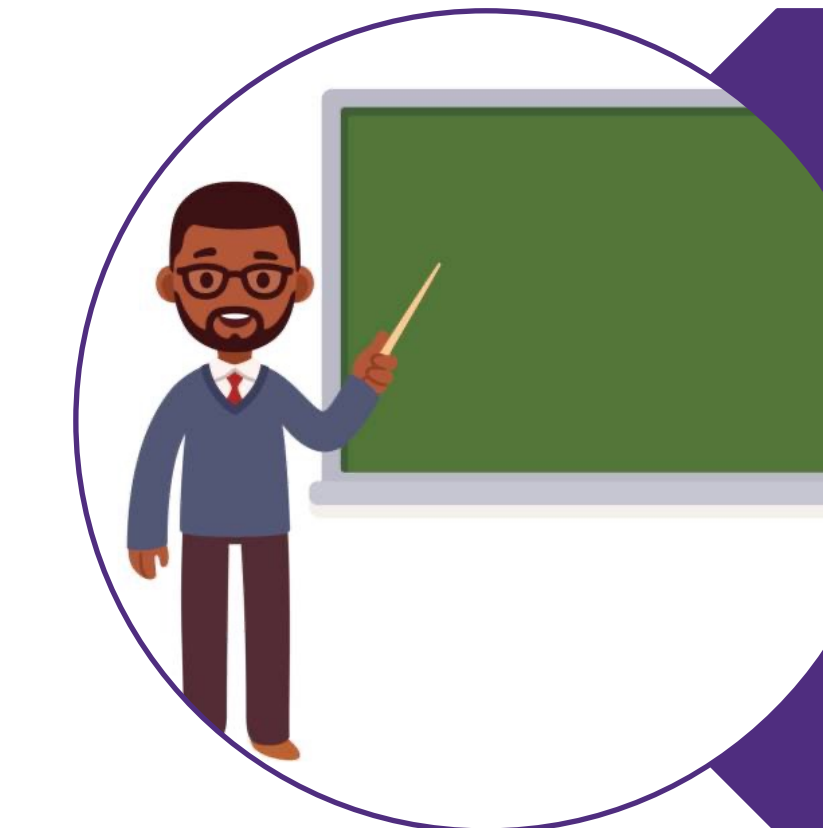
Based on quantitative results, aim to collect feedback from students and clerkship leads on specific aspects or experiences within the psychiatry clerkship that they believe contribute most to potential improvements

EVALUATION PLAN

Compare potential improvements in communication-related EPAs immediately after the psychiatry rotation with general longitudinal improvement during the third year.

Analyze mean EPA scores for communication-related EPAs between students who experienced the psychiatry clerkship and those who did not.

POTENTIAL IMPACT



Inform medical educators on optimizing training methodologies



Better prepare future physicians for successful clinical practice and patient-centered care



Influence tailored curricular interventions to improve communication skills

REFERENCES

1. Van Liew, J. R., Jie, C., Tucker, J. R., & Streyffeler, L. (2022). Reducing stigma and increasing competence working with mental illness: Adaptation of a contact-based program for osteopathic medical students to a virtual, active learning format. *Medical Education Online*, 28(1). <https://doi.org/10.1080/10872981.2022.2151069>
2. *The core entrustable professional activities (epas) for entering residency*. (n.d.). AAMC. Retrieved July 26, 2023, from <https://www.aamc.org/about-us/mission-areas/medical-education/cbme/core-epas>