

Practice of Medicine

Doctor, Patient and Society

- Patient interviewing
- Physical exam/history taking techniques
- Ethics
- Doctor/patient relationships
- Doctor/patient communication

Problem-Based Learning

- Self-directed learning in small group format
- Integration of basic science and clinical knowledge
- Use of clinical information resources
- Contextual learning and analysis of six cases
- Closely tied to medical informatics curriculum
- Differential diagnosis and decision making

Clinical Apprenticeship Program

- Observe practice and delivery of care
- Real life community/clinic experience

Librarian's Role

- Serve as student resource for health, informatics, and technology information
- Teach medical informatics skills
- Evaluate student use of resources
- Attend all PBL sessions; each librarian has two PBL groups
- Informatics integrated into PBL curriculum objectives
- Librarian-created web-based medical informatics textbook
 - Example: Hip Fracture Case (69 y.o. female with osteoporosis)
 - Student evaluation of "good" and "bad" osteoporosis website
 - ➔ Patient brings information from a website that the physician determines is incorrect information. Students critique the website and its information in PBL and each returns the following week with a better website to share.
 - Demonstrate MEDLINE searching competency through graded exercise
 - ➔ Using MEDLINE, find practice guidelines on treating diabetes in general and find a recent review article on diet therapy and insulin - dependent diabetes to share with the attending physician

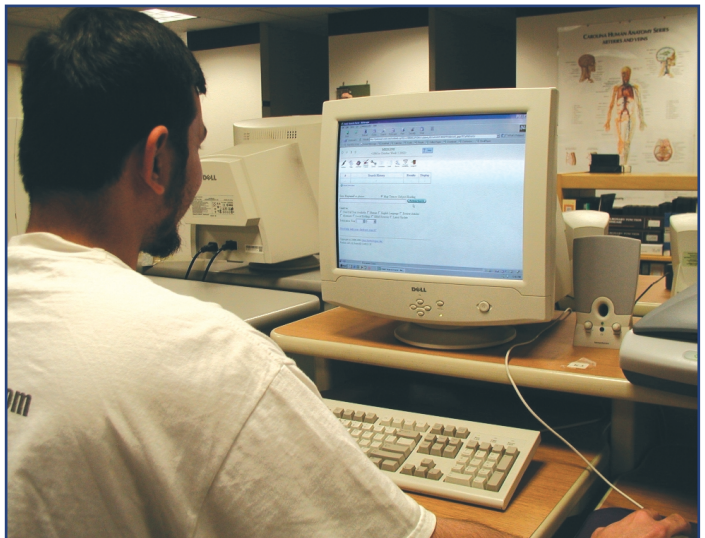


Real Time Testing of First Year Medical Students

Patricia Wilson, MIS; Alexandra Gomes, MSLS, MT; Anne Linton, MS
Himmelfarb Health Sciences Library, The George Washington University

Setting

- Three computer classrooms in Himmelfarb Library (48 computers)
- Class tested in four groups of 40 using three proctors, one secretary, and one librarian to assist other patrons in adjacent lab
- Students requiring additional time were scheduled in either the first or third sessions
- Web-based exam (Prometheus course management software)
- Special training accounts established in Ovid MEDLINE and MD Consult
- Students saved work to disk
- Files section of Prometheus disabled prior to exam
- Time for exam limited to two hours; strictly enforced
- Questions were both multiple choice and essay



Exam

Multiple choice

- Psychosocial questions
- Medical informatics questions on copyright and email communication between physician and patient

Essay

- Case-based questions
 - Allergic rhinitis and consumer advertisements
 - Ephedra and weight loss

Resources available to students

- Ovid MEDLINE
- MD Consult
- World Wide Web

Evaluation

- Tutors graded clinical content of essay
- Librarians evaluated use of information resources
- Multiple choice questions graded by Scantron®

Exam Evaluation

Library Lessons Learned

- Enormous time and personnel commitment
- Careful coordination among library, course director, and Education Program office
- Fewer computers available for other patrons at end of semester
- Back-up plans essential
 - Network failure - paper exam
 - Software problems - save frequently to disk
 - Hardware problems - reserve more computers than expected students
- Printing exam at end of session worked better than disk submission for Education Program office

Student Evaluation

- Overwhelmingly positive on formal evaluation completed in Prometheus
- Concerns expressed about stability of Prometheus, computer networks and access to electronic resources
- Some apprehension about new testing format

The Future

- Integrate PBL exam with DPS exam
 - Student conducts exam on simulated patient and takes history (evaluation by clinician)
 - Student then accesses computer for treatment information in real time (resource evaluation by librarians)
 - Student returns to simulated patient for follow-up and explanation of conditions (evaluation by clinician)

