

# The impact of clinical maturity in evidence based medicine: a mixed methods study

A/Prof Dragan Ilic, Dr Basia Diug  
Medical Education Research & Quality unit, School of Public Health & Preventive Medicine,  
Monash University

Undergraduate (UG) versus graduate (GRAD) medical student performance.  
What's the difference?



## Objective

How does the clinical maturity of medical trainees impact upon competency in evidence-based medicine (EBM)?

## Methods

**Time frame:** 2010-2014

**Participants:** Undergraduate & graduate medical trainees at Monash University

**Outcomes:** Competency in EBM (measured by the Berlin questionnaire)

**Analyses:** Student t-test to examine differences between UG and Grad students

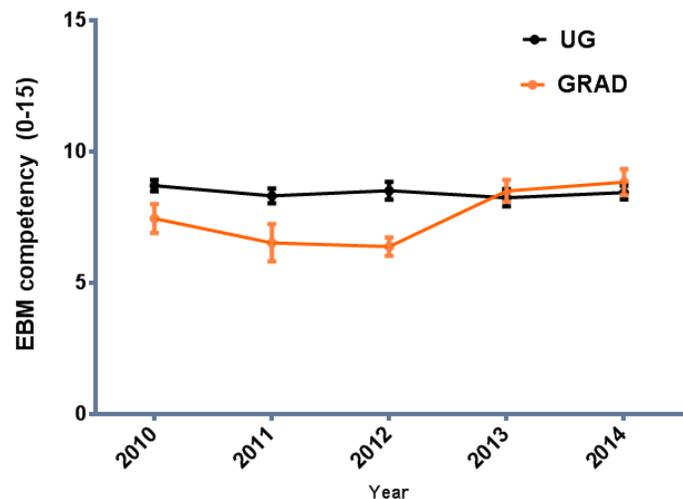
**Qualitative data:** 10 focus groups, with data thematically analysed

## Results & Discussion

- Quantitative data on 883 trainees
- Significant difference in EBM competency observed between UG and GRAD students between years 2010-2012
- No difference observed when curriculum *redeveloped from didactic to blended learning* in 2013-2014

### Focus group themes

- Both student groups appreciate the need for EBM in clinical practice
- Blended teaching is the preferred learning style for trainees in EBM
- Case-based assessments link theory with practice



### What does this study add?

Clinical maturity, teaching and learning preferences, role modelling, previous clinical and non-clinical training are contributing factors to achieving competency in EBM.