

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

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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

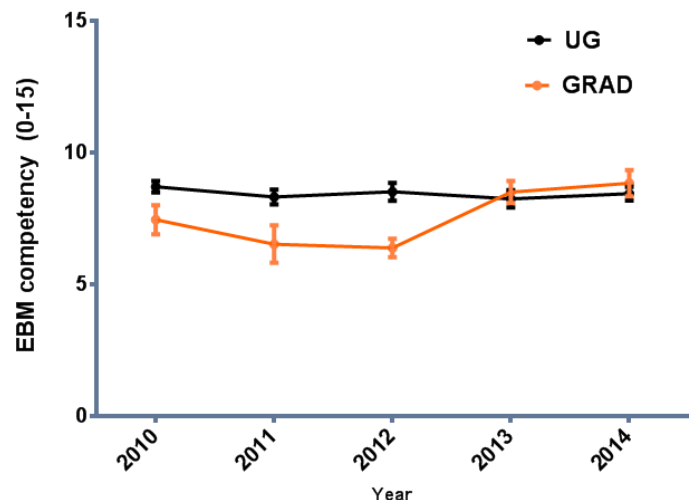
**Qualitative data:** 10 focus groups, with data thematically analysed

## 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.