

5-2019

Introducing IR to Medical Students Interested in Primary Care Specialties

David Gelovani

Andrew Bacyinski

William Jeakle

Christian Chagas

Alexandra Morris

Follow this and additional works at: <https://scholarlycommons.henryford.com/merf2019edu>

Recommended Citation

Gelovani, David; Bacyinski, Andrew; Jeakle, William; Chagas, Christian; and Morris, Alexandra, "Introducing IR to Medical Students Interested in Primary Care Specialties" (2019). *Teaching and Education*. 3.
<https://scholarlycommons.henryford.com/merf2019edu/3>

This Poster is brought to you for free and open access by the Medical Education Research Forum 2019 at Henry Ford Health System Scholarly Commons. It has been accepted for inclusion in Teaching and Education by an authorized administrator of Henry Ford Health System Scholarly Commons. For more information, please contact acabrer4@hfhs.org.

Introducing IR to Medical Students Interested in Primary Care Specialties

David Gelovani, Andrew Bacyinski, William Jeakle, Christian
Chagas, Alexandra Morris

Wayne State University School of Medicine

Detroit, MI



School of Medicine

INTRODUCTION

- Interventional Radiology (IR) – increasingly recognized as part of collaborative healthcare team.
- IR poorly represented in medical school curricula (Nissim et. al., 2013).
- Interventional Radiology Interest Group presentations and demonstrations increase knowledge and excitement about the specialty amongst medical students (Silk et. al., 2015).
- Effect of these presentations on students interested in other specialties is lacking.

Hypothesis:

Presenting cases specifically targeted toward medical students interested in primary care specialties increases their knowledge about the role of IR in their future practice.



METHODS

- IR case presentations that are relevant to each interest group's respective field
 - Family Medicine (Cases: UFE and Kyphoplasty)
 - Internal Medicine (Cases: TIPS and Abdominal Abscess)
 - Emergency Medicine (Case: Trauma/GSW)
- Pre and post surveys with 7 statements on a 1-5 scale
 - 1 = strongly disagree, 5 = strongly agree
- N=81; 70 included in analysis.

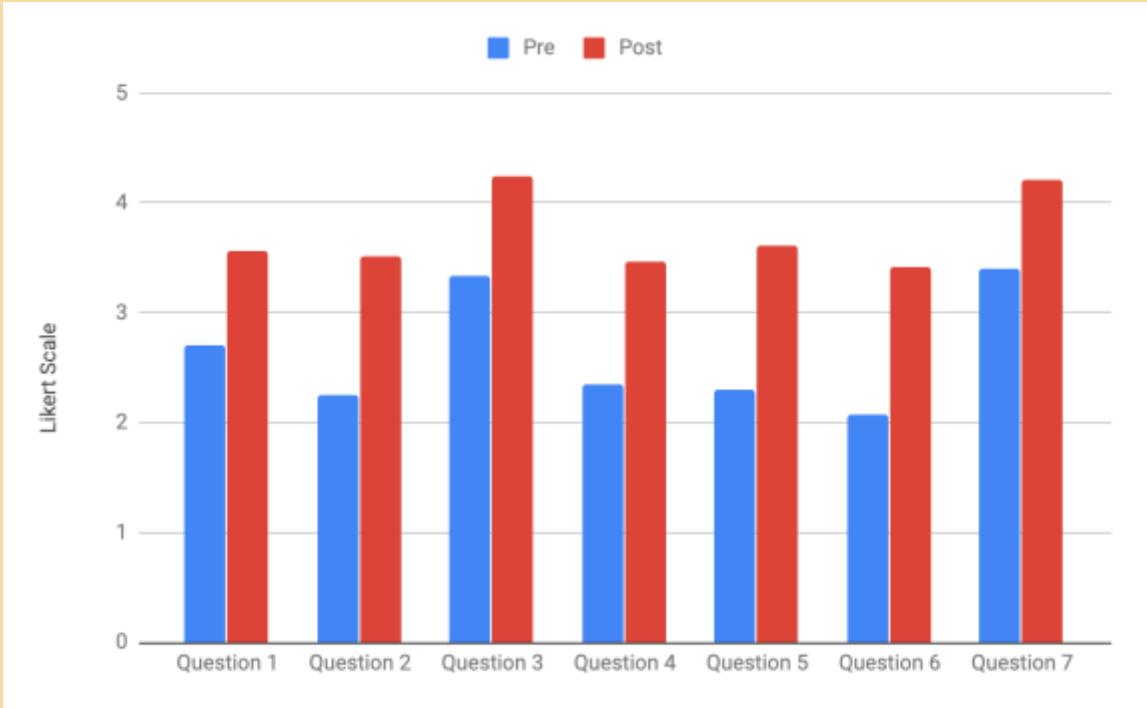
Total Sample Size	81
Total Completed Both Surveys	73
M1	47
M2	26
M3	1
M4	3
Year Not Specified	4
M1&2 who completed both surveys	70

44 M1 and 26 M2 completed both surveys and were included in this analysis.



DEMOGRAPHICS AND MEAN SURVEY RESULTS

M1 Interest	Frequency	Percent	M2 Interest	Frequency	Percent
Family Medicine	0	0	Family Medicine	0	0
Internal Medicine	8	18.2	Internal Medicine	8	30.8
Emergency Medicine	8	18.2	Emergency Medicine	5	19.2
Pediatrics	2	4.5	Pediatrics	2	7.7
Neurology	1	2.3	Neurology	0	0
OBGYN	2	4.5	OBGYN	3	11.5
Surgery	2	4.5	Surgery	0	0
Ortho	2	4.5	Ortho	0	0
IR	0	0	IR	1	3.8
Rad/Onc	1	2.3	Rad/Onc	1	3.8
Anesthesia	1	2.3	Anesthesia	0	0
Undecided	17	38.7	Undecided	6	23.2
Total	44	100	Total	26	100



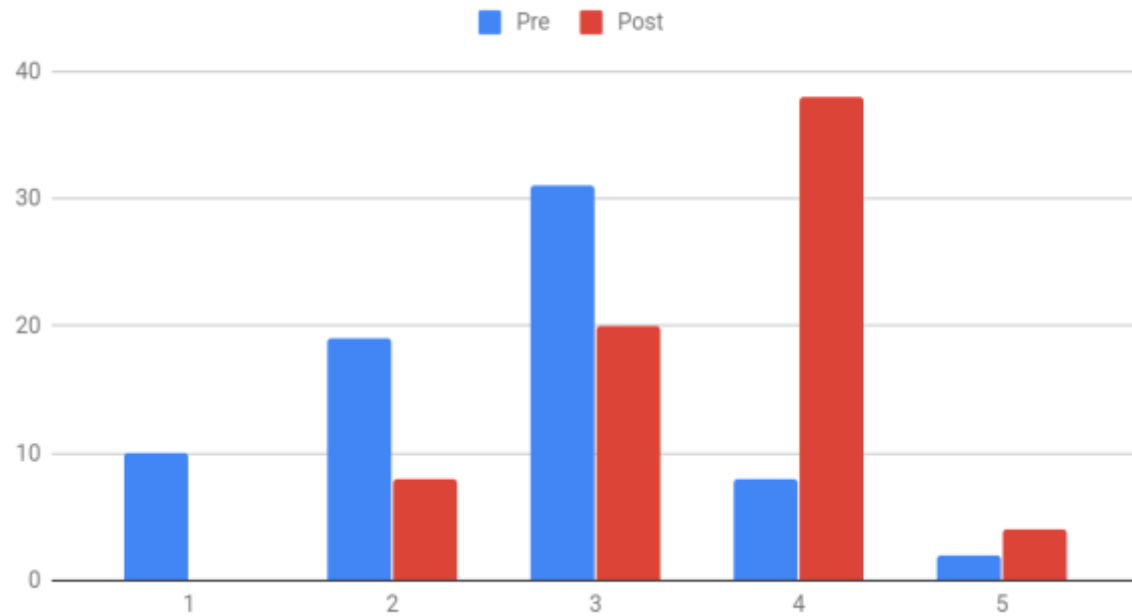
Mean values of all responses to each pre and post survey statements.

Sullivan et. al., 2013 – Analyzing Likert-Type Scale Data

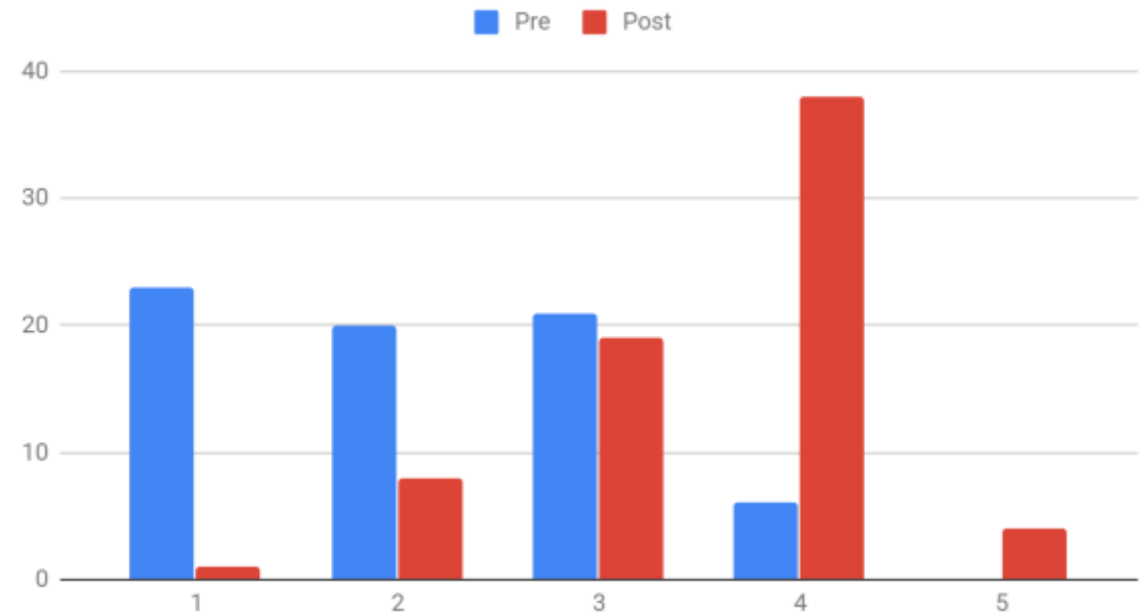
- Means are of limited value (numbers derived from Likert scales represent ordinal responses)
- Frequency distribution of responses are more helpful

RESULTS: STATEMENT 1 & 2

Statement 1 - "I am familiar with the field of interventional radiology"

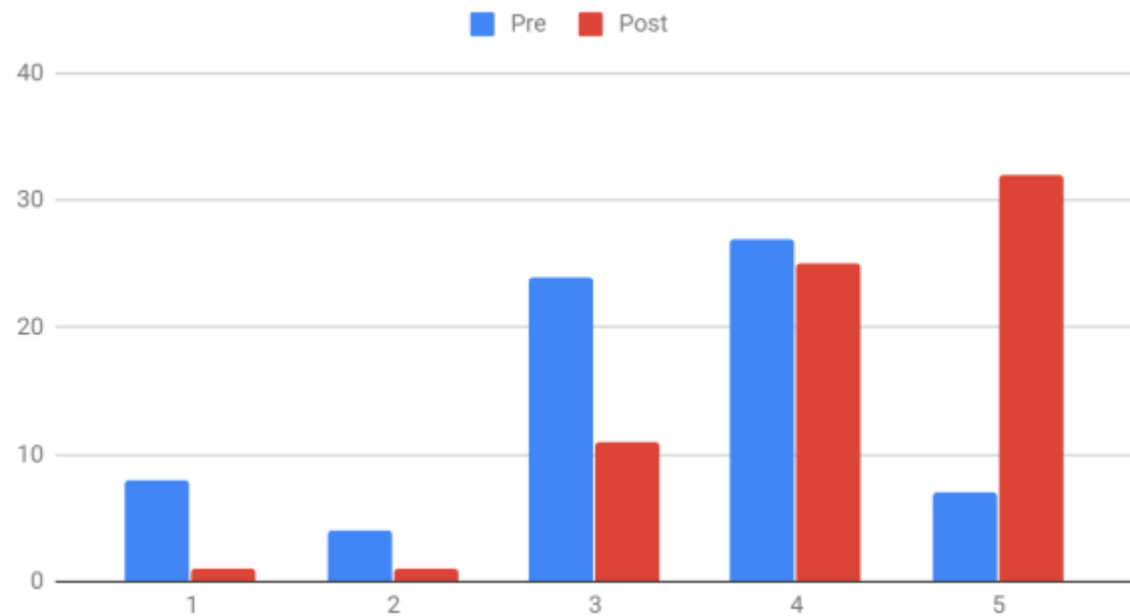


Statement 2 - "I am familiar with the basic principals of IR"

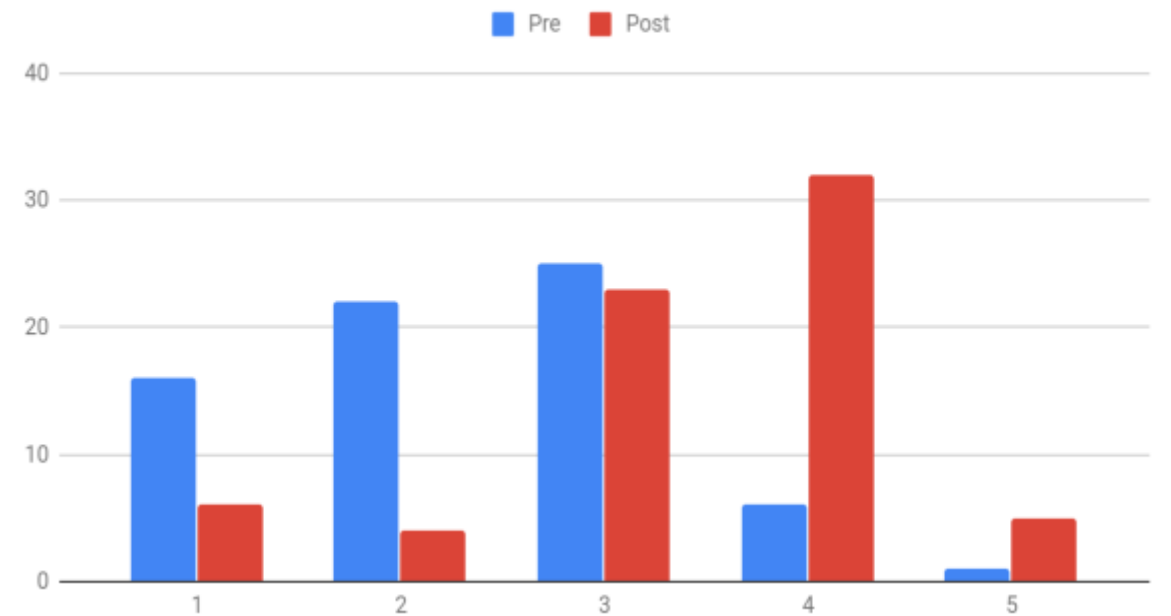


RESULTS: STATEMENT 3 & 4

Statement 3 - "I see IR as part of a multidisciplinary care team"

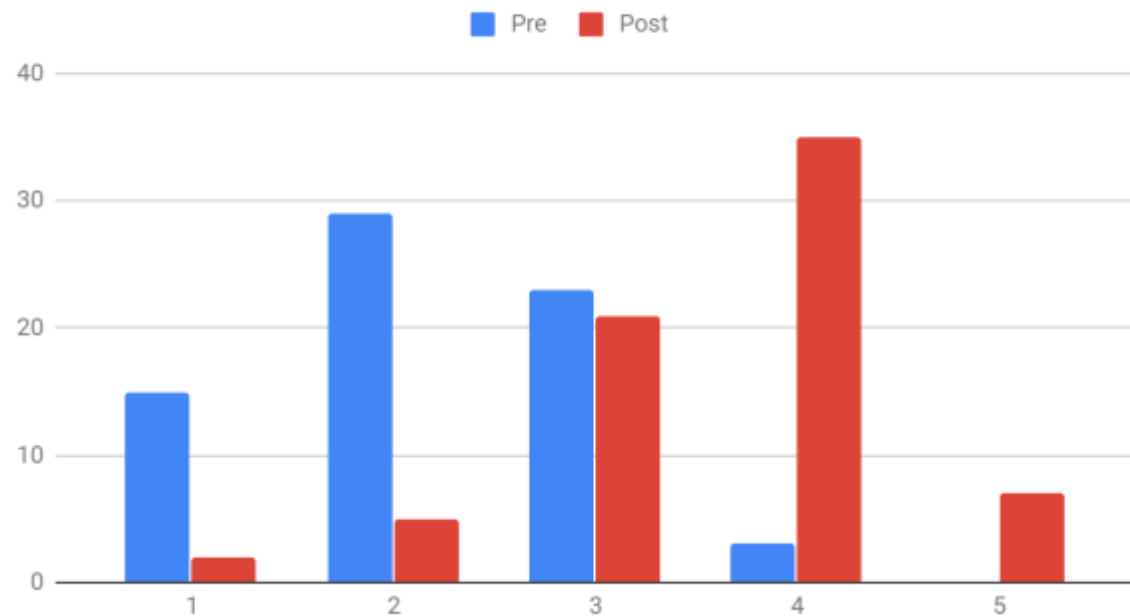


Statement 4 - "I understand the role of IR in the specialty of my interest"

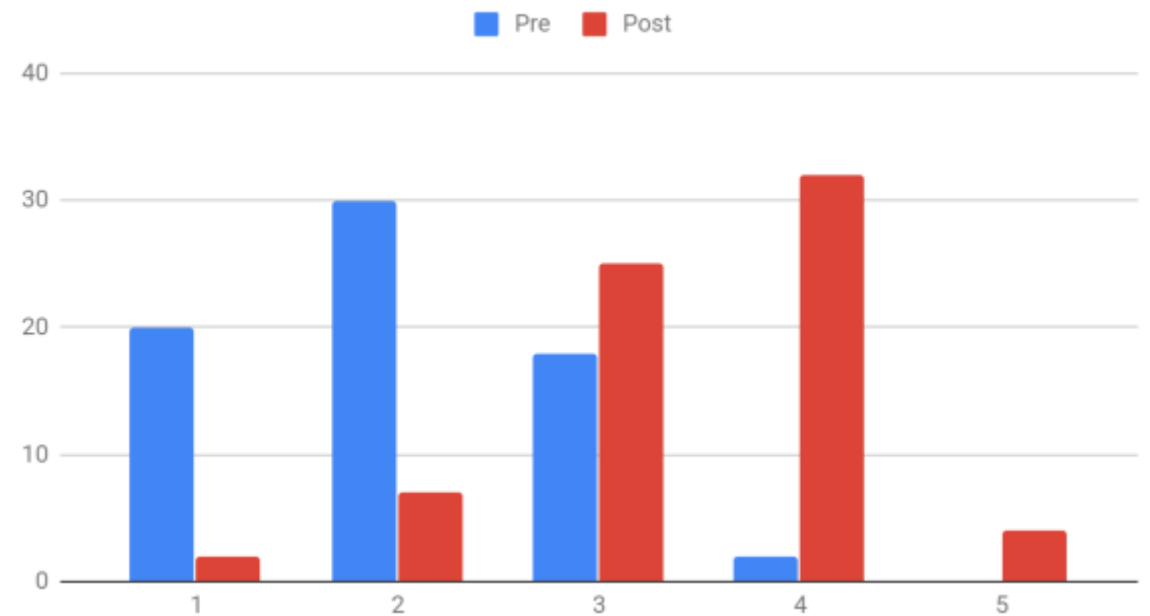


RESULTS: STATEMENT 5 & 6

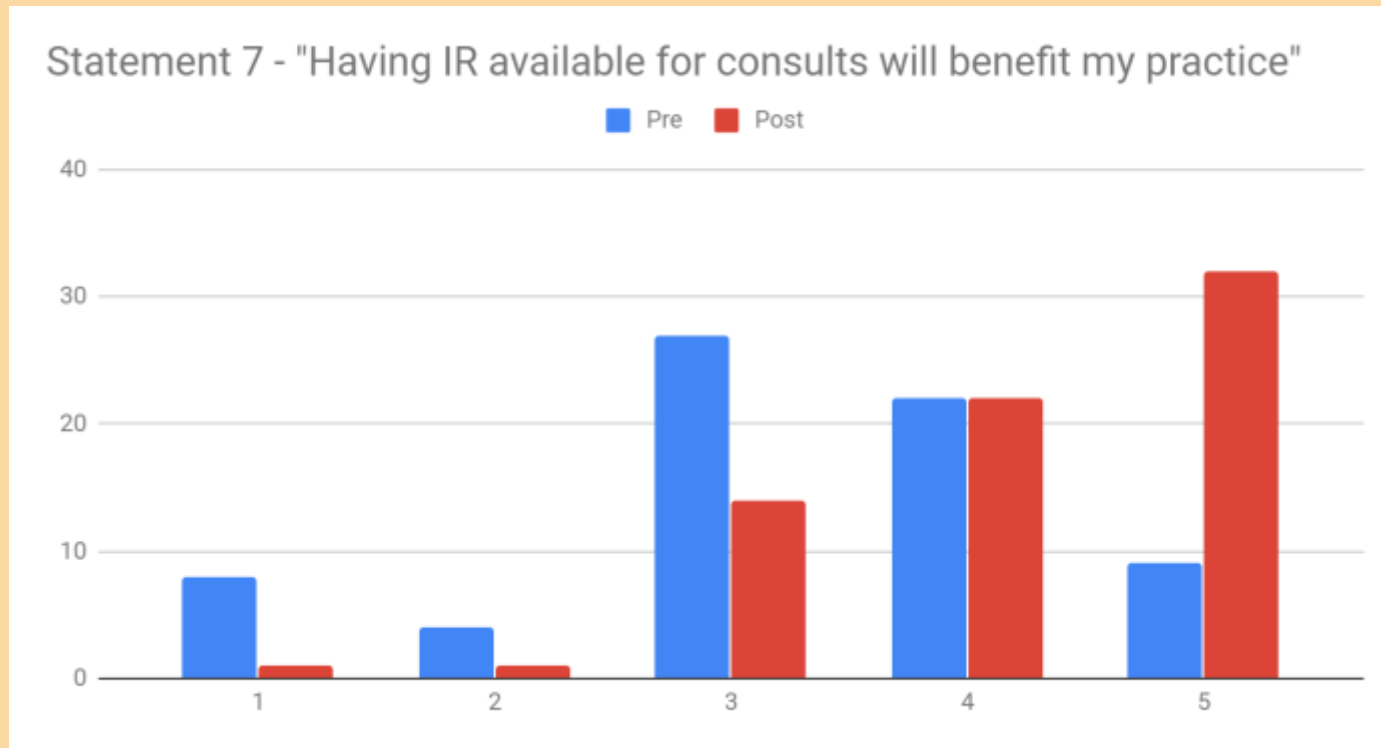
Statement 5 - "I understand some IR procedures"



Statement 6 - "I understand the indications for a referral to IR"



RESULTS: STATEMENT 7



CONCLUSIONS & NEXT STEPS

- Increasing medical student familiarity with IR is essential to produce physicians with a broad understanding of the management options at their disposal.
- Targeted case presentations given to medical students interested in non-radiology specialties were effective in increasing understanding of the scope and role of IR in the specialty of interest.
- Student-led presentations using interest groups as a networking platform are an effective method for forming first impressions and exposing future doctors to the applications of IR in their practice.
- Guest presentations at other interest groups may gain the interest of students who are still undecided in their chosen specialty who have otherwise not had any previous exposure to IR.
- This could prove to be a model for various subspecialties to educate students interested in primary care, improving their knowledge and increasing the management options at their disposal.
- Expand our definition of primary care and present to pediatric, surgery, and OB/GYN interest groups
- Identify opportunities to discuss IR in medical curriculum
 - Lectures
 - Case-based learning
 - Virtual case modules
- Explore the value of these presentations on interns who may not have had previous exposure to IR in undergraduate medical education.



REFERENCES

- Ghatan C.E., Kuo W.T., Hofmann L.V., Kothary N. Making the case for early medical student education in interventional radiology: a survey of 2nd-year students in a single U.S. institution. *Journal of Vascular and Interventional Radiology*. 2010;21(4):549-553.
- Nissim L., Krupinski E., Hunter T., Taljanovic M. Exposure to, understanding of, and interest in interventional radiology in American medical students. *Academic Radiology*. 2013;20(4):493-499.
- O'Malley L., Athreya S. Awareness and level of knowledge of interventional radiology among medical students at a Canadian institution. *Academic Radiology*. 2012;19(7):894-901.
- Silk M.T., Voutsinas N., Schlesinger J.E., *et. al.* How to get medical students excited about interventional radiology: interest in IR before and after creating an IR interest group. *Journal of Vascular and Interventional Radiology*. 2015;26(2):S126-S127.
- Baerlocher M.O., Asch M. Protecting the future: attracting interventional radiology trainees-a medical student's perspective. *Canadian Association of Radiologists Journal*. 2006;57(3):147-151.
- Sullivan, G.M. & Artino, A.R. Analyzing and Interpreting Data From Likert-Type Scales. *Journal of Graduate Medical Education*. 2013;5(4):541-542.

