

INCREASING STUDENT CONFIDENCE IN ANTIMICROBIAL PRESCRIBING WITH A NOVEL TEACHING FRAMEWORK



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1. BACKGROUND

Antimicrobials are often prescribed **INAPPROPRIATELY**, increasing rates of **RESISTANCE** and **ADVERSE EFFECTS**¹⁻³

Antimicrobial reasoning difficulties likely begin during medical school, where students often learn ID by **MEMORIZATION**

Educational research shows that learners **BENEFIT** from tools such as **SCHEMA** and **CHECKLISTS**⁴⁻⁶

Prior work delineated a **PHYSICIAN ANTIMICROBIAL REASONING FRAMEWORK** & factors that impact the process

We report our experience piloting an **antimicrobial reasoning teaching tool** through a workshop for medical students.

2. AIMS

- Develop teaching session about antimicrobial reasoning based on a novel teaching tool.
- Gain feedback and improve the pilot teaching tool and workshop
- Evaluate student antimicrobial selection before and after the survey
- Evaluate the impact of the teaching session on student self-efficacy regarding antimicrobial reasoning

3. METHODS

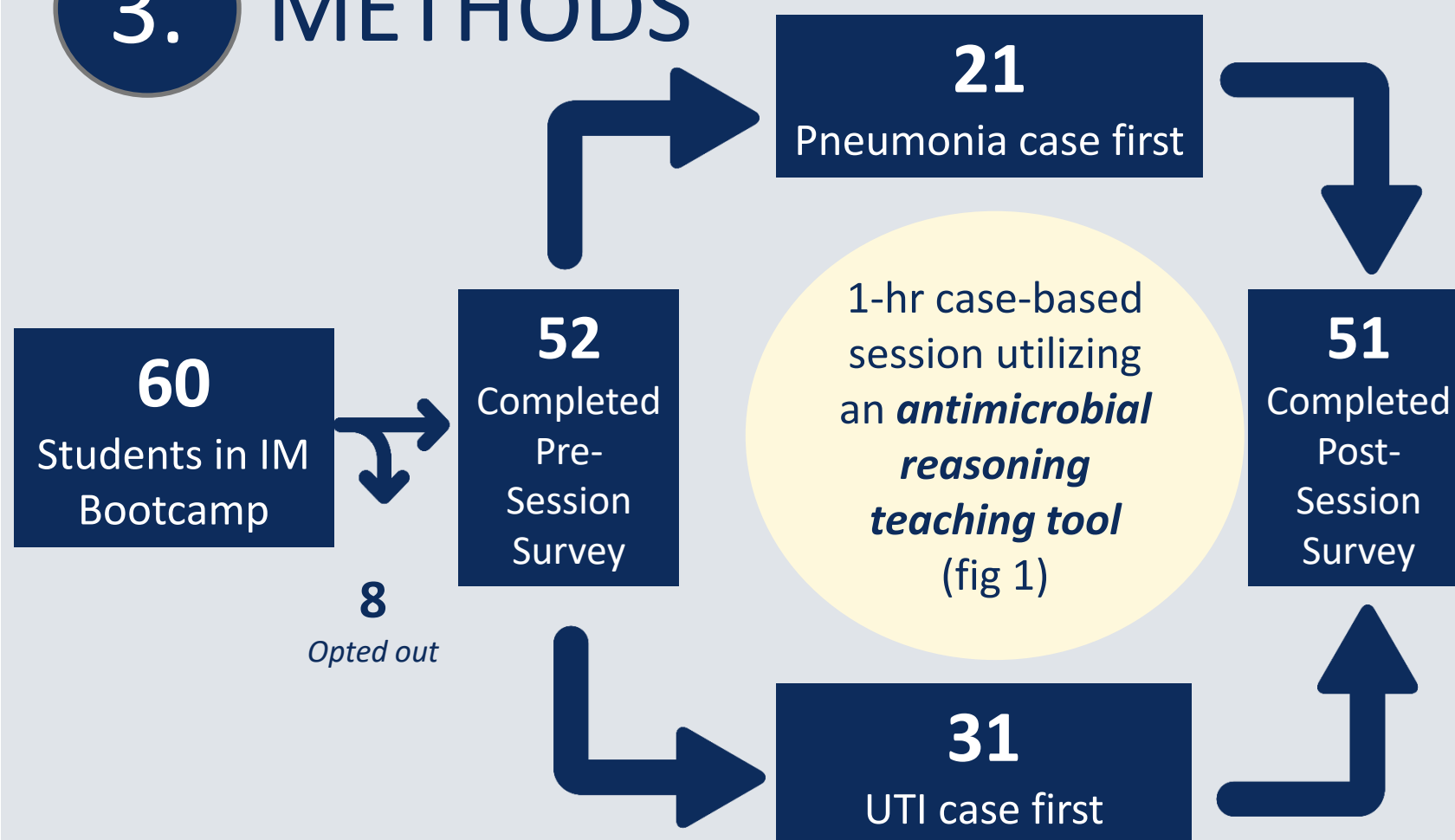
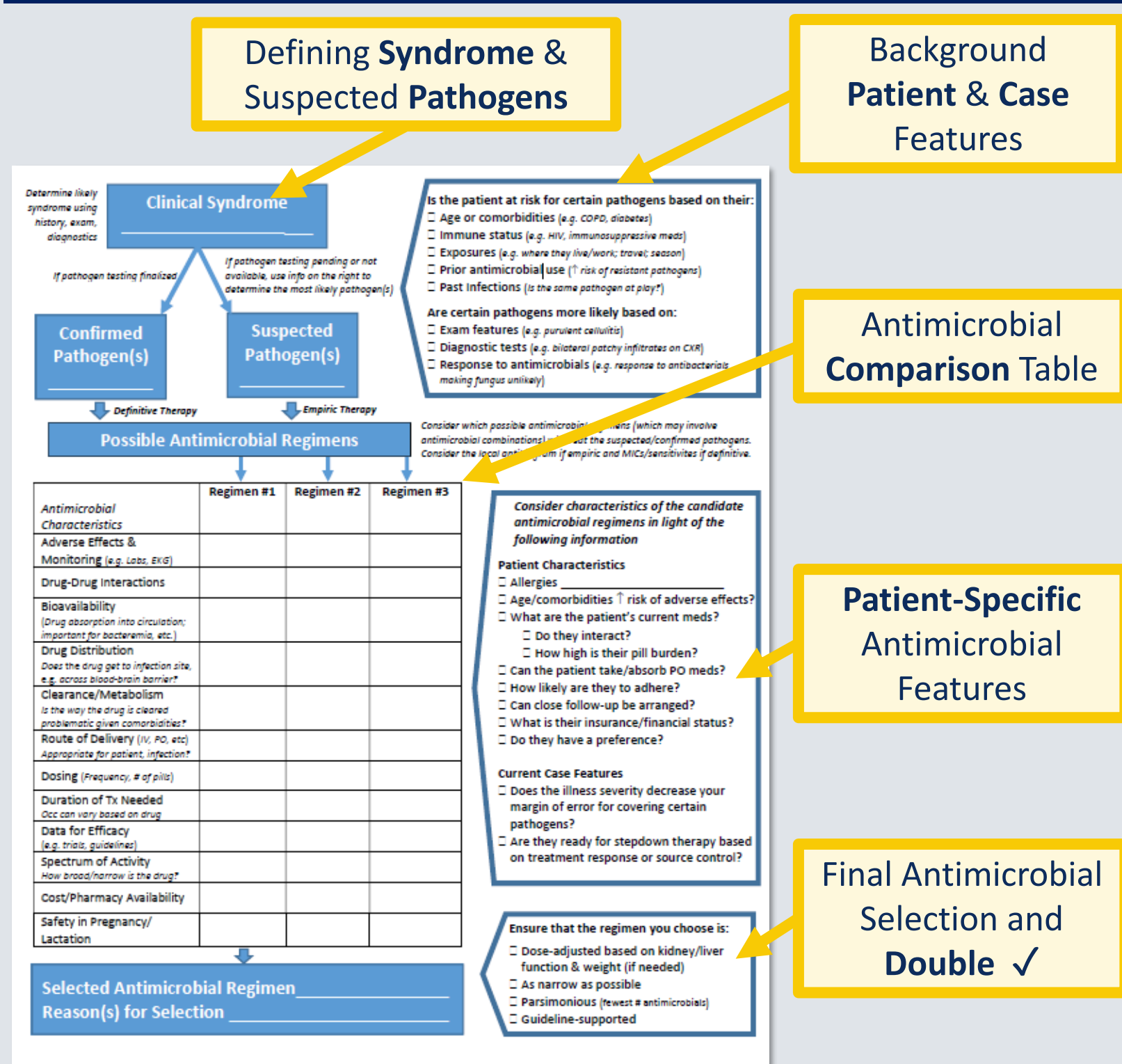


Figure 1: Antimicrobial Reasoning Tool

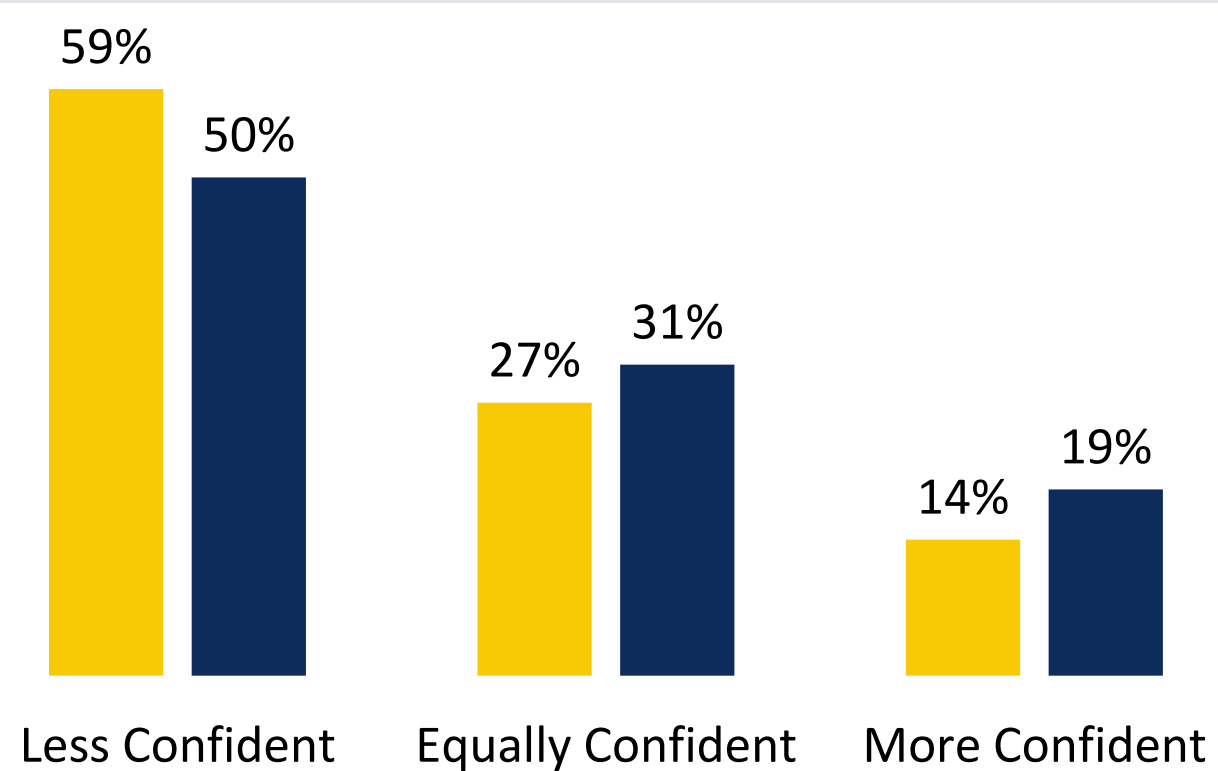


4. RESULTS

Figure 2: Student Confidence in Antimicrobial Selection

Pre-Session Survey (Yellow) Post-Session Survey (Dark Blue)

2A: COMPARED TO NON-INFECTIONS, RATE YOUR CONFIDENCE IN MANAGING INFECTIONS



2B: HOW PREPARED DO YOU FEEL TO PRESCRIBE ANTIMICROBIALS WITHIN THE SUPERVISED PRACTICE SETTING OF INTERNSHIP?

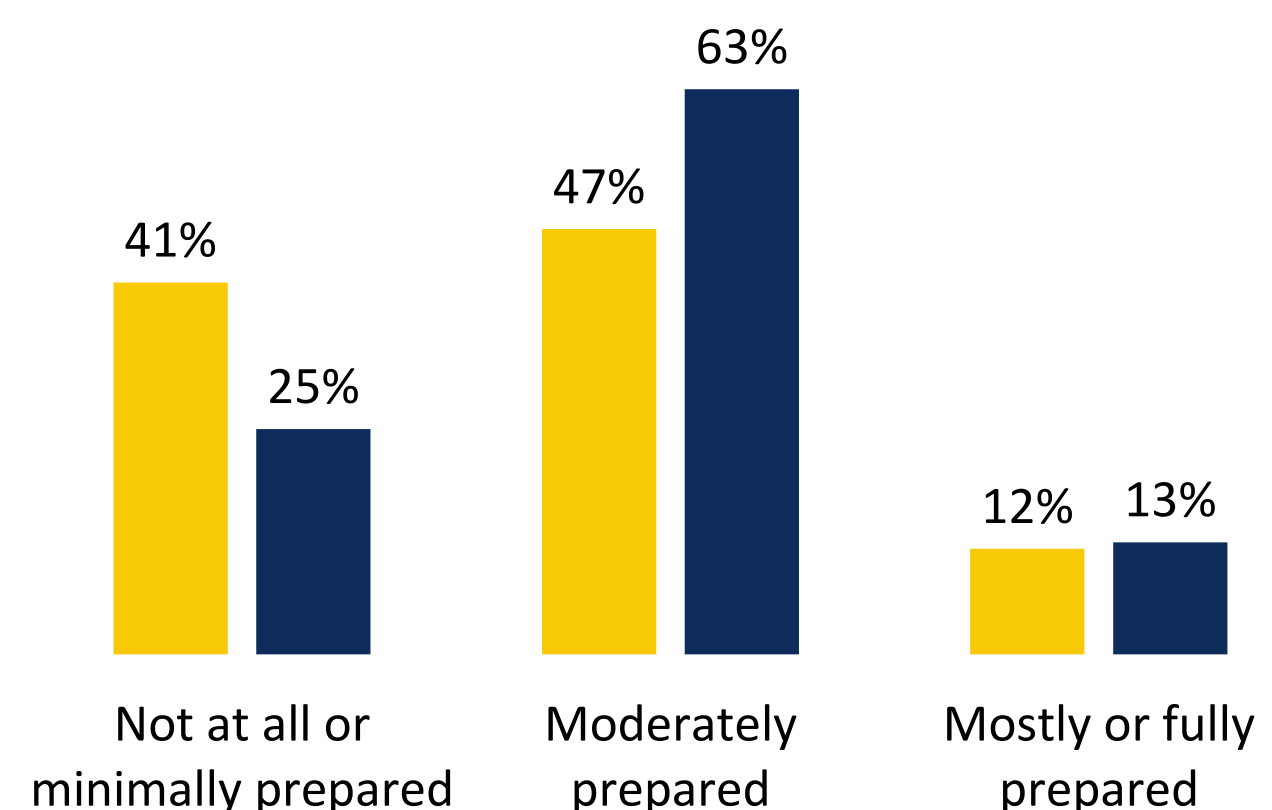
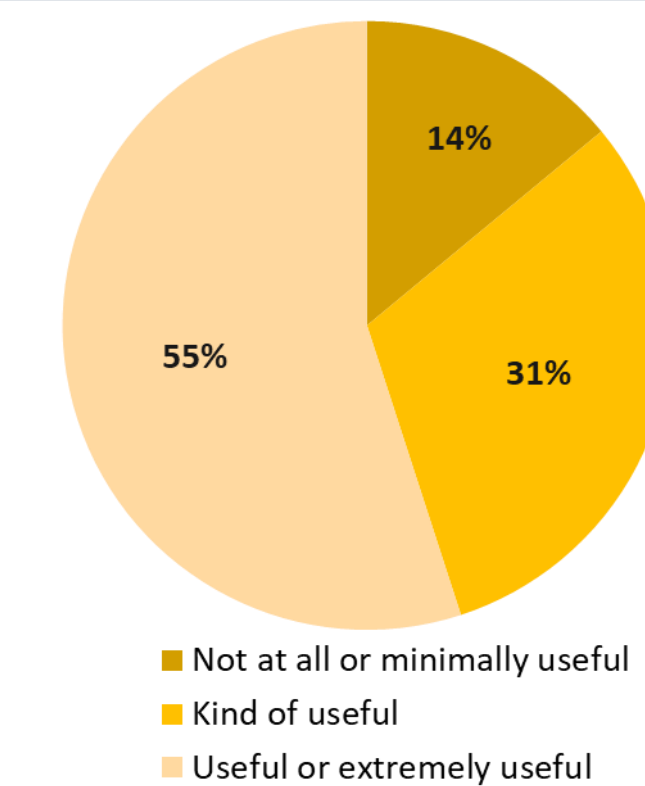
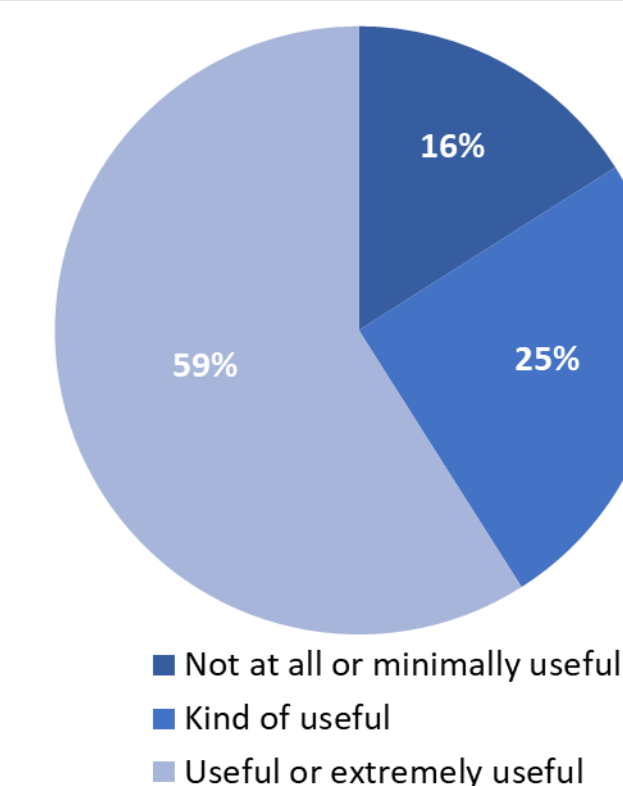


Figure 3: Perceived Usefulness

3A: USEFULNESS of SESSION

3B: USEFULNESS of TOOL



5. CONCLUSIONS

- Students feel **UNPREPARED** to prescribe antimicrobials and **LESS CONFIDENT** managing infections than other conditions
- After this brief session, students felt **MORE PREPARED** to prescribe antimicrobials, and most rated it as **USEFUL** for future practice
- Students thought a **SIMPLER** tool and **LONGER** session would improve future efforts.

6. NEXT STEPS

- ARTIFACT ANALYSIS** of student case discussion to examine outcomes beyond self-efficacy
- MODIFY** the teaching tool based on student **FEEDBACK**
- Adapt the teaching session for different **LEARNER LEVELS**

REFERENCES
(Scan QR code)

