ABSTRACT

This paper presents a study on the effectiveness of a clinical clerkship in a rural setting, focusing on the impact of longitudinal Integrated Clerkships (ILMC). The study aimed to evaluate the competencies met by students in the ILMC compared to those in traditional clerkships. The research involved a sample of students from a rural university in Colorado, with a focus on primary care, emergency medicine, and surgery. The study found that students in the ILMC met a higher percentage of competencies compared to those in traditional clerkships, particularly in the areas of primary care, emergency medicine, and surgery. The results support the hypothesis that ILMC provides a more comprehensive and effective educational experience for rural medical students.

METHODS

The study utilized a comparative design, comparing the competencies met by students in the ILMC with those in traditional clerkships in the same university. The competencies were assessed using a validated competency checklist. The study involved a sample of 100 students, with 50 students in each group. The data was analyzed using statistical methods to determine the significant differences in the competencies met by the two groups.

RESULTS

The results showed that students in the ILMC met a higher percentage of competencies in primary care, emergency medicine, and surgery compared to those in traditional clerkships. The competencies in primary care included patient care, clinical skills, and communication. The competencies in emergency medicine included patient care, decision-making, and communication. The competencies in surgery included patient care, clinical skills, and decision-making.

CONCLUSIONS

The study suggests that ILMC provides a more comprehensive and effective educational experience for rural medical students. The findings support the hypothesis that ILMC is an effective educational model for rural medical students. The study recommends further research to evaluate the long-term impact of ILMC on rural medical students.

LIMITATIONS

The study was limited to a sample of students from a single university in Colorado. The findings may not be generalizable to other rural universities or medical schools. The study was limited to the competencies assessed in the current study and may not capture all the competencies relevant to rural medical education.

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