

Clinical Prep

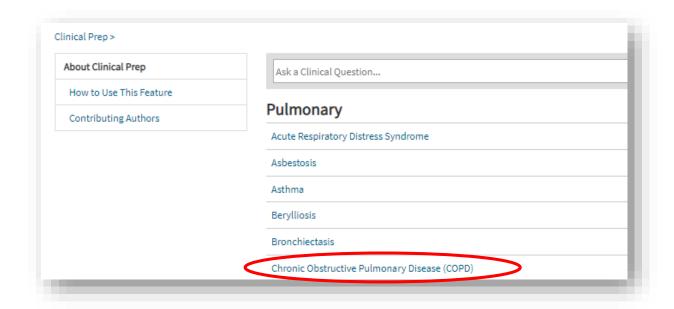
<u>Clinical Prep</u> helps bridge the gap between course work and actual patient care experiences. It provides access to highly credible, to-the-point information on common clinical questions that arise in clinical clerkships and similar patient care experiences.

Clinical Prep offers more than 650 core topics essential for medical, NP, and PA students. Within these 650+ core topics, students will find over 50,000 questions. These questions are written by specialists in the field who have first-hand experience addressing issues in a clinical setting. The answers to those questions are taken from carefully selected content from our world-renowned library found right here on the Access verticals. Students can use the browse functionality to review entire topics, or they can use the search functionality to look for a specific answer to a question.

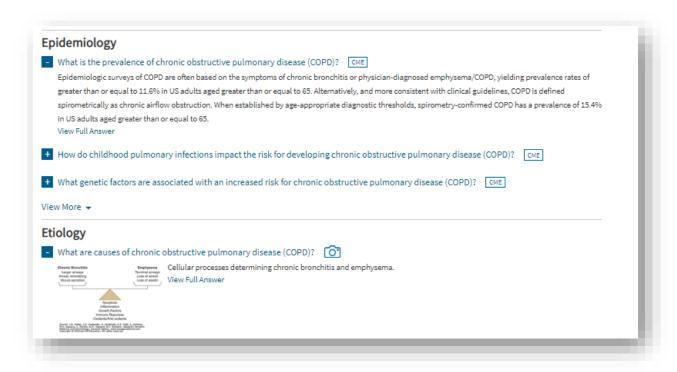
Clinical Prep Use Case Examples:

Case 1

Part 1): A third-year medical student has been assigned a patient in pulmonary clinic that has a new diagnosis of chronic obstructive pulmonary disease (COPD). The student recalls the overall disease process, but feels in need of a refresher on the diagnosis and initial treatments. The student does not have a specific question, but would like to review some quick clinical questions related to the diagnosis. So, the student goes to <u>Clinical Prep</u>. The student clicks into the "Pulmonary" section and navigates to "Chronic Obstructive Pulmonary Disease (COPD)".

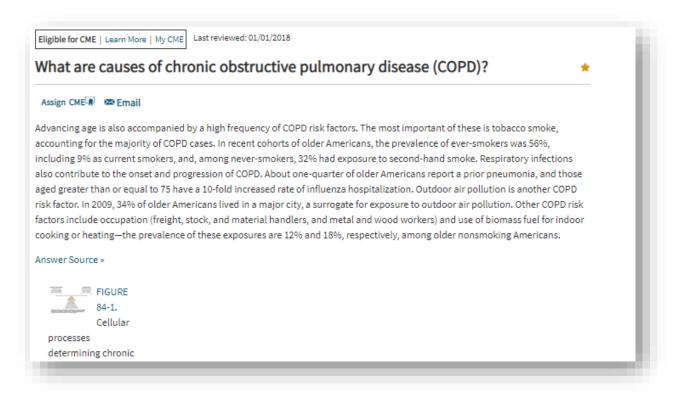


Upon clicking into COPD, the student sees a list of questions. As the student browses the list of questions, the student becomes aware of knowledge deficits. For example, they realize that their attending is likely to ask them about the prevalence of COPD. They quickly click to expand this question and see a partial answer. This is enough to answer their question, and they continue to scroll, seeing a question about etiology. They realize that they have the basic understanding of etiology, but could use a refresher:

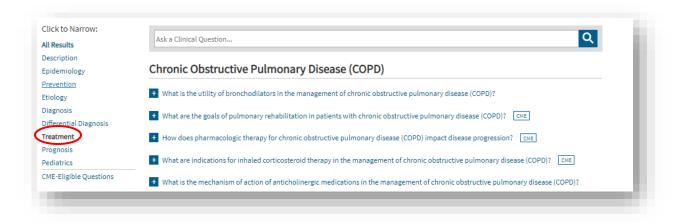


The student clicks into the "Etiology" question to read the full answer. The student sees that they can click into the reference and also view the full chapter. The student is pressed for time, the patient is due in clinic in 15 minutes, there is not enough time to read the entire chapter. The student would like to

come back to this question, to examine the table more thoroughly and read the full text. The student clicks the star icon to favorite this question to save it for later:



The student returns to the "All Results" page via the left-hand navigation to browse the rest of the questions on COPD. The student really needs information on treatment, since the patient will need initial prescriptions to manage this newly diagnosed disease. The student uses the "Click to Narrow" options on the left and selects "Treatment" to view only those questions related to treatment of the disease:



The student reads through several of the questions before the patient arrives in clinic and is able to deliver a knowledgeable presentation and a thorough plan of action including an initial treatment regimen.

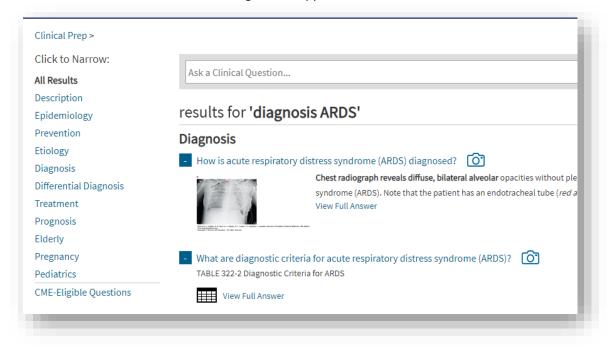
Part 2 (may also occur independently of part 1): The student sees the patient in clinic and is documenting in the note after the visit. During the visit, the student learned that the patient had a diagnosis of atrial

fibrillation. The patient was on apixaban, but the student could not recall indications for anticoagulation in this population. The student returns to <u>Clinical Prep</u> to find more information about these indications. This time, because the student knew exactly what they were looking for, they did not use the browse feature but instead used the search bar in order to navigate to a specific answer for this question. The student searched "anticoagulation atrial fibrillation" and finds that the first result directly answered the question:

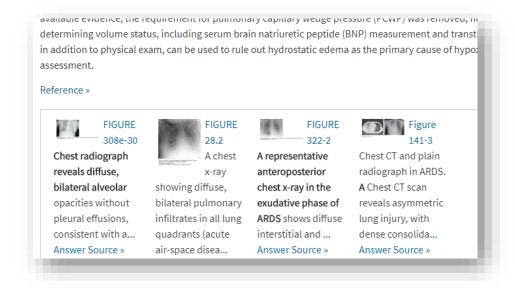


Case 2

An NP student is on a rotation in the intensive care unit and has been assigned a patient with diffuse bilateral pulmonary infiltrates. The student thinks that this patient may have ARDS, but cannot recall exactly how this is diagnosed. The student utilizes the search function of Clinical Prep and types "diagnosis ARDS" into the search bar. The following results appear:

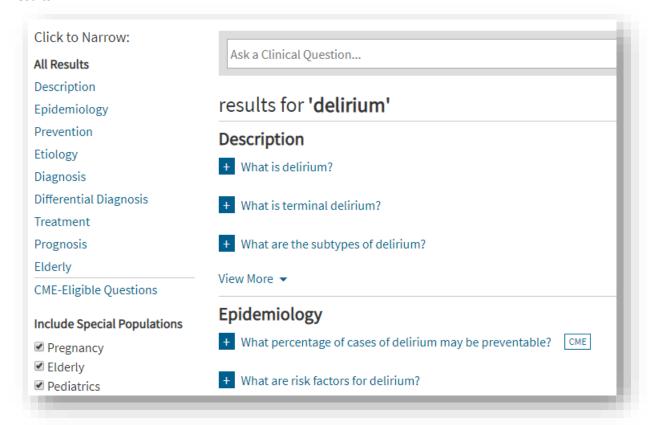


The student has clicked to expand the first two questions, both of which are helpful in answering the question. The student chooses to click into the second question and is pleased to find both a comprehensive text explanation and images to supplement the answer.

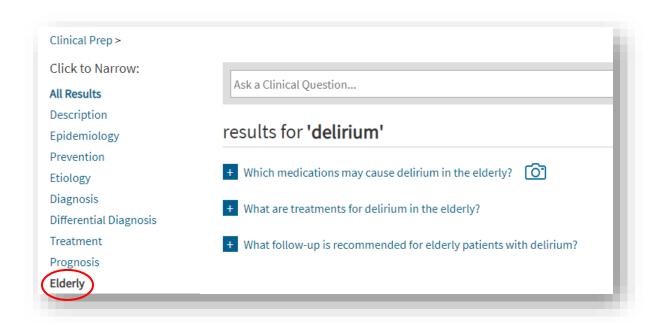


Case 3

A PA student that is on a general medical rotation is seeing an 85-year-old patient with delirium. In learning about this topic, they perform a search on <u>Clinical Prep</u> for "delirium" and receive the following results:



They did not have a specific question in mind, but wanted to browse the topic. They are curious about how delirium may differ specifically in the elderly population as compared to younger individuals, so using the left-hand navigation bar the student narrows the results to only those questions about the elderly.



This filter has allowed the student to quickly suppress any questions in this topic that are not related to this specific patient population.

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