

P1710 **Assessment of knowledge level among medical students and residents related to infectious diseases and antimicrobial therapy: a single-centre study**

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Background: The prevention, proper diagnosis and treatment of infectious diseases is a fundamental part of modern medicine. Without the proper level of preparedness and the required number of professionals working in this area, the management of communicable diseases is not feasible. The aim of our study was to evaluate the knowledge level of medical students and residents on topics concerning infectious diseases and antimicrobial therapy during various stages of their education, as well as determining their inclination to pursue a career in this area.

Materials/methods: A self-administered questionnaire-based study was performed during practical classes of 2nd to 5th year medical students and residents at the University of Szeged. The questionnaire included 30 questions related to infectious diseases and antimicrobial use, devised by specialists. Data collection has been running since February 2017. Statistical analyses were performed by IBM SPSS Statistics 24.0.

Results: The 570 respondents were polled 67.2% female; the average age was 23.45±2.59 years. 58.8% was satisfied with their (past) academic progress, and 28.8% was involved in undergraduate research. 59.6% of students were aware of the field in which they would like to work in (predominantly students in the clinical module $p < 0.001$), the most popular specialties being surgery, pediatrics and anesthesiology, while only 0.6% was interested in infectiology. The majority identified their current medical studies (87.9%) as their primary source of knowledge, although the use of the internet (50.5%) was also prevalent. Based on the number of correct answers, each grade performed significantly better, than the previous one ($p < 0.001$), whereas there was no such difference between the 5th year students and the residents ($p > 0.05$). The number of correct answers of the students in the clinical module fail to reach 50%; 31.6% of the 2nd year students had zero correct answers.

Conclusions: While the gradient of knowledge increase is evident, the number of correct answers of the students was lower than the desirable threshold for any practicing medical professional. Our results suggest the need for the implementation of novel teaching methods and syllabus improvement.