

A Qualitative Study to Understand Resident and Student Perceptions of Factors Leading to a Meaningful Third-Year Clerkship Experience

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Published In/Presented At

Armstrong, A. Relles, D. (2019, August). *A Qualitative Study to Understand Resident and Student Perceptions of Factors Leading to a Meaningful Third-Year Clerkship Experience*. Poster Presented at: LVHN Research Scholar Program Poster Session, Lehigh Valley Health Network, Allentown, PA.

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A Qualitative Study to Understand Resident and Student Perceptions of Factors Leading to a Meaningful Third-Year Clerkship Experience

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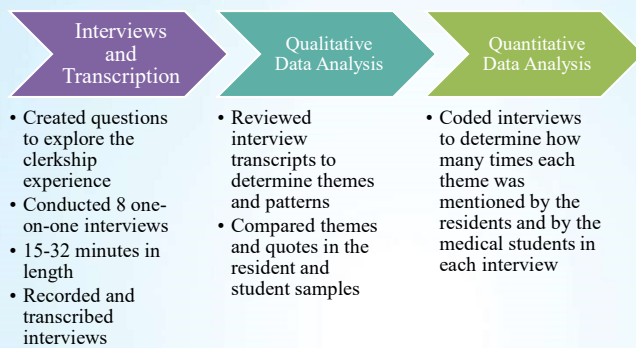
INTRODUCTION

- Third year clerkships play an important role in educating and training medical students, and influence student career selection.^{1,2}
- While prior studies have focused on medical student mistreatment,³ less is known about how medical student perception of the learning environment affects their satisfaction with the clerkship experience.
- A deeper understanding of factors affecting medical student satisfaction might lead to improvements in the clerkship experience.

OBJECTIVE

- The purpose of this study was to understand what medical students and residents believe contributes to a meaningful experience for students during their third-year clerkships.

METHODS



RESULTS

Factors Related to a Positive Clerkship Experience	Number of mentions, resident	Number of mentions, student
Treating the medical students with respect	5	24
Creating a learning environment for the medical students and making time to teach	6	23
Allowing the medical students to feel like a part of the team	11	19
Trusting the medical students and giving them some autonomy	9	15
Being proactive and engaged as a medical student	11	1

Table 1. Most Common Themes from Interviews with Students and Residents, Including Frequency of Identification of Each Factor

Top 3 Themes	Representative Quotes
Treating the medical students with respect	"Treating people like they are a living, breathing person is just all it takes sometimes. You don't have to do much beyond that. Just acknowledging them is all it takes." – Student 3 "I think when the residents actually treat you like a person who is there, who wants to learn, who wants to be there and who isn't an equal but plays a valid role... It is a lot more rewarding." –Student 1
Creating a learning environment	"When a resident actually takes the time to teach me, they respect the fact that I am going to be going into the medical field." –Student 1 "That is how you show you are interested in someone; I feel like giving them the time of day and teaching someone." – Student 2
Allowing the medical students to feel like a part of the team	"I think that when you allow a med student to feel like they are contributory toward the team, they start to develop one of the core foundations of becoming a physician." – Resident 2 "I think it goes back to having a purpose on your team. I think that if you don't feel like you have a purpose, you don't learn, and you don't have positive experience because who wants to feel useless? You feel like you are wasting your time, you feel like you are wasting someone else's time." – Resident 3

Table 2. Representative Quotes from Medical Students and Residents from the Top Three Themes

RESIDENT	MEDICAL STUDENT
1. Being proactive and engaged as a medical student	1. Treating the medical students with respect
2. Allowing the medical students to feel like a part of the team	2. Creating a learning environment for the medical students and making time to teach
3. Trusting the medical students and giving them some autonomy	3. Allowing the medical students to feel like a part of the team

Table 3. Top Three Themes Mentioned by Residents and Medical Students

CONCLUSIONS

- Medical students focus on being treated with respect, the learning environment, being included on the team, and feeling trusted by gaining autonomy.
- Proactivity was important to residents as well as including the medical students in the team and trust, rather than how medical students are treated.

RECOMMENDATIONS

- Conduct additional interviews to gather more data for qualitative and quantitative analysis
- Conduct surveys to better quantitate the importance of different factors related to medical student satisfaction
- Share data with medical students and residents to help create a more meaningful clerkship experience

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