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

• Created questions to explore the clerkship experience
• Conducted 8 one-on-one interviews
• 15-32 minutes in length
• Recorded and transcribed interviews
• Reviewed interview transcripts to determine themes and patterns
• Compared themes and quotes in the resident and student samples
• Coded interviews to determine how many times each theme was mentioned by the residents and by the medical students in each interview

RESULTS

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

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

<table>
<thead>
<tr>
<th>Top 3 Themes</th>
<th>Representative Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treating the medical students with respect</td>
<td>&quot;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.&quot; – Student 3</td>
</tr>
<tr>
<td>Creating a learning environment</td>
<td>&quot;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.&quot; – Student 1</td>
</tr>
<tr>
<td>Allowing the medical students to feel like a part of the team</td>
<td>&quot;That is how you show you are interested in someone; I feel like giving them the time of day and teaching someone.&quot; – Resident 2</td>
</tr>
</tbody>
</table>

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

CONCLUSIONS

• Medical students focus on being treated with respect, the learning environment, being included on the team, and feeling trusted by gaining autonomy.
• Proactiveness 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

REFERENCES