



Perception of Clinical Performance After Serving a Managerial Position in a Student-Run Free Clinic

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INTRODUCTION

Almost every medical school in America has a student-run free clinic (SRFC). While similar in name, each clinic is run fairly differently and is staffed in different ways. The SRFC at Wayne State University School of Medicine is unique in that the clinic is fully staffed by second-year medical students in every aspect of patient care and clinic function: finance, pharmacy, social work, clinic manager, etc. This early exposure to all the facets of a medical clinic allows medical students in their first and second years to learn about patient care.

The aim of this study is to assess the experiences gained from serving as a clinic manager and how those skills impact the student in the clinical years of medical school and beyond. Although there are numerous studies that assess how working on an SRFC board impacts interprofessional^{1,2,3} and leadership skills⁴, there are few studies aimed at measuring how SRFC leadership experience affects clinical readiness⁵. It is important to identify activities that increase medical student comfort and expertise in clinical settings early in their medical school careers so that students are ready for their clinical rotations and residencies.

METHODS

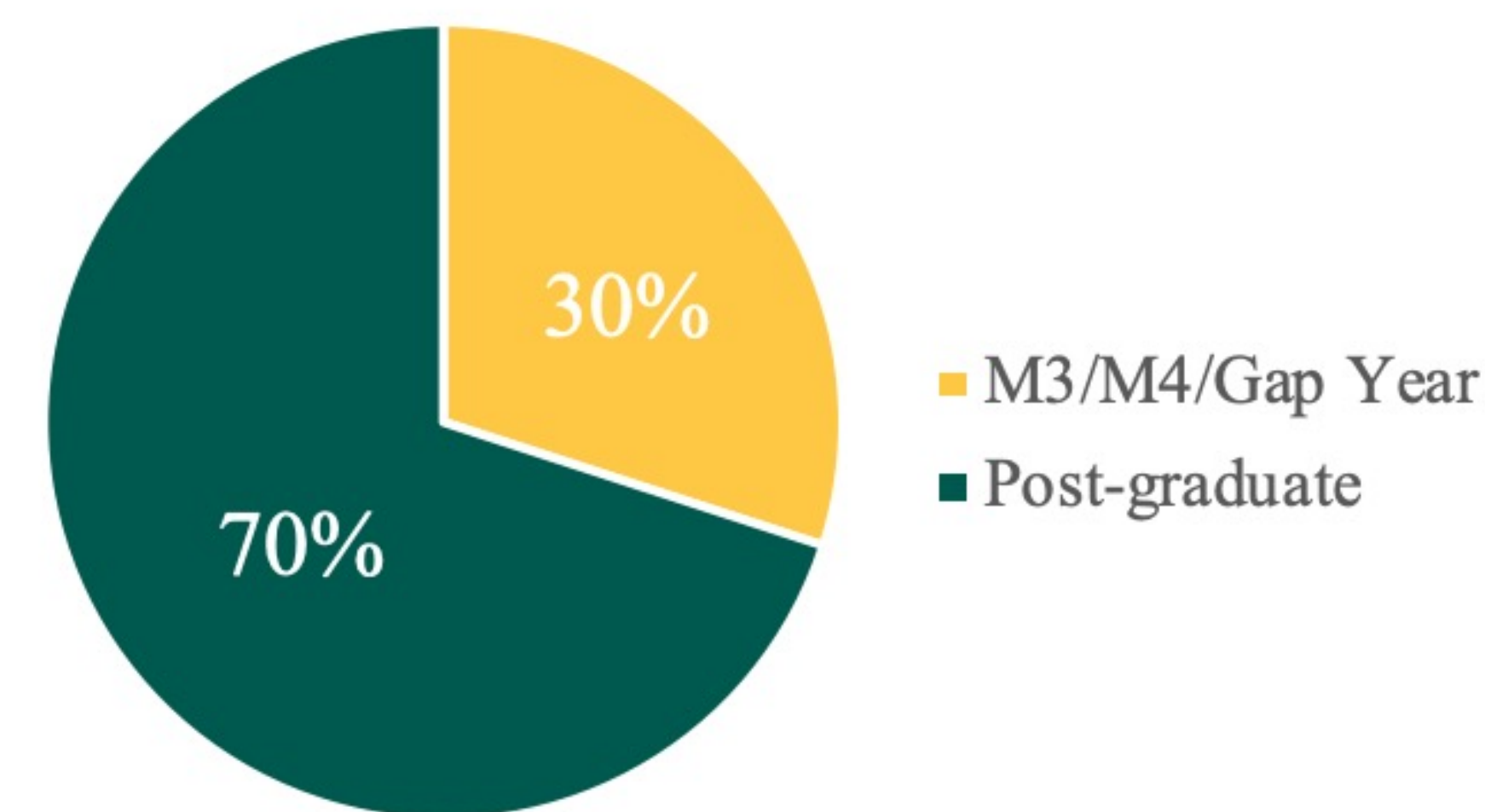
- Study participants include past board members who served in a managerial role and as a clinic manager for no more than 1 year between 2012 to 2020.
- Participants were emailed and asked to fill out a quick 5-10 minute survey to assess:
 - Their specific roles while on executive board
 - Their current positions (current medical student vs. post-graduate)
 - How they felt their clinical performance was affected by serving in a managerial capacity while on board
 - How they felt their clinical performance was compared to their peers
 - What skills they learned while serving a leadership role that are not taught as part of the traditional didactic years in medical school
- Survey responses were analyzed to determine whether or not working as a clinic manager during medical school changed the participants' clinical performance as well as their perception of their own clinical performance as compared to their peers.
- Quantitative data was assessed using Likert scales and through analysis through SPSS. Qualitative data was analyzed by identifying common themes in answer responses and categorizing them into a codebook.

AIMS

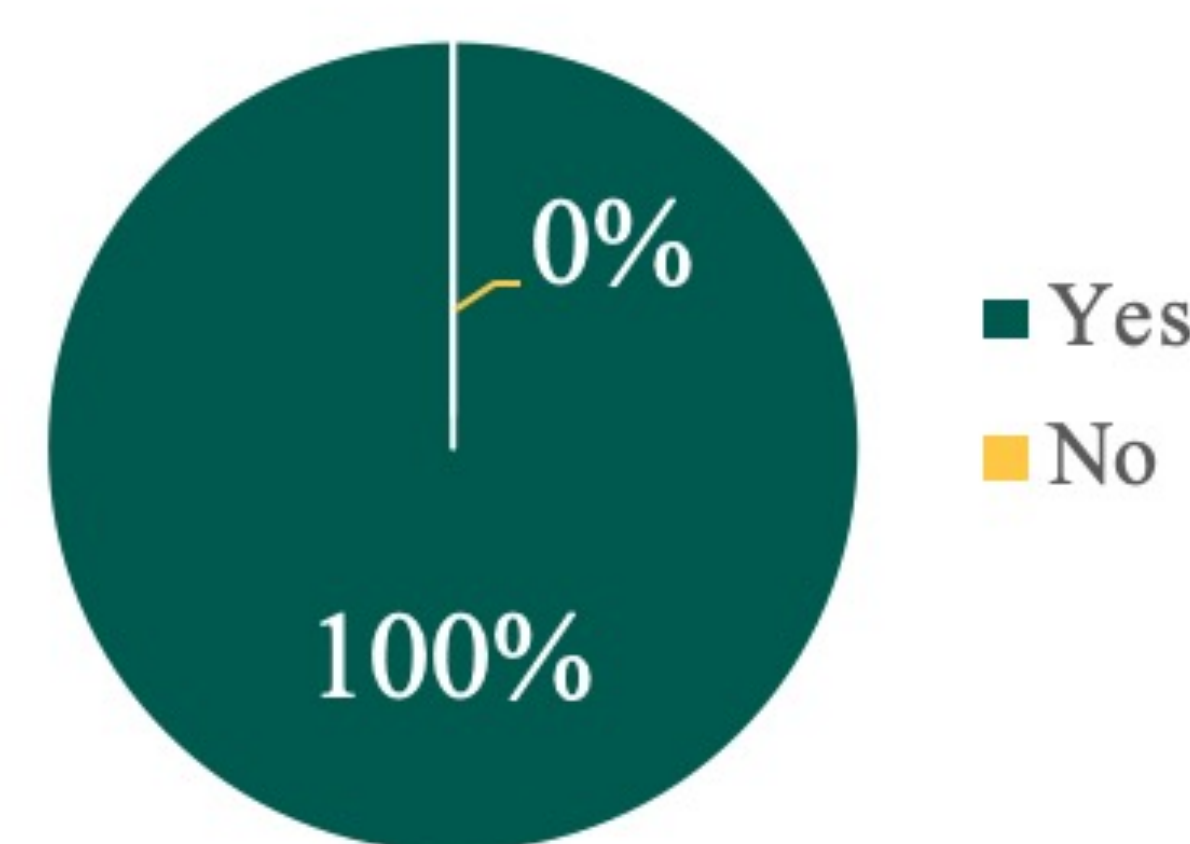
- What unique skills do students learn from serving leadership positions in a student-run free clinic?
- Does serving a managerial position positively impact one's clinical performance both as a third/fourth-year medical student and as a practicing physician?
- How does one's perception of their own clinical performance change when comparing themselves to their peers who have not had the same SRFC experiences?

QUANTITATIVE RESULTS

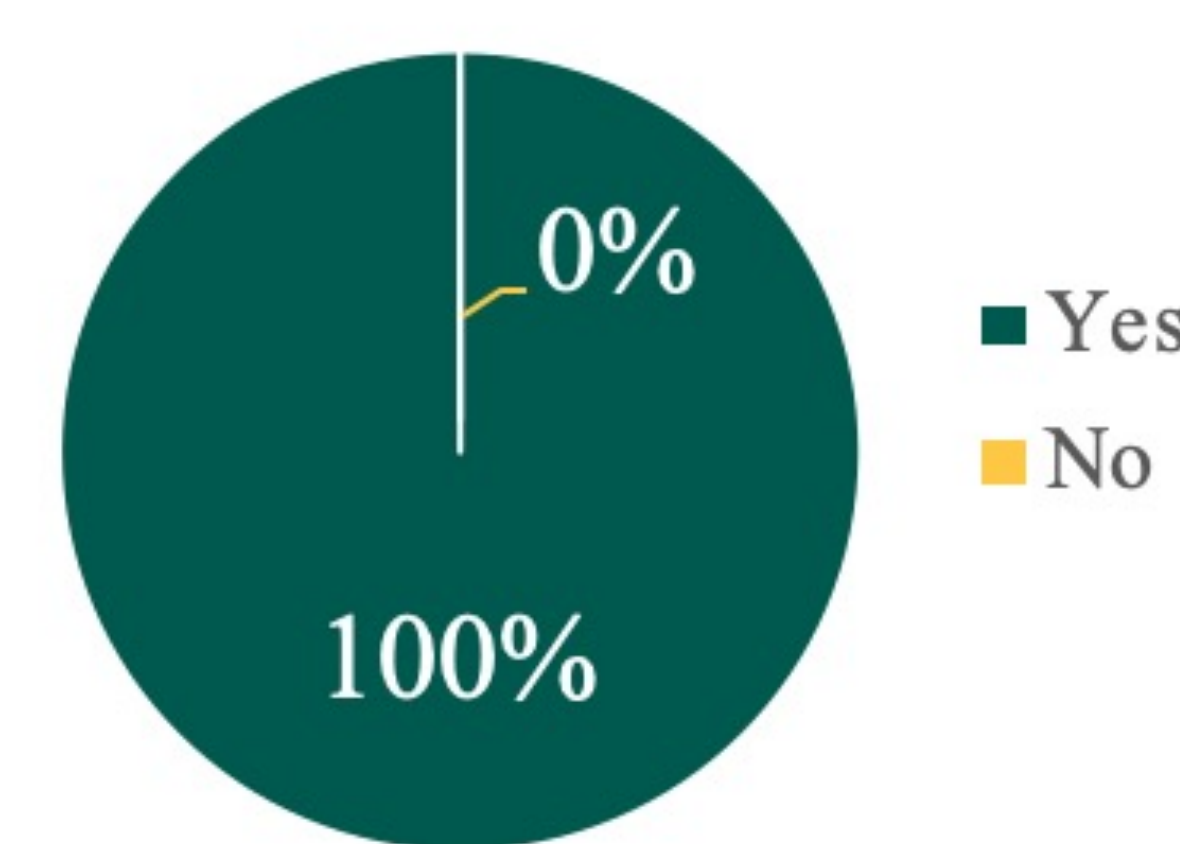
What is your Current Year in Medical School?



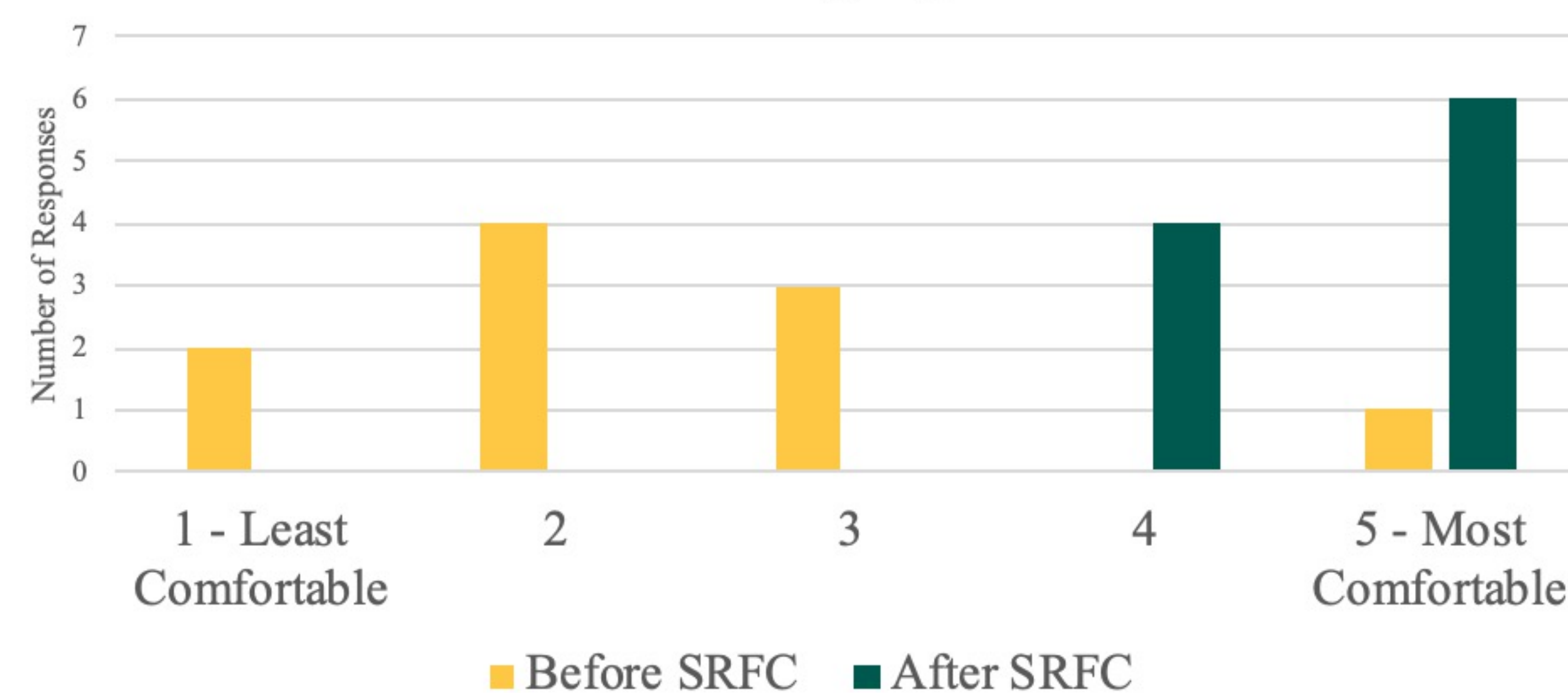
Positive Impact on Future Clinical Performance?



Improved Clinical Performance Compared to Peers?



Comfort Managing a Clinic



QUALITATIVE RESULTS

The survey responses have several recurring themes, summarized below:



DISCUSSION

- A paired t-test shows a p-value of 3.43×10^{-5} and a median test shows a p-value of 0.007, both less than our alpha of 0.05, which indicate that there is a significant difference between the comfort in managing a clinic before and after serving as a director at SRFC.
- These skills are not able to be taught in the standard undergraduate medical education curriculum as this subject requires hands-on practical experience in managerial roles not typically reserved for medical students in a formal capacity.
- Results can encourage other SRFCs to implement a similar role and help improve the quality of future physicians.
- Prompt future research into investigating the impact of practical administrative education being integrated into formal undergraduate medical education.

MORE INFORMATION



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