



INTRODUCTION

- The Association of American Medical Colleges identified professional development as a core competency for medical student education.¹
- There is little research on how to assess professional development amongst medical students despite a shift toward competency-based education.
- A standardized model for assessment will allow medical schools to better implement interventions.

METHODS

- To assess professional development at a large, Midwest, allopathic medical school, a survey with seven statements regarding professional development was developed based on a literature review.^{2,3}
- The statements encompassed domains of mentorship, communication skills, professionalism, teamwork, and innovation and asked students to rank each statement on a scale of 1-5 (1 - highly deficient, 5 - highly proficient).
- The online, anonymous survey was emailed to all third-year medical students (n=269) over a 1-month period.

RESULTS

- Fifty-one students (18.9%) completed the survey and were included in the analysis.
- The students reported highest proficiency in their ability to: 1. work with people from different backgrounds (avg. 3.69), 2. engage in team based work (avg. 3.49), and 3. uphold commitments and meeting deadlines (avg. 3.47).
- The students reported the lowest proficiency in 1. seeking advice from mentors/advisors (avg. 2.86), 2. negotiating difficult conversations (avg. 3.04), and 3. developing/initiating new projects (avg. 3.16).

Service Learning Professional Development Growth

Please respond to the following 7 statements to state how much your skills have changed after engaging in the Service Learning course. Your responses are anonymous.

	Highly Deficient 1	2	Unsure 3	4	Highly Proficient 5
Seeking advice from advisors and mentors.	<input type="radio"/>				
Negotiating difficult conversations.	<input type="radio"/>				
Upholding commitments and meeting deadlines.	<input type="radio"/>				
Delegating responsibilities.	<input type="radio"/>				
Engaging in team based work.	<input type="radio"/>				
Working with people from different backgrounds.	<input type="radio"/>				
Developing or initiating new projects.	<input type="radio"/>				

Figure 1. Format of the survey that was sent to all third-year medical students.

Third-year medical students have developed confidence in working with others throughout medical school but may need additional mentorship and support in professional identity formation as they transition to clerkship curriculum.

Professional Development Among Third-Year Medical Students

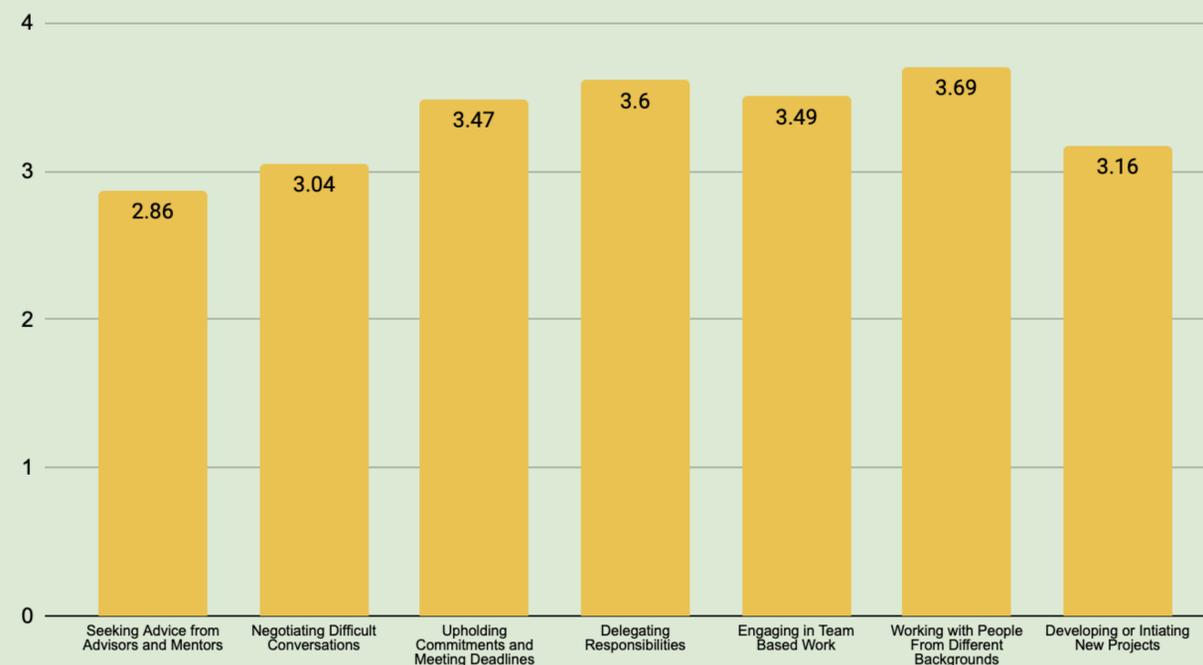


Figure 2. Average reported proficiency of each of the seven statements pertaining to professional development.

CONCLUSIONS

- Third-year medical students are confident in their ability to work with others, particularly regarding diversity, collaboration, and upholding commitments. However, they are less confident in their ability to navigate the new clerkship environment, which includes having uncomfortable conversations, partaking in research and community engagement endeavors, and forming mentor relationships.
- This points to a need for additional support in professional identity formation, particularly via mentorship, as medical students transition into clerkship.

LIMITATIONS

- Limitations include the study design and the sample size. This study utilized an online survey that is limited in its ability to establish causation. The survey was sent via email to 269 third-year medical students, but only 51 responded which is not representative of the entire class. Therefore, the power of the study was limited by sample size.

FUTURE RESEARCH

- Future research could focus on following medical students from year one to year four to show longitudinal development and explore the impact of events, such as COVID-19, on responses.
- Additionally, implementation-based research could be beneficial in beginning to intervene upon the gaps we identified in this study.

REFERENCES

1. Englander, Robert, et al. "Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians." *Academic Medicine*, vol. 88, no. 8, 2013, pp. 1088–1094., <https://doi.org/10.1097/acm.0b013e31829a3b2b>.
2. Cruess, Richard L., et al. "Reframing Medical Education to Support Professional Identity Formation." *Academic Medicine*, vol. 89, no. 11, 2014, pp. 1446–1451., <https://doi.org/10.1097/acm.0000000000000427>.
3. Houseknecht, Valerie E., et al. "A Longitudinal Assessment of Professional Identity, Wellness, Imposter Phenomenon, and Calling to Medicine among Medical Students." *Medical Science Educator*, vol. 29, no. 2, 2019, pp. 493–497., <https://doi.org/10.1007/s40670-019-00718-0>.