



Professional Development of Medical Students Transitioning from Preclinical to Clinical Training

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INTRODUCTION

- Personal and professional development (PPD) is a core competency domain for graduated U.S. medical students¹
- Current research shows that PPD is lowest at transitional periods², such as the transition from preclinical to clinical training
- Assessing PPD through a standardized method can help educators identify deficiencies and then develop targeted programming to improve these areas

METHODS

- An online, anonymous survey with seven questions was developed to assess PPD
- The survey was emailed to all second-year medical students (n = 303) at Wayne State University School of Medicine over a 2-month period after completion of a Service Learning course that fostered professional development and taught about the social determinants of health.
- The statements encompassed domains of mentorship, communication skills, professionalism, teamwork, and innovation
- Students ranked each statement from 1-5 (1 - highly deficient, 5 - highly proficient)

RESULTS

- 114 (37.6%) students responded to the survey
- Overall, students reported feeling most proficient in working with people from different backgrounds (average = 3.91) and least proficient in seeking advice from advisors and mentors (3.27)
- On average, students felt proficient or highly proficient in all categories
- ANOVA F: 5.05 P-value 4.2E-05

Professional Identity Development Among Medical Students

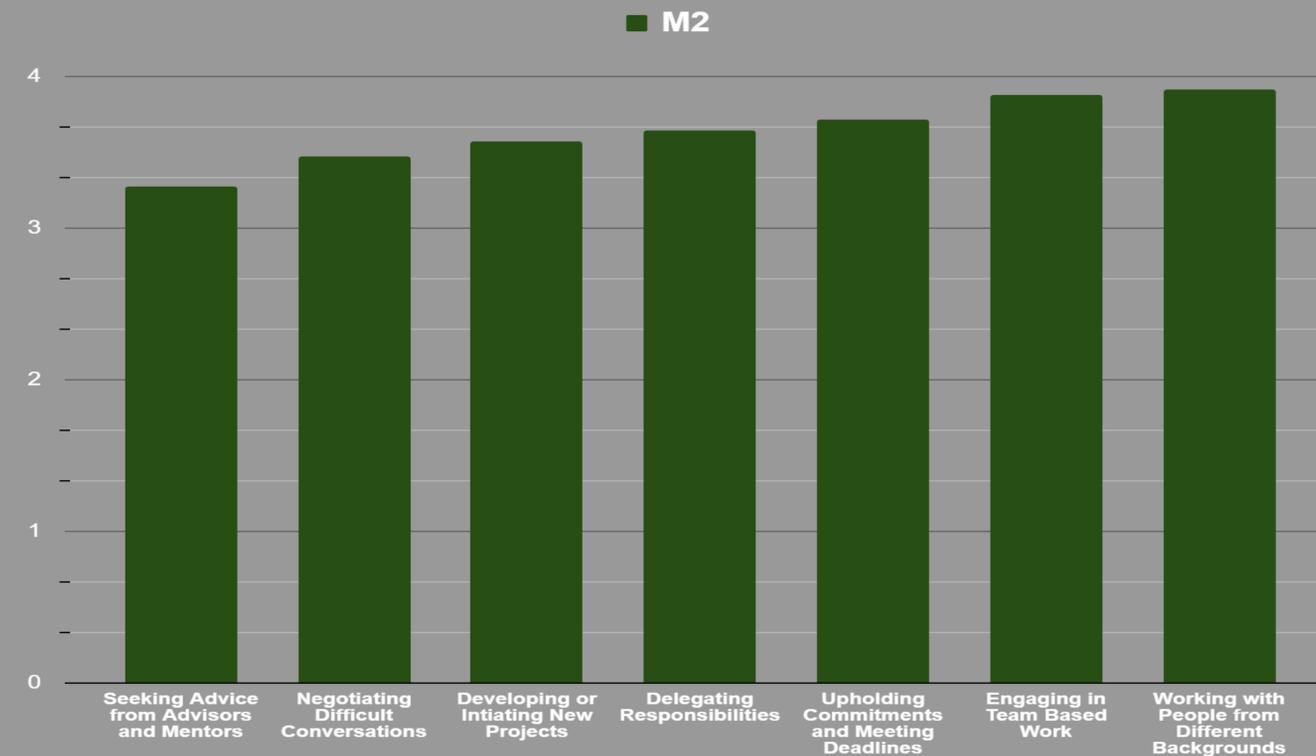


Figure 1. Self-reported PPD proficiency in second-year medical students.

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 2. Survey questions to assess PPD.

CONCLUSIONS

- Overall, students felt their professional skills improved after the Service-Learning course, and in general felt most proficient in team-based competencies.
- Preliminary results indicate a need for empowering students to seek advice from mentors.
- Guidance is crucial when students are facing transition periods.
- Room for improvement in teaching students to navigate difficult conversations with empathy and courage.
- It is important to continue monitoring professional development over the course of clinical rotations to prevent declines in competencies.

LIMITATIONS

- Response rate of 37.6% may not be representative of the population
- The values are self-reported and not a reflection of measured proficiency

FUTURE RESEARCH

Future research will be directed towards following this cohort of students and examining PPD proficiency longitudinally.

ACKNOWLEDGEMENTS

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REFERENCES

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