

Ensuring Equal Opportunity in Medical Student Training and Experiences During 3rd Year Clerkships



Niyaz Uddin, Olivia Pakula, Zachary Vaishampayan, Robert de la Torre, Kishwar Basith, Abdullah Sahyouni

WAYNE STATE
School of Medicine

Wayne State University School of Medicine

Introduction

- WSUSOM has specific objectives for the clerkship years and rotations guided by the AAMC's Core EPAs for residency¹
- Students also desire to see a wide breadth of medicine and to have the opportunity to see specific things they are interested in.
- WSUSOM has had several changes to their clerkship sites over the years and students are now split between several hospital systems that differ in location, population, and trauma level.
- While students do currently evaluate their rotations, there are some metrics that are not assessed, notably when it comes to comparing students' subjective experiences. For example, there is no assessment of how frequently students were able to practice procedures or what procedures (beyond those required) they were able to partake in, what subspecialties students could rotate with, or the amount of teaching they were able to receive from residents or attendings.

Project Aim

- The aim of this project is to explore the difference in experiences from the various hospital sites students rotate at during their 3rd year of medical school at WSUSOM. We hope the results of this study will be incorporated in future decision making regarding the possibility of rotation site integration or future decisions regarding standardization.

METHODS

- We will send out an optional Qualtrics survey to all WSUSOM third year students with questions formulated using the school's own rotation specific guidelines regarding how well students feel they were prepared in the core EPAs for entering residency and attempt to highlight differences in subjective experiences between the different sites.

Setting and Participants:

- Students eligible for participation include current third year medical students at Wayne State
- 3rd year medical students who are not currently on a rotation will be excluded from the results of this survey
- A Qualtrics survey will be emailed to all eligible students and participation is voluntary

Survey Design:

- This is a one-time survey designed to explore the differences in experiences of the different hospital sites 3rd year students rotate at.
- Students will answer questions formulated from WSUSOM's own rotation specific guidelines regarding how well the students feel they were prepared in the core EPAs for entering residency
- Question response formatting regarding a student's perception of feeling like they were able to complete all of WSUSOM's rotation specific guidelines will be measured with a Likert scale (ranging from 1-5; with 1 being strongly disagree and 5 being strongly agree) and some questions will have a fill in the blank option
- Additional questions in the survey include the following topics:
 - Various procedures students were able to partake in
 - Subspecialty options available during various rotations (for example, having the opportunity to rotate on cardiology or nephrology during internal medicine)
 - The amount of teaching students received from residents and attendings

	Strongly Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Basic cardiopulmonary resuscitation (CPR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bag and mask ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Venipuncture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inserting an intravenous line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1: An example of a question based on the core procedures expected of a medical student on completion of medical school in order to provide basic patient care according to the AAMC.

RESULTS

- The results for this study are still in progress - the results of this study will be complete after the current 3rd year medical students finish all their rotations for this school year.
- Results of the survey will assess whether specific hospital rotation sites impact a medical student's ability to accomplish certain competencies and experiences. This will give quantifiable data to determine the discrepancies between medical student training and learning experiences between hospital systems.
- Preliminary data shows there are differences in experiences between clinical sites. For example, some sites have no opportunity to rotate on subspecialties (some examples being cardiology, pulmonology or GI) during the internal medicine rotation while other sites do; and some sites are limited to a very specific patient population which can limit the pathologies and cases that can be seen.

CONCLUSION

- This study will provide administration with useful insight for potential modifications in clerkship sites such as integrating sites for certain rotations, help create a more uniformly beneficial learning environment for all, and help determine whether more oversight should be implemented at the different sites to ensure students are able to fulfill all of their rotation's goals and requirements and have the experiences they want and need.

REFERENCES

1. The core entrustable professional activities (epas) for entering residency. AAMC. <https://www.aamc.org/what-we-do/mission-areas/medical-education/cbme/core-epas>. Accessed November 29, 2022.