



Teaching with Intent: Making Early Clinical Experiences Meaningful for Medical Students

**Amy R. Guenther, Ph.D.
Scot Stanulis, Medical Student
College of Human Medicine**

Introduction

- Increase in clinical experiences within first two years of medical school (AAMC, 2016)
- New challenges & opportunities for clinical educators (Huggett, Warriar, & Maio, 2007)
- Difficult transition for medical students (Radcliffe & Lester, 2003)
- Students can learn effectively when supported by clinicians who recognize they need guidance (Hay, Smithson, Mann, & Dornan, 2013)
- Most studies explore the perceptions of students in late clinical experiences (Huggett, Warriar, & Maio, 2007; Lie et al, 2009).

What does this “guidance” look like in practice in early clinical experiences?

- **Conducted focus groups with 20 medical students who had recently completed their early clinical experiences**
 - **Two-week rotations in ambulatory and in-patient settings throughout the first two years of medical school**
- **Asked students to reflect on their learning**
 - **Identify specific practices that clinical educators used during these experiences that promoted their learning**

Creating Meaningful Clinical Experiences

- Inviting Students into the Work
- Preparing for Patient Interactions



Inviting Students Into the Work

Inviting Students into the Work

Introduce yourself and ask students to do the same.

“If [providers] take the time to learn your name, to ask how you are—to me that’s always a sign that it’s going to be a good shift.

It makes you feel welcome and a part of the team.”

Inviting Students into the Work

Inquire about, and respond to, students' interest and goals.

“[The resident] asked, ‘What’s your goal today?’
And in my head I’m like, ‘Oh, I’m allowed to have goals? Great!’

Just that simple question made it seem like
she was interested and wanted to help.”

Inviting Students into the Work

Clearly articulate expectations.

“[The doctor] sat down and she said, ‘This is what I expect of you today:’
‘By the end of the day you’re going to have done *this*.’”

It’s nice when someone tells you what they expect of you.”



MICHIGAN STATE UNIVERSITY

Preparing for Patient Interactions

Preparing for Patient Interactions

Review the patient's chart with students.

“[The resident] would go through a case with me...and talk through, ‘What’s the Light's criteria? How would this present in a patient?’”

He made intentional time, pre or post-rounds, to make a teaching moment about one of our patients.”

Preparing for Patient Interactions

Cue students to watch for certain things during patient interactions.

“[My attending] had a theme of the day.
He would say, ‘Today is heart failure day,
and you’re going to go see [heart failure] patients.’

So he had me go read about it, then go see patients, and then explain it to him.”



“Dr. P. was very, very intentional about creating teaching moments... One example, he wanted to make sure I could do an echo ultrasound exam. So he talked me through it with a patient, then the next time he had me do it with guidance, and then by the end of the week he let me do it on my own.”

Discussion

- Simple/feasible
- Neglected
- Necessary
- Intentional



Questions???



Amy R. Guenther, Ph.D.

Office of Medical Education
Research & Development
guenth8@msu.edu

Scot Stanulis

Michigan State University
College of Human Medicine
stanuli3@msu.edu