Sourcing Energy: Creating Clerkship Students from Pre-Meds

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- I have no disclosures
- I have no conflicts of interest
- Any good ideas I probably stole from somewhere else (APGO)

Learning Objectives
- Describe the official duties of the clerkship director (CD)
- Describe the “hidden expectations” associated with the CD role
- Discuss opportunities to engage preclinical and premedical students on topics related to Ob/Gyn
- Discuss how the CD role can aid in recruitment/retention of students in Ob/Gyn
BASIC ENERGY REQUIREMENTS: OFFICIAL ROLE OF THE CD

Recommended Qualifications

• Experience in didactic and clinical teaching
• Knowledge of institution’s preclinical and clinical curriculum
• Good communication/interpersonal skills
• Flexibility/adaptability
• Research interests in education
Essential Qualifications

• Must:
  – Administer the clerkship
  • Learning objectives
  • Schedules
  • Expectations and feedback
  • Assign grades
  • Administer examinations
  • Plans for difficult students and remediation

Desirable Qualifications

• Should:
  – Report to school committees
  – Recommend changes in design or methods
  – Summarize teaching contributions of faculty
  – Budget

Essential Qualifications

• Must:
  – Have overall vision for clerkship
  – Be enthusiastic about students and undergraduate medical education
  – Provide career guidance
  – Be clinically experienced
Desirable Qualifications

• Should:
  – Time to participate in other committee work
  – Assume other leadership positions
  – Work with Dean’s office
  – Represent department on standards/promotion committees
  – Advise chair on educational policy

Recruiting Role?

• Says nothing about recruiting students
  – Read between the lines
  – Mentoring
  – Career advice/planning
• Very little on outreach to promote

Essential Time Allocation

• ACE recommendation
  – 0.5 FTE allocated for CD position
• Consensus studies
  – Minimum of 0.25 FTE allocation
• Word of caution
  – Clinical activity = clinical relevance

* Pangaro Teaching and Learning 2003
* Magrana Obst Gynecol 1997
Qualifications

- Be aware of your institutional guidelines
  - Ask for your document
  - Read it!!!
- Negotiate
  - School versus department
- Clerkship Administrator

Why It Matters?

The Recruitment Phoenix: Strategies for Attracting Medical Students Into Obstetrics and Gynecology

Jessica L. Bienstock, MD, MPH, and
Douglas W. Laube, MD, MEd
Department of Obstetrics and Gynecology, Johns Hopkins University School of Medicine, Baltimore, Maryland, and Department of Obstetrics and Gynecology, University of Wisconsin, Madison, Wisconsin

Recruitment

- 1997 Ob/Gyn residency slots
  - 86% filled with US graduates
- 2004
  - Down to 65%
- 2014
  - 76% (1242 spots, filled by 949 US grads)
  - 1619 applicants total
Recruitment

• Barriers in 2005
  – Student perceptions of clerkship learning environment
  • Objectives
  • Feedback
  – Effort to attract women double edged sword
  – Generational lifestyle expectations
  – Liability
  – No early role models and career mentors
  • Not positioned well in the medical school

AAMC Graduate Questionnaire

Quality of Your Educational Experience

<table>
<thead>
<tr>
<th>Specialty</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Neurology</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>Pediatrics</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Surgery</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>
APGO Medical Student Educational Objectives

Clerkship Resources

Effective Teaching Series

1. Introduction to Teaching
2. Preparing Educational Handouts
3. Improving Both Questions in a Patient Encounter Primer: Using Teaching Opportunities
4. The Professor and the Curriculum
5. What Is the Best for the Current Course
6. Using the Five Essentials to Improve Teaching in the Laboratory Setting
7. LawRENDS Methodology
8. The Hidden Curriculum: What Are the Teachings?
9. The Professor and Student Interaction
10. Faculty Development for the Community-Based Professor: Environment of Teaching Skills
11. Effective Teaching: Work buildings
12. Integrating Biomedical Research in Preventive Medicine
Improving Clerkships

• Initiation of structured format for clerkship
• Prior:
  – Just show up and start
  – 3 weeks OB, 3 weeks GYN
• After:
  – Hands on orientation
  – Mid term feedback
  – OSCE
  – Journal club

Improving Clerkships

• Results
  – Significant improvements in student perceptions
  – Improvement in interest
    • 2 years prior: 3 and 4 students
    • After implementation: 6 and 7 students
    • Out of 60? Per year
  – Adding structure can improve satisfaction

  Dunn Obstet Gynecol 2004

The Elephant: Time

• Time of exposure: 4 versus 6 versus 8 weeks
• Psychiatry in Canada
  – Shortage (who knew?)
  – Survey of 17 medical schools
  – Asked about pre-clinical and clinical exposure
  – 2.8 weeks pre-clinical, 6 weeks clinical exposure
    • Length of pre-clinical exposure predictive of matching

  Lau Acad Psychiatry 2015
LOW ENERGY OPTIONS: 
GRAB THE LOW HANGING FRUIT

Student Interest Groups

**Pro**
- Can engage students early
- Continuity of experience
- Opportunity for student leadership

**Con**
- Takes time and energy to plan well
- Easy to fall by the wayside
  - Faculty reasons
  - Student reasons

SIG – Our Experience

- Catchy name
  - Society for Women’s Health
  - Inclusive for FM/IM students
- 2-3 hands on workshops
- 2-3 panels of speakers per year
  - Post Match
  - Partner up with other organizations for speakers
- Three officers
- Nominal fee + fund raising
### Specialty Mentor Program

<table>
<thead>
<tr>
<th><strong>Pro</strong></th>
<th><strong>Con</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early exposure</td>
<td>• Scheduling</td>
</tr>
<tr>
<td>• Some clinical work</td>
<td>• Logistics</td>
</tr>
<tr>
<td>• Show what we really do</td>
<td>- On L&amp;D</td>
</tr>
<tr>
<td>• Includes all levels</td>
<td>- In the OR</td>
</tr>
<tr>
<td>- Faculty</td>
<td>• Getting the teachers to do it</td>
</tr>
<tr>
<td>- Residents</td>
<td>• Getting the students to do it</td>
</tr>
<tr>
<td>- Fellows</td>
<td></td>
</tr>
</tbody>
</table>

### Mentor Program – Our Experience

- Run through our interest group
  - They coordinate matching people up
- Self scheduling
  - Between student and mentor
  - As much or as little
- Usually a couple times a year
  - In all environments
  - Easier because of higher interest/investment

### Specialty versus General Mentor

- **Specialty mentors**
  - Through interest group/department
- **General mentors**
  - Through Patient Centered Medicine course
  - Can get anyone
  - Self select interested students (usually)
  - Usually 1-2 first years, 1-2 second years
    - 5 times over academic year
Involvement in Pre-Clinical Curriculum

**Pro**
- Early exposure
- Opportunity to inject ob/gyn into curriculum
- Additional face to the department

**Con**
- Time commitment
  - One lecture?
  - Once a week?
- Prep time

Involvement – Our Experience

- Patient centered medicine course
  - Once a week small group
  - Also general academic advisor
- Pelvic/speculum exam lecture
- Physiology lectures
  - Physiologic changes in pregnancy

ACOG

- Resources for students
- Actively encourage they join/sign up
- Opportunities for leadership
- Sponsor for the meeting
  - ACM versus District Meetings
    - Local versus travel
    - Research posters (at either)
    - Hands on workshops (ACM)
Research

- Students always looking for something
  - Research portal
  - Structured programs or on the side
  - Summer research program after first year
  - Honors in Research as 3rd/4th year

Research

- Could help your productivity!
  - Ob/Gyn CDs surveyed
    - 3.2 Med Ed presentations last 5 years
    - 1.0 Med Ed publication last 3 years
    - Lowest for all types of CDs

  * Ephgrave Acad Med 2010

Admissions

- Exposure to pre-medical students
- Face of the department
  - Interact with students on committee
- Significant time commitment
- Low yield
  - High personal reward
  - Graduating an interviewee to Ob/Gyn
Other Opportunities

• Engage other student organizations
  – Student National Medical Association
    • Faculty advisor
• Ethics grand rounds
  – Student attendance
• Specialty advisors
  – Pre-clinical students will seek out

HIGH ENERGY OPTIONS: REACH FOR THE STARS

Stanford Immersion in Medicine

• Undergraduate students
  – Department of Medicine
  – Sophomore, junior and senior
  – Competitive process
    • Explore interest, professionalism
    • Essay, mock emails
  – Minimum 4 shadowing experiences in 10 weeks
    • 250 word reflective essay
Stanford Immersion in Medicine

- Data (pre/post)
  - Increased familiarity (33% vs 69%)
    - With medicine in general
    - What a physician does in academic environment
  - No change to pursuing a career in medicine
    - 80+%  
  - 70% thought experience could help determine future specialty

  *Wang Acad Med 2015

Johns Hopkins CT Surgery

- Structured 8 week program
  - Summer after 1st year
  - Hands on workshops
  - Animal research projects
  - Clinical databases for grand rounds presentations

- 3 students each year
  - Competitive program from 20-30 applicants

Johns Hopkins CT Surgery

- Data
  - 30 students over 10 years
    - 51 abstract presentations
    - 64 manuscripts
    - 15 national presentations
  - 12 matched into surgical specialties
    - 3 into CT surgery

Our Experience

• Student run clinic
  – Staffed twice a month
  – 8 – 10 patients a night
  – Procedures, gyn consults
  – Multi-level learners
    • 1st/2nd years H&Ps
    • 3rd/4th years procedures
  – Hands on, interactive teaching

TIME TO UNPLUG!!!

Take Home Points

• Maintain your clerkship
  – Probably the most important contact point
• Look to engage the early learners
  – Pre-clinical exposure
• Utilize your resources
  – APGO
  – ACOG
  – Networking
Summary

- Describe the official duties of the clerkship director (CD)
- Describe the “hidden expectations” associated with the CD role
- Discuss opportunities to engage preclinical and premedical students on topics related to Ob/Gyn
- Discuss how the CD role can aid in recruitment/retention of students in Ob/Gyn

Hidden CD role

- It really starts with you
- Most engaged UME person in department
- Don’t have to do it all
  - Serve as a role model for faculty
  - Get others in involved
  - Have fun

THANK YOU