

Montana WWAMI Faculty Development – April 2011

Guiding 1st/2nd-Year Students Into the Culture of Medicine



**Sam R. Sharar, Mark Whipple, Lynn Oliver,
Eric Kraus, Sharon Dobie**

**UWSOM College Faculty
Seattle, WA**

Overview

- **What is the ‘culture of medicine’?**
- **Early students’ strengths & limitations**
- **Role-modeling in WWAMI setting?**
 - **what should students see, hear, learn?**
 - **what unique opportunities do you offer?**
 - **what challenges limit your success?**
- **Summary & take-home pearls**

The 'Culture of Medicine'

Doctor-patient
communication

Community
service

Respect for
care team

Work-life
balance



Professionalism Issues (UWSOM)

- 2nd year ICM2 'benchmarks' established
- Defined elements of a 'profession':
 - specialized knowledge & training
 - obligation to serve society
 - expected behavior & self-regulation

- Key issues in the 'culture of medicine'
 - access to care
 - conflict of interest
 - Δ MD-patient power
 - care team issues
 - work-life balance
 - value conflicts
 - inappropriate MD behaviors

Early Students & Professionalism

MEDICAL EDUCATION

Clinical Anatomy 19:415-18, 2006

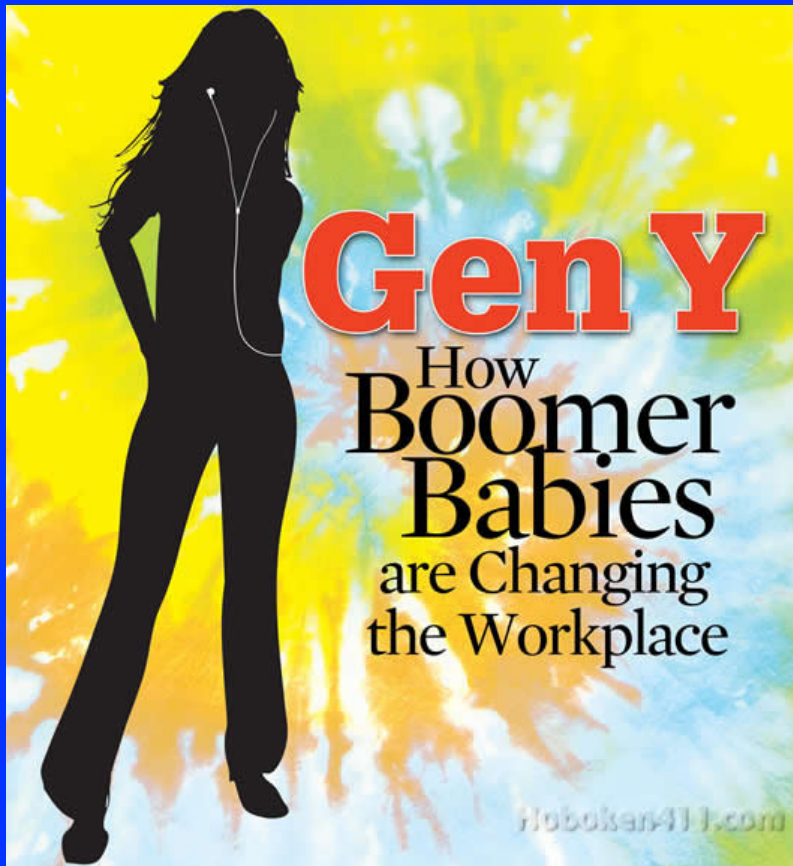
**Medical Students Speak: A Two-Voice Comment on
Learning Professionalism in Medicine**

ESTHER H. KRYCH* AND JENNIFER L. VANDE VOORT

“Medical school was not the easiest transition for me ... I found myself constantly focused on my school work and always working alone.”

“I believe a great deal of professionalism can be learned by watching one’s professors and mentors. From my personal experience, many of the medical educators treat students as personal colleagues. To me, this conveys a sense of respect, courtesy, humbleness, and patience, which are all good qualities found in a professional. By watching others demonstrate these qualities, I believe the concept of professionalism will be more easily internalized by students.”

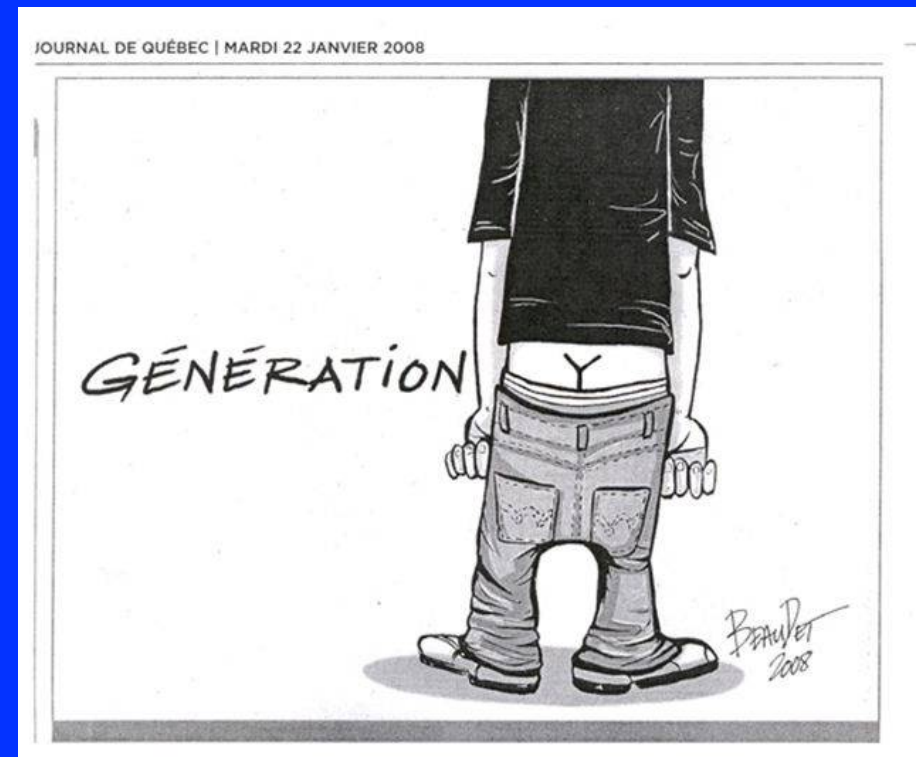
Millennial Generation Students (‘Me Generation’, Gen-Y)



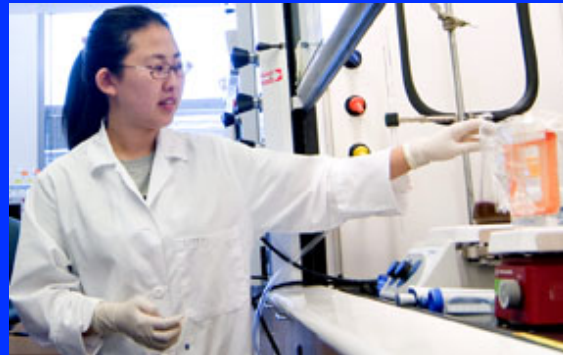
“The millennial generation, sometimes referred to as ‘Generation Y’, is the second largest generational cohort in the general population today. Born between 1981 and 2000, young people in this cohort were typically raised by parents who nurtured them and structured their lives. Members of this generation, raised with almost endless choices, were encouraged to express their opinions. Subsequently, they learned to view themselves as equal partners with their parents and teachers.”

Millennial Generation Students (‘Me Generation’, Gen-Y)

- Individualistic
- Self-confident
- Tech-savvy
- Assertive
- High expectations
- High anxiety
- Socially connected
- Altruistic
- Expect immediate & frequent feedback



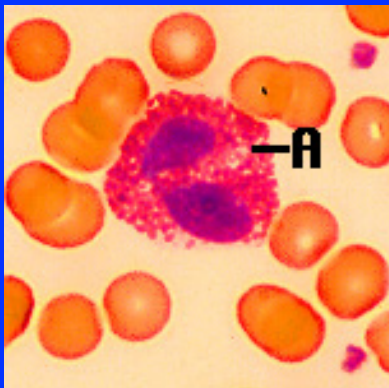
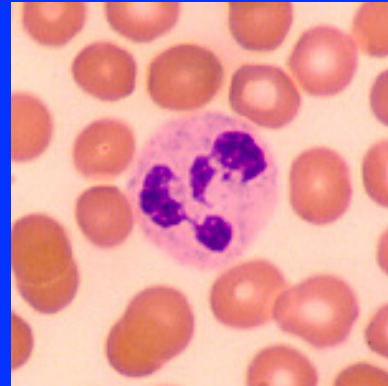
Early Medical Students – Assets



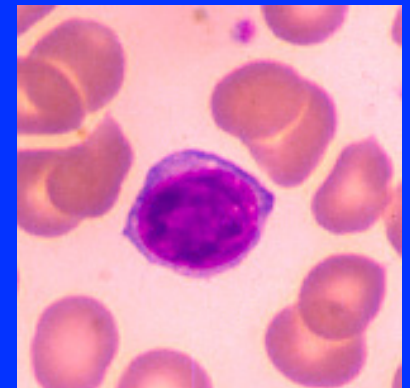
**Enter medical school with
unique individual skills &
desire to 'make a difference'**



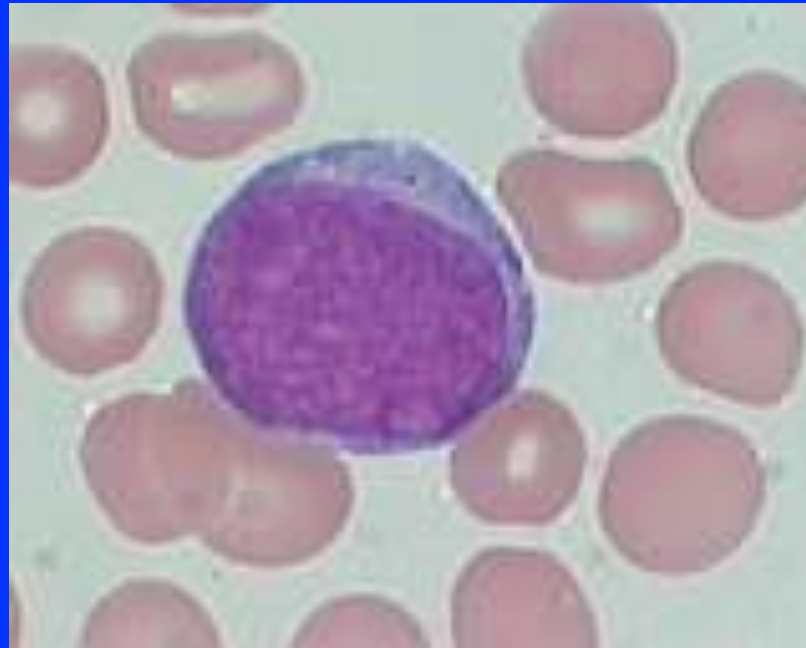
Early Medical Students – Assets



Highly differentiated, but
lacking context for how
they fit into system / culture

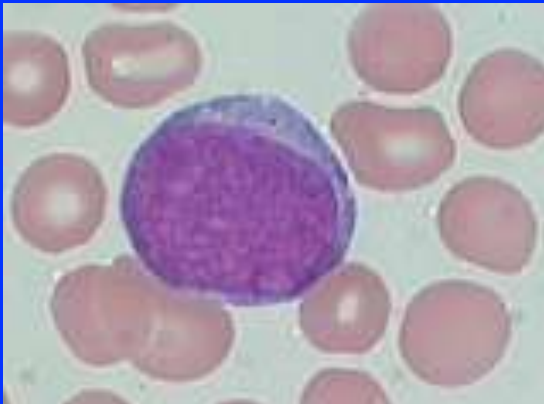


Early Medical Students – Deficits



Enormous potential ... but UN-differentiated
Initial clinical exposures to the culture of medicine
form critically important first impressions!

Benefits of Early Clinical Experiences



Begin to provide valuable context about the 'culture of medicine' & its real-world meaning



Early WWAMI Clinical Experiences & the Culture of Medicine

Group Discussion

- What should students see, hear, & learn?
- What unique opportunities do you offer?
- What challenges limit your success?

Summary & Take-Home Pearls

- The ‘culture of medicine’ has many faces
- ICM2 professionalism ‘benchmarks’ offer specific examples of key issues
- Early medical students need and want guidance in developing context
- Highlights of group discussion

Tools & References

- UWSOM 2nd-year ICM2 course (HuBio 542) --
'Benchmarks on Professional Issues'
- Twenge JM: Generational changes and their impact in the classroom: Generation Me. *Med Ed* 43:398-405, 2009
- Krych EH, Vande Voort JL: Medical students speak: A two-voice comment on learning professionalism in medical school. *Clin Anatomy* 19:415-18, 2006.
- Kahn MW: Etiquette-based medicine. *NEJM* 58:1988-89, 2008.