A Professional Development Course for the Clinical Clerkships: Developing a Student-Centered Curriculum

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INTRODUCTION: Although professional development is addressed throughout the medical school curriculum, it is particularly salient to third-year students as they become integral members of health care teams.

AIM: We present a professional development curriculum for third-year medical students.

SETTENG: Urban medical school.

PROGRAM DESCRIPTION: In 2005, our curriculum consisted of 3 large group panels, each followed by a small group, occurring after the first, third, and last clerkship. Before each small group, students prepared critical incident reports, which led to focused group reflection. The individual topics were, respectively: (1) transition to clerkship learning: (2) challenges to professional behavior; and (3) medical errors. In 2006, based on student feedback, we piloted a revised student-centered panel on professionalism that was based entirely on themes from students' critical incident reports.

PROGRAM EVALUATION: Students rated the curriculum well overall. In 2005–2006, the small groups ranged from 3.95 to 3.98 (SD 0.88) on a 5-point Likert scale (1= poor, 5=excellent) and the panels ranged from 3.54 to 4.41 (SD 0.9). The pilot panel in 2006 was rated 4.38 (SD 0.80). The most common professionalism themes generated from 185 critical incident reports were communication, compassionate patient care, accountability, and team collaboration.

DESCUSSION: A professional development curriculum, consisting of panels, small groups, and critical incident reports, can promote reflection among third-year medical students.

ARTY WORDS: medical school curriculum; third-year medical students; professional development; evaluation.

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INTRODUCTION/AIMS

Medical educators, students, and the Liaison Committee of Medical Education^a have advocated for formal curricula on professional development, and 90% of U.S. medical school deams have reported a need for teaching materials on professional development.* Professional competence has been defined as "the habitual and tudictous use of communication. knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the andividual and the community being served". The third year of medical school is the first time medical students are immersed full-time in clinical activities, thus constantly observing and modeling the work that constitutes the heart of professional competence for a physician. We believe, therefore, that the clerkship year is a critical period in students' professional development. It is thus concerning that declines in idealism⁵ and empathy for patients" have been reported to occur during the third year. To promote professional development, we developed a longitudinal curriculum for the third-year clerkwhite students.

Personal reflection is a common modality for fostering the professional development of medical students." Within small discussion groups, students may reflect on vignettes depicting professional behaviors," or on material such as film or literature that captures the broader context of medicine.100 Critical incident reports—narrative accounts in which learners write about their own memorable and influential learning experiences—are commonly used to prompt students to reflect on their personal clinical experiences. 11,12 At Harvard, thirdyear students write critical incident reports and discuss them in small groups within their clerkships, 52 whereas at Indiana University, students write critical incident reports as part of an online journal.11 Discussing critical incident reports one on one with faculty has been shown to be an effective approach to promoting professional development on an emergency medicine rotation.15 The reports are also used as a foundation for promoting positive interpretations of specific clinical experiences10.16 and as a method of providing productive coping strategies for students. 11

At the University of California, San Francisco (UCSF), critical incident reports are the foundation of our third-year professional development curriculum. In this report, we describe: (1) a professional development curriculum that includes small and large group sessions, and (2) the modification of a panel on professional behavior based on themes generated from student-written incident reports.

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