

OP11

An Innovative Clerkship Programme to Reinforce Students Self-Reflection and Faculty Feedback on Clinical Performance

Lee Y.M., Kwan H.J., Lee H.S.

Korea University College of Medicine, Korea

Introduction: Work based learning like clerkship should be well organized with a series of meaningful activities including experience, reflection, coaching and application of principles to real patient care. Without proper feedback based on direct supervision by faculty, students' performance cannot be effectively developed or may not reach the planned graduation outcomes.

Method: An innovative core clerkship program including internal medicine, family medicine and radiology (total 20 weeks) was implemented to third-year medical students (n=102). Each rotation started with standardized patient 1:1 encounters and SP feedback. All SP encounters were videotaped and sent to each department to provide feedback to student.

At the beginning, middle and the end of rotations, students were asked to fill out the self-assessment forms regarding their competency. At the end of rotation, all third- and final-year students took the same clinical skills tests consisted of six 10-minute SP encounters.

Findings: At the beginning, middle and the end of rotations, students' self-evaluation on competency were conducted; all categories including history taking, physical examination, communication skills, clinical reasoning, and confidence in patient care were significantly improved ($p < 0.01$). The third-year students showed statistically significant higher performance scores in history taking ($p < 0.05$) and physical examination ($p < 0.01$) than those of the final year students taking the same clinical skills test.

Conclusion: An innovative, well-structured clerkship learning in accordance to experiential learning principles was successfully implemented at the KUCM and direct supervision and coaching by faculty was increased despite very heavy clinical workload. A well-planned and carefully organized program under an educational theory can improve students' work based learning; enhanced students' self-confidence and engagement in patient care and resulted into clinical performance improvement. We suggest that a more structured learning opportunity should be provided to novice practitioners, especially under conditions in which students' actual patient contact and interaction is limited.