Understanding medical students' response to stress
- Focus on the clerkship transition period

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Date: October 1, 2016
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Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Transitioning to clinical practice is stressful.

- Classroom Learning → Workplace Learning
- Increased stress negatively impacts students’ wellbeing and learning

New Interventions

- Early Clinical Exposure
- Peer Shadowing
- Orientation Course

O’Brien & Poncelet, 2010; Prince et al., 2005; Turner, White, Poth, & Rogers, 2012
Re-evaluating stress in the new curriculum.

100 Transitioning third year students (entering clerkship)

<table>
<thead>
<tr>
<th>Survey</th>
<th>Focus Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 5 Open/ 4 Rating Scale Questions</td>
<td>• 1 hour discussions x 2</td>
</tr>
<tr>
<td>• 26% participation</td>
<td>• 30% participation</td>
</tr>
<tr>
<td>• Measure and describe student stress and its impact on learning/ performance</td>
<td></td>
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<tr>
<td>• Characterize the effectiveness of new curriculum interventions</td>
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<td></td>
<td>• Expand on factors contributing to positive and negative experiences with stress</td>
</tr>
</tbody>
</table>

Constant Comparative Method
Cohen Kappa Coefficient 0.733
Stress persists but the impact is variable.

“I feel so much pressure to impress my attendings and residents that I do not allow myself to have off days. This has proven to be emotionally (and physically) exhausting”
Limited effectiveness of new interventions.

Rating the helpfulness of pre-clerkship interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Course</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Early Clinical Exposure</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Shadowing Program</td>
<td></td>
<td>7%</td>
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</table>
Stress is a product of the workplace environment.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concerns</strong></td>
<td>• Fitting into the team and hospital culture</td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td>• Understanding roles and responsibilities</td>
</tr>
<tr>
<td><strong>Facilitators</strong></td>
<td>• Supportive and helpful team members</td>
</tr>
</tbody>
</table>
Applying Workplace Learning Theory.

- New transition curriculum
- Active roles in patient care
- Resilient and competent students
- Optimal Learning/Positive Stress
- Support and clear roles/expectations
- No direct interventions

Teunissen & Wilkinson, 2011
Shifting our focus and new opportunities to modify stress.

- Foster positive stress rather than trying to eliminate all stress
- Enhance the learning environment instead of only focusing on the learner

Stress has a variable impact on learning

Responses to stress are highly dependent on the environment
References

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