



*Experiential Learning to Prepare Final  
Year Medical Students for Clinical Practice*

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# Background

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- ← Undergraduate Queens Belfast/UCC 2012
- ← Transition from student to working doctor
- ← Intern shadow module in UCC
- ← Increased level of simulated training <sup>1,2</sup>
- ← UK training involves extended clerkship <sup>3,4</sup>



# Identifying an issue to investigate

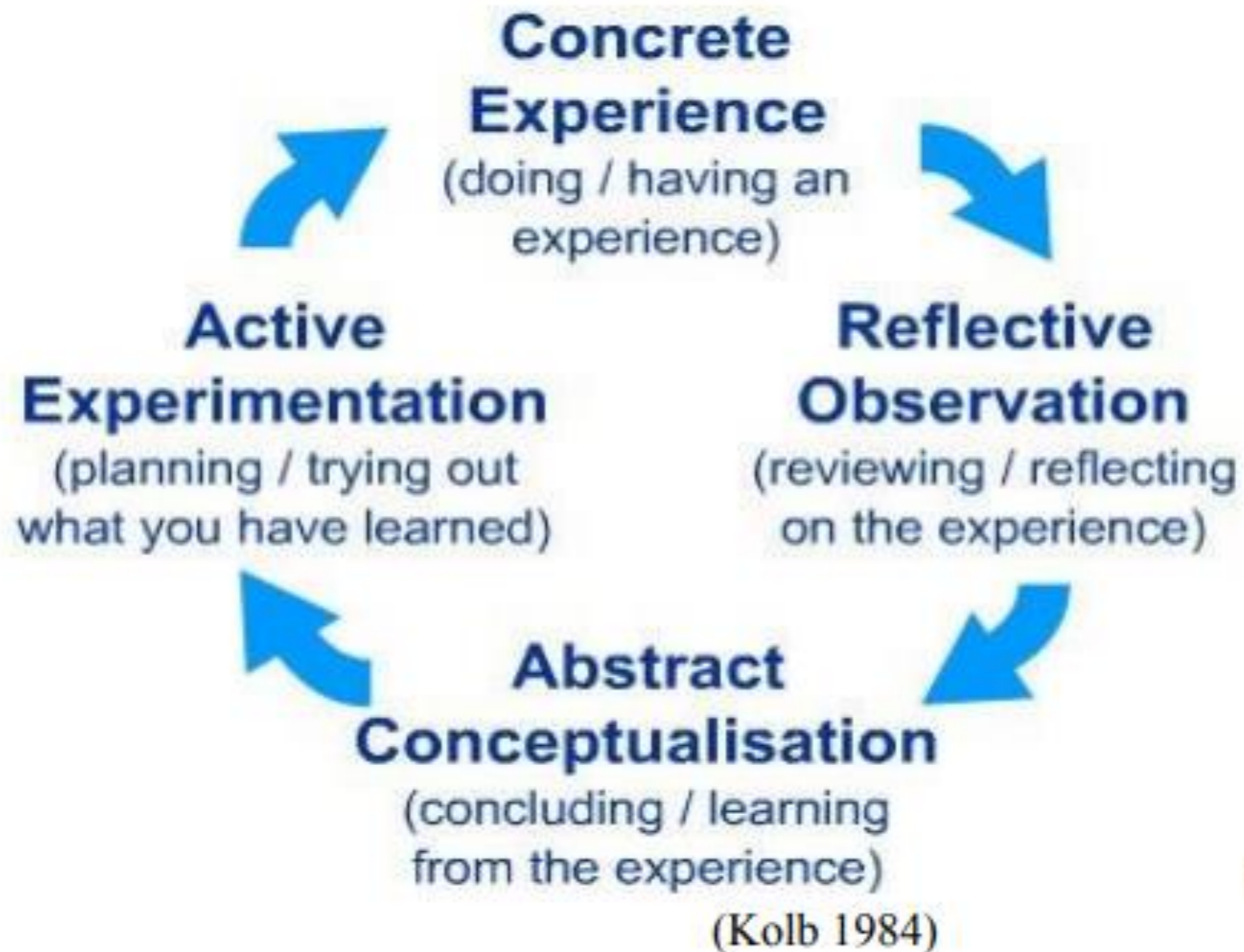
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- ← Graduate doctors possess adequate theory
- ← Learning in a controlled environment <sup>5</sup>
- ← Challenge applying knowledge on unpredictable wards <sup>6</sup>
- ← Lack of familiarity with working environment
- ← 25 newly graduated doctors surveyed <sup>7</sup>

*“For the things we have to learn before we can do them, we learn by doing them” Aristotle*

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# Research design

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- ← Based on existing intern shadow program
- ← Two sessions of “on call work” per group/fortnight
- ← Near peer teaching <sup>10, 11</sup>
- ← Learning outcomes based on ward tasks



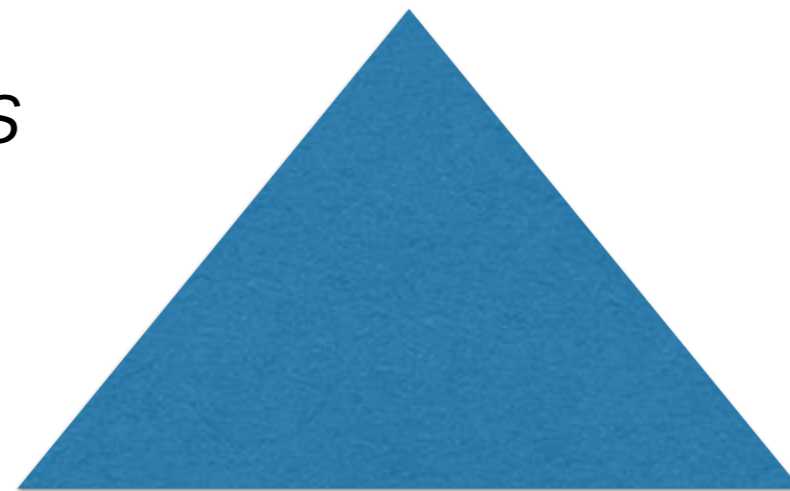
# Developing inquiry methods

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Student feedback

*Current syllabus*

*Previous research*



Observation by SHO's

Feedback from intern doctors



# Data collection

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- ← 123 students in class - 49 included in sessions
- ← 19 sessions - 14 supervisor responses
- ← 25 student responses
- ← 48 intern responses to Survey Monkey



# Questionnaires

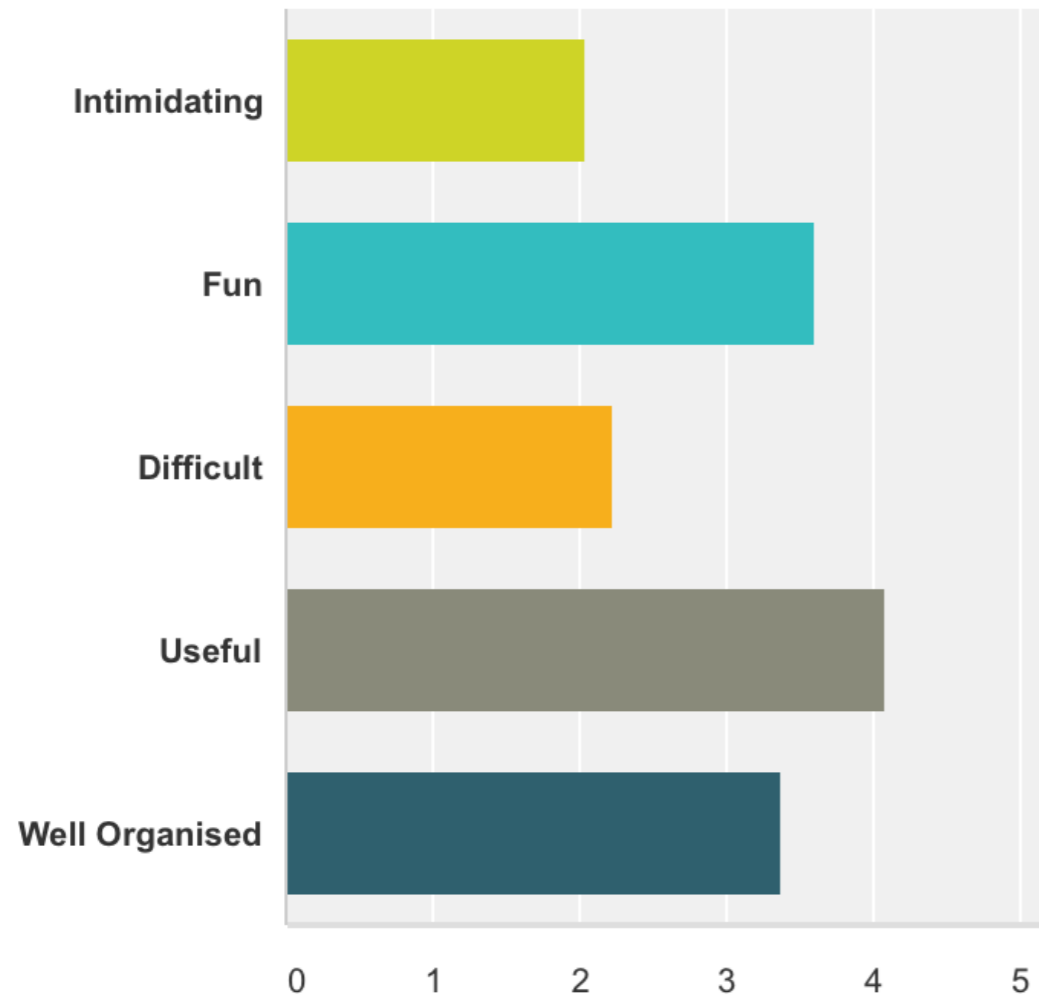
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- ← Mixture of Qualitative/Quantitative questions examining
- ← Demographics
- ← Near peer teaching
- ← Experience of sessions
- ← Benefits/ difficulties with sessions
- ← Intern shadow module

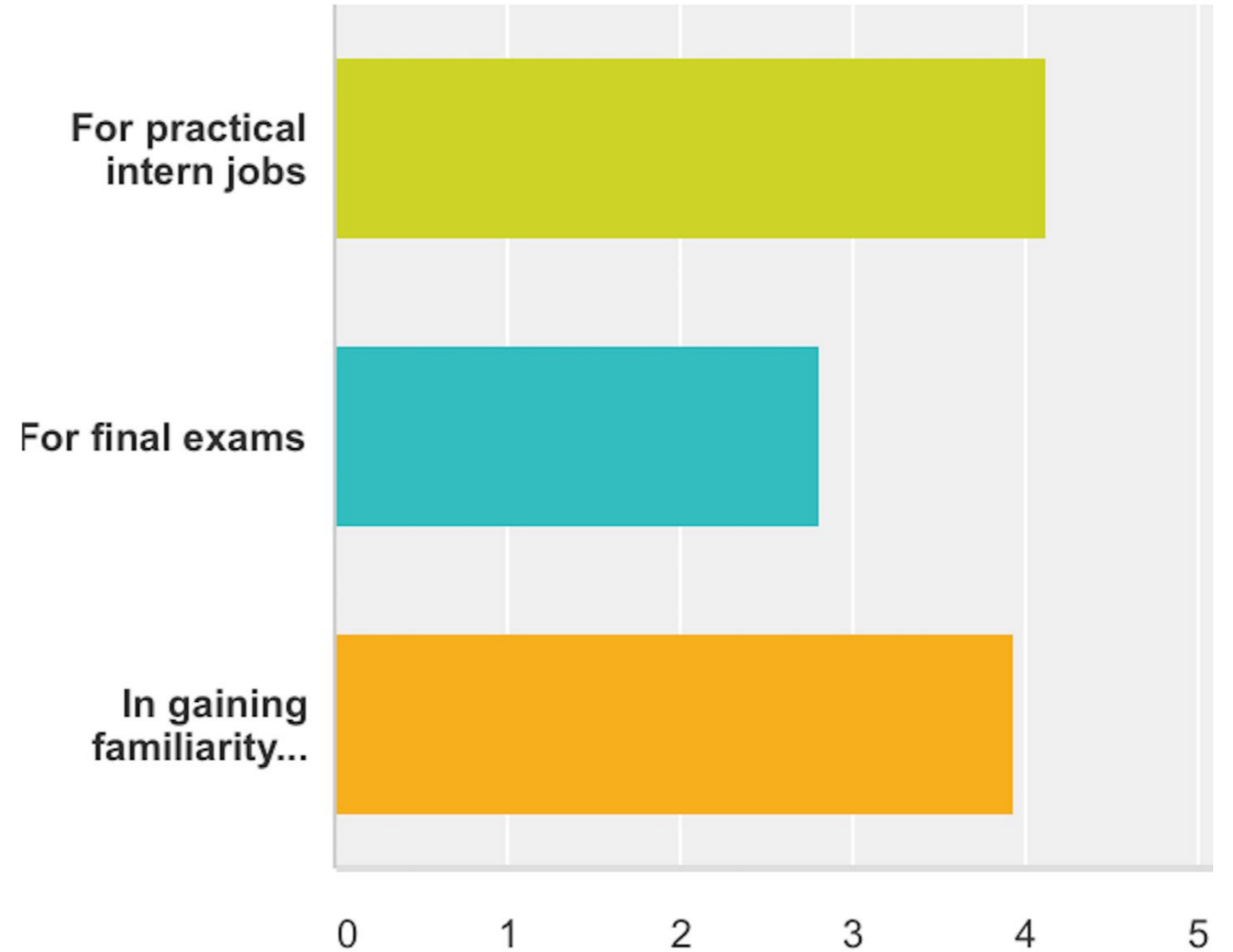




# Results



How did you find the sessions?

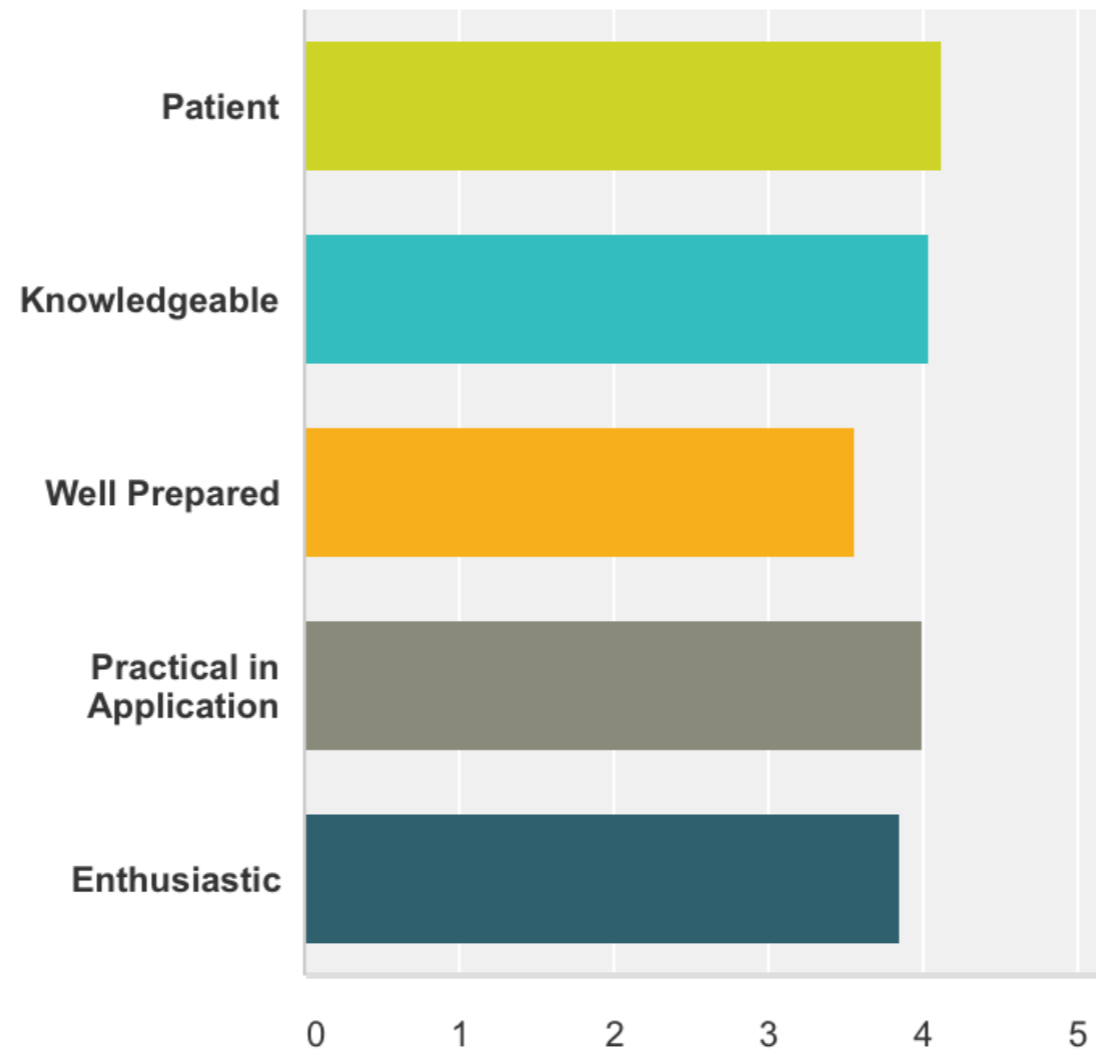


Did the sessions benefit you?



# Results

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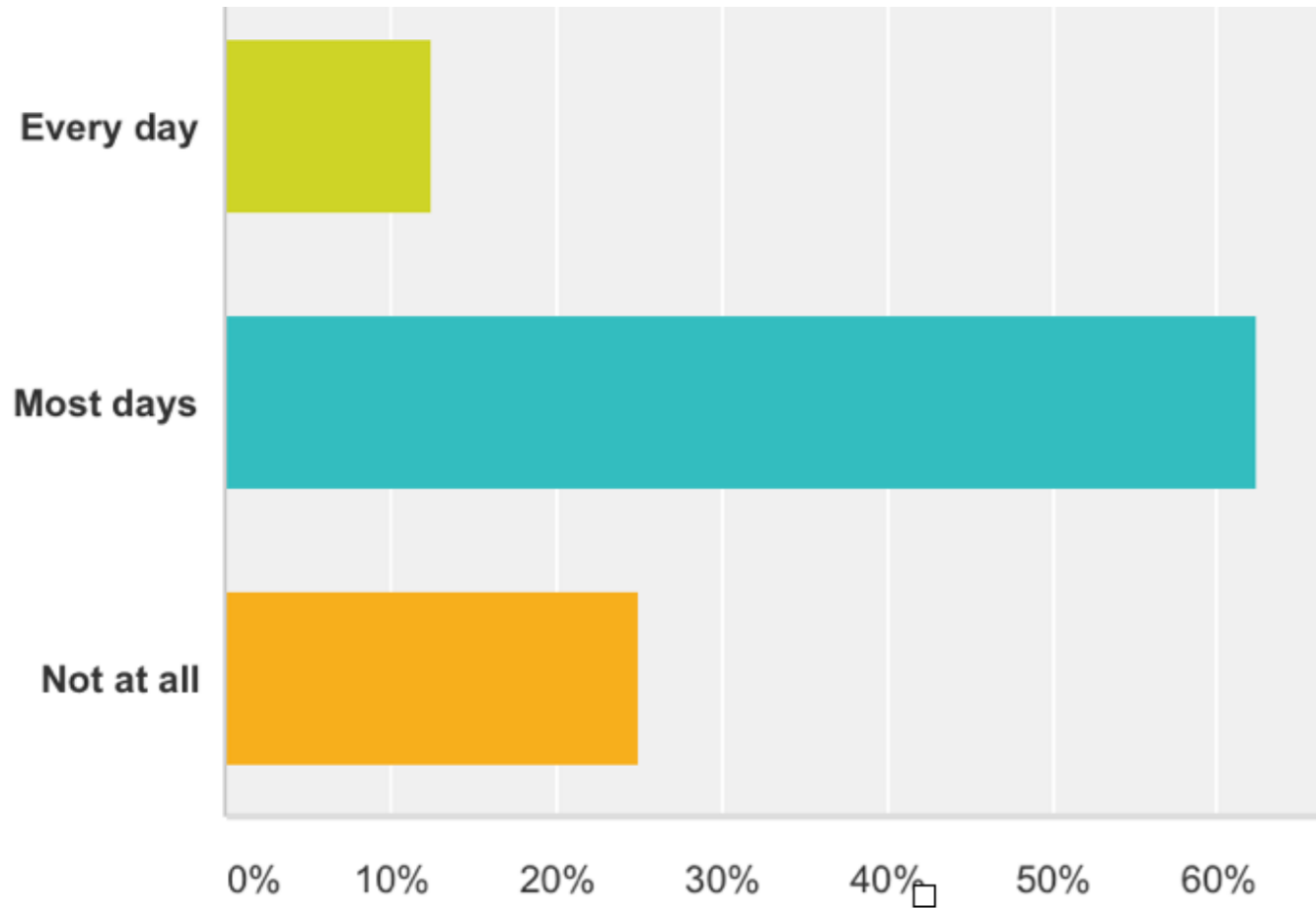


Rate the SHO's as teachers

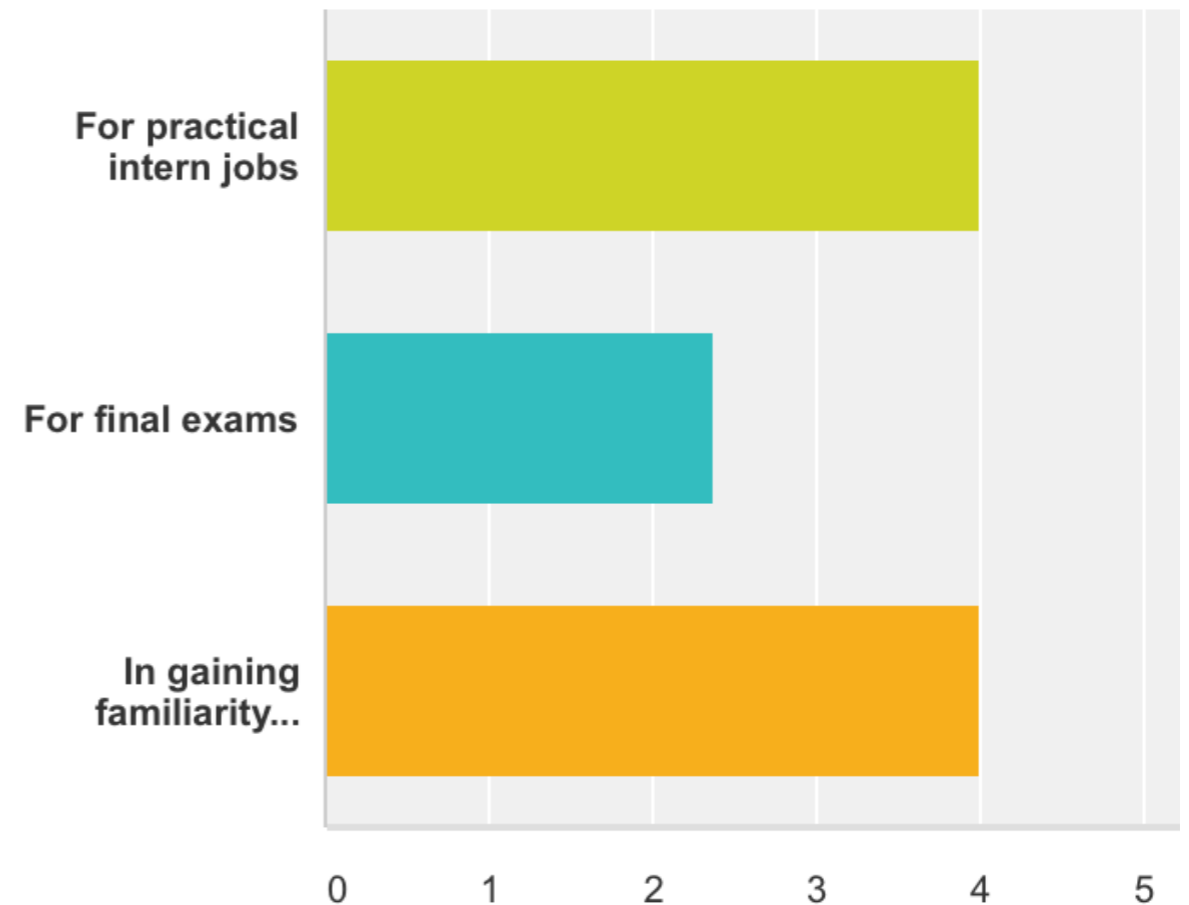
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# Results



Did you attend your day shadowing?



Did shadowing during the day benefit you?



# Results

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- ← Benefit in preparing students for internship and in gaining familiarity with the wards
- ← Relevance to final examinations and lack of formal assessment as weaknesses.
- ← SHOs comparable to more senior doctors as teachers
- ← All students and supervisors felt that the sessions should become part of the existing intern shadow curriculum



# Contribution to the course

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- ← Benefits of experiential learning
- ← A cost effective addition to the current curriculum
- ← Use of novel teaching resources
- ← Improved preparation for intern work



# References

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