

Not another ice-breaker...

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Developing an innovative induction programme for medical students on clinical placements

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Aims

- To develop an innovative induction programme focusing on medical students' needs when starting clinical placements in new hospitals
- To evaluate the programme's impact on students' perception of induction

Background

- The General Medical Council states that induction is required for every clinical placement medical students undertake[1]
- Research has been undertaken looking at specialty-specific inductions (e.g. critical care)[2], but our review of the literature produced **no** results on how to structure a general induction programme for medical students, or the impact of different structures
- Study in this area of medical education is important due to the potential impact on students' behaviour, conduct, wellbeing and sense of belonging early on in their medical careers

Methodology

Learner-centred induction programme developed, including several breakout small group sessions (see diagram)

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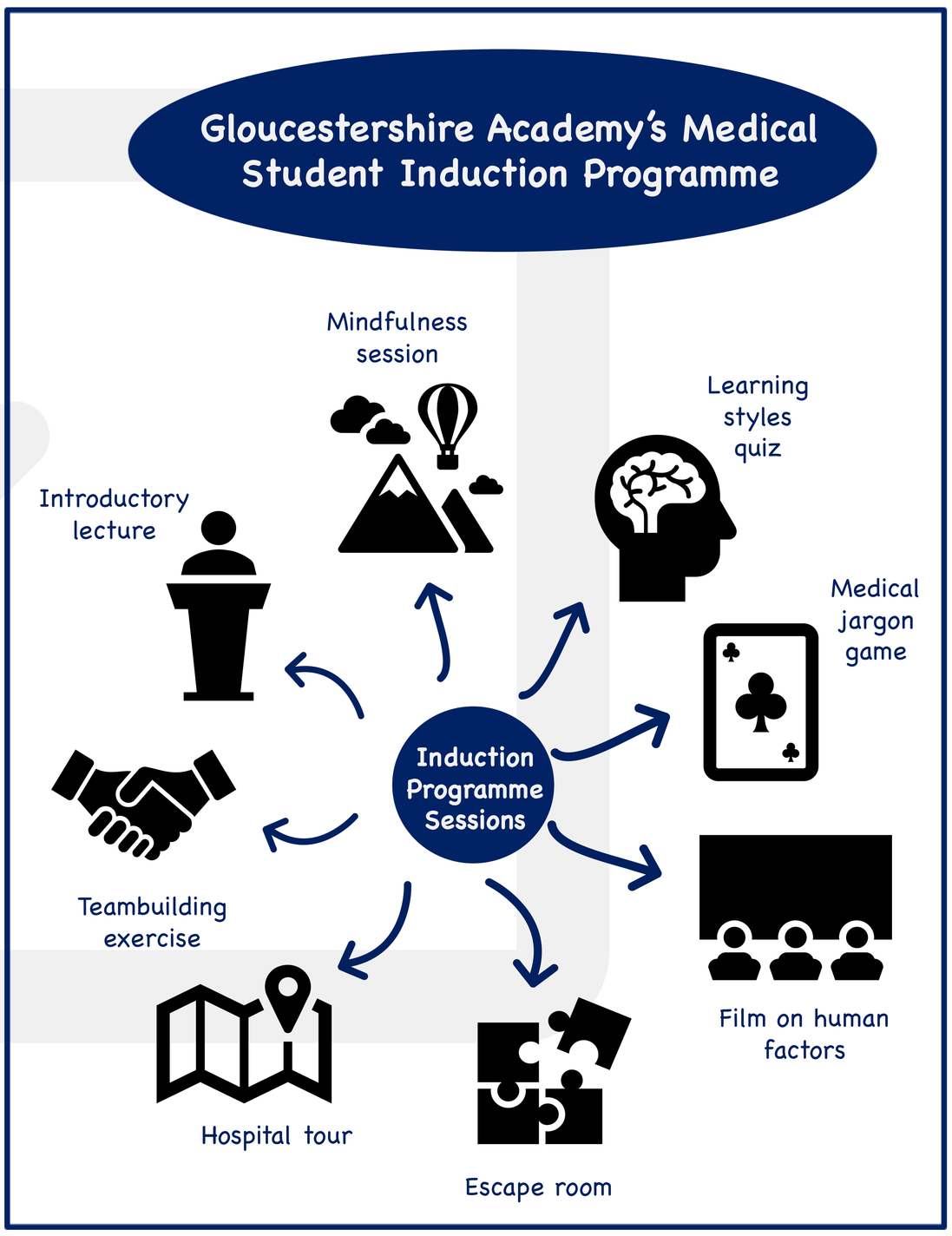
Pilot programme delivered in September 2018. Preliminary feedback positive; students described breakout sessions as interactive, varied and engaging

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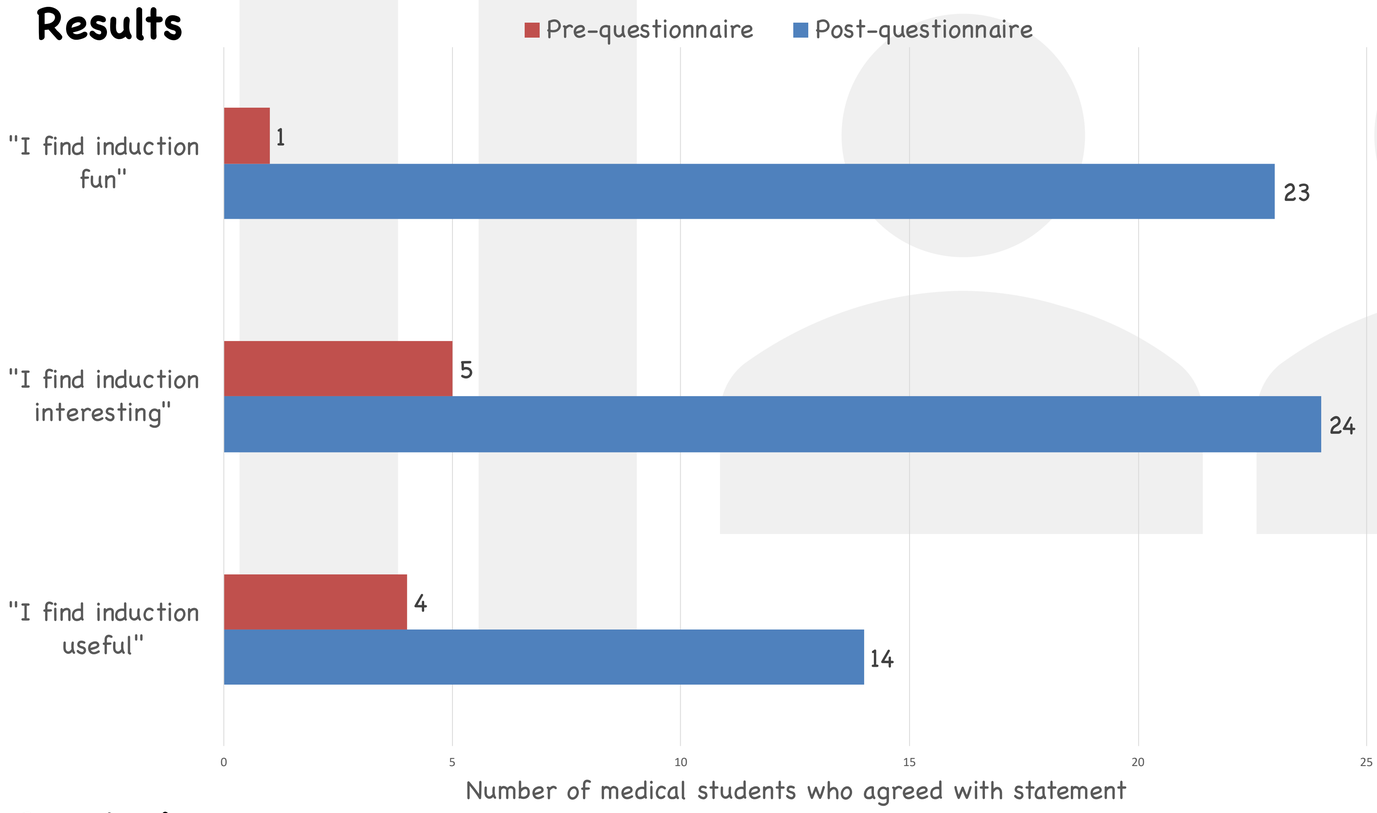
Full programme used for induction in January 2019, with 25 third-year medical students from University of Bristol starting clinical placements at Gloucestershire Academy

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Pre and post induction questionnaires with Likert scales and white space distributed to determine comprehension, expectations and opinions on the value of induction



Results



- Thematic analysis of white space answers in the pre-induction questionnaires revealed four main themes– a desire to know about the practical aspects of clinical placements (e.g. hospital orientation); a general understanding that induction is an introduction, outlining rules, course details, and expectations of students; feelings that induction is often long but necessary; and wanting to know about support and help available
- Thematic analysis of white space answers in the post-induction questionnaires revealed three main themes – the induction programme was an improvement from what they had expected, the programme was welcoming, and the programme was interactive

Conclusion

- Transforming induction based on the data collected has the potential to immediately change students' practice, and maybe even their practice as doctors in future
- Getting this right early on could therefore ultimately improve patient care
- Results will inform further development of general induction programmes for medical students

Next Steps?

There is scope to follow up with students at a later date to see if the induction programme has been beneficial outside of the classroom

References
1. General Medical Council. *Clinical placements for medical students.* Available from: https://www.gmc-uk.org/-/media/documents/Clinical_placements_for_medical_students___guidance_0815.pdf_56437824.pdf [Accessed 7 January 2019].
2. Khan N, Jovestani K, Spencer C et al. Twelve tips on how to establish a new undergraduate firm on a critical care unit. *Med Teach.* 2017;39(3):244-249.