The Influence of Institutional Trust on the Academic Decisions of Medical Students

Hannah Howse
Promise Bood
Patrick Rendón

Follow this and additional works at: https://digitalrepository.unm.edu/hsc_ed_day

Recommended Citation

This Poster is brought to you for free and open access by the Health Sciences Center Events at UNM Digital Repository. It has been accepted for inclusion in HSC Education Day by an authorized administrator of UNM Digital Repository. For more information, please contact amywinter@unm.edu, lsloane@salud.unm.edu, sarahrk@unm.edu.
The Influence of Institutional Trust on the Academic Decisions of Medical Students

Hannah Howse MS2 | Promise Bood MS2 | Tom Markle, PhD | Patrick Rendón, MD | The University of New Mexico School of Medicine

Background

Research in regard to medical students’ trust in their institution and willingness to follow the presented curriculum is currently lacking, however, “challenge is important because it is difficult to learn if interactions always affirm and support what teachers are doing, rather than allowing the opportunity to improve teaching and learning.”

Research Questions

• What aspects of teaching motivate students to learn from their instructors?
• How can teachers organize curriculum to encourage a relationship of mutual trust and learning?

Results

Themes that promote trust

• Faculty specifically discussing high-yield concepts
• Alignment of course content to First Aid
• Team Based Learning exercises
• Faculty availability to address student questions
• Consistency within and between blocks including final exams, quizzes, and materials provided to students
• Student perceived preparedness of presenters

Themes that erode trust

• Conflicts between lecture material and third-party resources
• Errors in quiz questions leading to dropped questions
• Prior Step 1 performance of UNM SOM
• Errors in lecturer provided materials
• Student perceived faculty resistance to feedback
• Inconsistencies between blocks including final exam format

Survey

Focus group

Focus group participant

“It does erode the student trust in faculty when they aren’t familiar with step which kind of has an overall trust within the SOM.”

Focus group participant

“It definitely think that increases my trust for whoever is presenting the information in how it gets presented and how prepared and ready they were to do so.”

Organizational level

Hospital or clinical service
University medical program
Specialist trained college

Institutional level

Education system
Healthcare system
Government

Study Design

Current Recommendations

• Clearly outline board pertinent information
• Familiarize faculty with concepts relevant to Step 1
• Continue striving for consistency among block exams, provided materials, and structures

Future Plans

• Conduct more focus groups to reach thematic saturation and provide more generalizability
• Assess student confidence in curriculum after taking board exams
• Compare themes after Step 1 becomes pass/fail
• Present information to faculty

References