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4-29-2022

### Trust Within the School of Medicine

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#### Recommended Citation

Howse, Hannah; Promise Bood; Patrick Rendón; and Tom Markle. "Trust Within the School of Medicine." (2022). [https://digitalrepository.unm.edu/hsc\\_ed\\_day/119](https://digitalrepository.unm.edu/hsc_ed_day/119)

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

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## Background

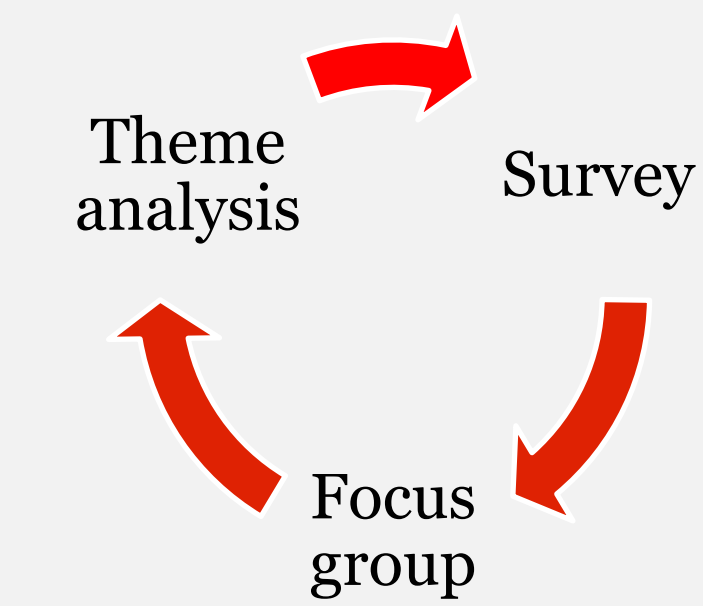
Research in regard to medical students' trust in their institution and willingness to follow the presented curriculum is currently lacking, however, "challenge is important because it is difficult to learn if interactions always affirm and support what teachers are doing, rather than allowing the opportunity to improve teaching and learning<sup>2</sup>."



## Research Questions

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

## Study Design



## 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

"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

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## 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

1. Damodaran, A., Shulruf, B. and Jones, P., 2017. Trust and risk: a model for medical education. *Medical Education*, 51(9), pp.892-902.
2. Timperley, Helen. *Realizing the Power of Professional Learning*. Open University Press, 2011. WorldCat Database, <https://web-a-ebshost-com.libproxy.unm.edu/ehost/detail/detail?vid=0&sid=b5daaa04-ec3-4b09-ad3d-506218e6e4f6%40sessionmgr4007&bdata=JnNpdGU9ZWVhc3QtbGl2ZS5zZy29wZT1zaXRl#AN=382481&db=nlebk>. Accessed 27 Sept. 2020.