To Be or Not To Be a Doctor

EXPLORING ADVISING MODELS FOR FIRST YEAR MEDICAL SCHOOL STUDENTS

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Are you in the right place?

- **Presentation Title:** "To Be or Not to Be a Doctor?" - Exploring Advising Models for First Year Medical School Students.
- **Presenters:**
  - Loredana Hurjui, M.D., Ph.D.
  - Andreea Bordeianu, Ph.D. (remotely via Skype)
- **Session #3.8(P)**
- **Date of Presentation:** July 09, 2019
- **Time of Presentation:** 14.15 - 15.15
- **Room:** 0.03
Our NACADA Global Collaboration

“Grigore T. Popa” University of Medicine and Pharmacy, Iasi, Romania

Oakland University, Rochester, Michigan USA
Our NACADA Global Collaboration

“Grigore T.Popă” University of Medicine and Pharmacy
Location: Iași, Romania, EU
Medical Student population: over 8,700
Faculty body: 841
Domestic: 6,200
International: over 2,500 from 84 countries

Medical education offered in Romanian, English and French
Point of pride: First medical school in the country (1879)

www.umfiasi.ro

Oakland University
Location: Rochester, Michigan, USA
OU Student Population: over 20,000
Medical School: class of 2021 (started 2017) over 100
Applicants 2017: 6616
Accepted: 122
Point of pride: 116,000 accumulated volunteer hours for medical school students in 2017

www.oakland.edu
Session goals and outcomes

Session Goals:

▪ To examine the role of advising initiatives in career guidance for medical school students.
▪ To share how a university focused on addressing students’ issue in their first year of medical school and as they progressed through school.
▪ To give an overview of existing advising models and programs for our students.
▪ To reveal future opportunities and plans to support students in deciding their career path.

Session Outcome:

▪ The participants will have an understanding of how a medical school focused on offering support through advising programs in students’ process to make career choices.
The main question stayed at the core of advising initiatives, challenging students to inquire about career choice, explore options within the medical field, connect with peers and medical professionals, and get guidance from advisors.

Faculty and career advisors played key roles in guiding students in their transformational journey, as they were building their identity as medical students at the start of their journey as future doctors.

This program evaluation, explored students' and faculties' experiences, using different advising models for first year of medical school students. It also served the purpose to establish the base data and the preliminary information for a future research study, focused on connecting advising models with student success and transformational experiences.
"To Be or Not to Be a Doctor?" - Exploring Advising Models for First Year Medical School Students

This program evaluation presents the students and faculty experiences as they implemented different advising models, from developmental, appreciative, to a more intrusive approach, for students in the first year of medical school at an international institution, with over eighty-four countries represented by the student body. The goal of the presentation is to inform the audience about the various initiatives implemented by the first-year medical school committee and how those related to advising research on various advising models for students' success, transformational positive change, and retention. The main question, "To be or not to be a doctor?" stayed at the core of the initiatives implemented, challenging students to inquire about their career choices, to explore options within the medical field, to connect with peers and professionals in the field, to get guidance from faculty and professional advisors. Faculty and career advisors played a key role in implementation of the different advising programs, being not only the experts in the academic subject matter, but also practitioners in the field. Their role in guiding first year medical school students went beyond their call of duty, shaking the core of student's identity and transformational journey as they started building their identity as medical students and the beginning of their journey to become future doctors. The students' experiences are presented, as well as the faculty stories were reported in this program analysis, as a premise for future qualitative and quantitative study on implications of different advising models to students' retention in medical school, the first-year student success with focus on students' positive change and transformation. The presentation of this program analysis is going to cover an overview of terminology, literature review highlighting the main background studies, the preliminary methodology used (population, survey, data collection and data analysis), the program evaluation results with a summary of findings. This is a collaborative effort between faculty and professional advisers at different higher education international institutions. The presentation will conclude with future recommendations for research, questions and answers for audience. The presenters shall use PowerPoint slides.
To Be or Not To Be a Doctor?

My personal experience as it relates to my students in medical school and as it relates to any other profession, revealed it is a hard question to answer.

Career choices are difficult to make in any field.
To Be or Not To Be a Doctor?

“The doctor is a philosopher because there is no big difference between wisdom and medicine.”

– Hippocrates
To Be or Not To Be a Doctor?

“Is this the right career path for me?”

“Am I going to make it through school and then residency?”

“Is medical doctor better than dentistry doctor?”

According to Medscape article, How Residents Cope With Stress in September 2017, these questions continue throughout the whole college career and even after that, during Internship and Residency.
To Be or Not To Be a Doctor?

Pilot Study, First Year Advising and Tutoring Initiatives, one of the questions made us think about this topic and this question related to career choice

Focused on the students who responded they would not choose medical school again:

7% never
5% almost never
15% neutral (which could go both ways)

Total of 27% of students who are not convinced that being in medical school is the right career choice for them.

Pilot Study results presented at NACADA Dublin 2018
Using the medical diagnostic path we encouraged students to ask themselves the same questions and follow the steps:

1. Understand how your career choice will affect your future
2. Identify what decision do you need to make at this point
3. List all options you have
4. Gather as much information as possible, pros and cons for each option
5. Decide what do you want to do, make a plan, re-evaluate and change your course if needed
Career Choices at Our University

Medical Doctor
Stomatology and Dentistry
Optometry Doctor
Pharmacology Doctor

Specializations

Images from worldatlas.com, restoringthespirit.com, covalentcareers.com
To Be or Not To Be a Doctor?

“5 reasons you should go to medical school:

1. Improving the lives and health of other people.
2. Being a leader in a healthcare team.
3. Amazing clinical and non-clinical job options.
4. Being a lifelong learner in an intellectually stimulating career.
5. Being able to perform surgery.”

“Here are 5 reasons you should NOT go to medical school:

1. Don’t go for money.
2. Don’t go for prestige.
3. Don’t go because it looks cool on TV dramas.
4. Don’t go because of parents pressuring you.
5. Don’t go if you want a great work-life balance.”

5 Reasons to Go to Medical School, and 5 to Not, Medical School Headquarters, Session 45,
We Checked The Pulse!

- Student surveys were administered (1st year students)
- Personal sessions/interviews were scheduled with faculty advisors.
- Faculty feedback was collected from classes.
- Student communication system was implemented.
- Student support services were on call.
Student surveys were administered (2nd and 3rd year students, 394 students)

- Identify students’ motivation influencing career choice in becoming dentistry doctors
  - 83% of students consider a career in dentistry offers professional stability and a secure place of work
  - 85% considered the professional status is high and important
  - 78% would like to earn a high income
  - 96% like to interact with people
  - 87% like to help other people
Problems related to medical career choices

Surveyed students to identify issues:

▪ Students unsure about career choice in the medical field
▪ Started off excited and realized they did not like this field or a particular area in the medical field
▪ Pushed by parents or teachers, no internal motivation
▪ No real motivation to work hard and study hard for a long time (8-15 years)
▪ Long time in school and after, the residency and specializations
▪ No support in career decision making
▪ Fear of exams, Medical Board Tests at the end of medical school
Visible and Invisible Problems

▪ Emotional stress
▪ Anxiety
▪ Fatigue
▪ Depression (suicidal cases)
▪ Low grades and low attendance
▪ Low motivation
▪ Drop outs
Advising Programs Evaluations

Rose Project

- 1st year students assigned faculty advisor, 1st year career interview, 1st year tutoring/mentoring (Last year we presented on this program and data to show the role of tutoring services and supplemental instruction, high success rate.)

- More intrusive and intentional advising model

- Based on prediction and prevention of failure for student success ( Remediation programs Winston et al 2010a)

- Students are monitored continuously

- Students have mandatory advising and tutoring sessions

- Target the students at-risk financially, academically
ROSE Program

- Tutoring sessions (every week)
- Independent study sessions (every week)
- Seminars (in connection with lectures)
- Additional lab support
- Teaching assistants
- Peer study sessions
- Special instructional experiences and guided learning
- Guided service learning (volunteering in hospitals and clinics)
Assigned Faculty Advisor (1st - 6th year)

▪ Each faculty gets an assigned group of students in their first year of school
▪ The same faculty advisor for 6 years
▪ The faculty advisor serves as the main person of contact and to go person for any issues of any kind (academic, professional, psychological) during the whole college career
Mentorship Programs Evaluation

Assigned Professional Mentors (1st - 6th year)

- Students are assigned professional mentors based on their desired specialty
- Students perform informational interviews and they job shadow specialists
- Explore different areas and then choose their specialty and the main focus
- Ask for support when needed, but most importantly keep in contact and observe
- Contact is initiated by student and it is not monitored (email, phone, in person)
- Contact and maintaining the communication students’ responsibility
- Advising model less intrusive, students’ responsibility
Unassigned Professional Mentor

▪ Students find their own mentor in the field in addition to assigned
▪ Keep in contact (at least once a semester)
▪ Look at a strong match for specialty skills and also personal skills
▪ Ask for support when needed
▪ Students initiate contact and continue communication (email, phone, in person)
▪ Students consult with mentors on professional, career guidance
Identity Building in Medical Field

Advising, mentorship and career initiatives focused on:
- Building identity as a medical school college student
- Building identity as a future doctor
- Building identity as a medical professional
Transformational Experiences

Guided and focused student exposure to future career initiatives:

- Service learning (volunteer opportunities in hospitals and clinics under direct supervision)
- Observation practice (assigned hours in hospitals and clinics)
- Clinical practice (direct supervised experience)

Debriefing sessions
Career Focused Initiatives

Pre-medical school - Workshops and summer camps for students considering a medical careers

1st-3rd - Preparation for the clinical experiences, Mandatory Advising and Mentorship, Peer groups and workshops

4th-5th Clinical experience, Additional professional mentors and practitioners paired with students, Career events, involvement in service learning, research, collaboration

6th year and beyond - Specialty and career planning meetings with faculty advisors and mentors, peer groups with students

Alumni Association - events to connect the new generation of doctors with the professionals
The Students

Answer the question, ‘To Be or Not To Be a Doctor?’
To Be or Not To Be a Doctor?

Yeah, I definitely want to be a doctor!
THANK YOU!
Collaborators

Loredana Hurjui, M.D., Ph.D.
Andreea Bordeianu, Ph.D.
Ion Hurjui, Ph.D.
Thank you

Session evaluation

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