



MENTOR CLINICIAN PROGRAM

THE MEDICAL STUDENT PERSPECTIVE

The Mentor Clinician Program (MCP) has demonstrated the ability to deliver high-quality clinical training experiences to medical students.



Students value being longitudinally paired with a Mentor Clinician (MC) who provides individualized, iterative feedback in a non-evaluative role.



Students report that the MCP improves their history and physical, differential diagnosis, presentation, and clinical reasoning skills.



Students report that the MCP improves their communication skills and ability to provide compassionate and empathic care to patients.



Students report increased satisfaction with the overall educational experience on the clerkship, including teaching from non-MC faculty.



IMPACT OF WORKING WITH MENTOR CLINICIANS

Medical students' consistently rated teaching by the Mentor Clinicians (MCs) as outstanding. They also reported high levels of satisfaction with the clinical training, learning environment, and mentorship provided by MCs.

- **IMMEDIATE EFFECT:** When compared to baseline pre-intervention data, medical student evaluations of MCs showed an immediate impact with statistically significant improvement in 10/11 measured domains in the first year of the program.
- **SUSTAINED EXCELLENCE:** Teaching evaluations over 8 years of the MCP demonstrated a consistent upward trajectory in all measured domains, indicating the program's enduring effectiveness in medical education.

SPILLOVER EFFECT: MCP IMPACT ON TEACHING BY NON-MC FACULTY

Upon implementation of the MCP, medical students reported greater satisfaction with teaching from non-MC faculty, this trend continued to improve over time.

A symbiotic teaching environment was established whereby MCs provided longitudinal teaching, coaching and mentorship while allowing non-MC service attendings to efficiently teach pathophysiology and medical management, while modeling excellent patient care in a busy clinical environment.

- **IMMEDIATE EFFECT:** When compared to baseline pre-intervention data, medical student evaluations of non-MC faculty showed an immediate impact with statistically significant improvement in 5 measured domains in year 1 of the program.
- **CONSISTENT IMPROVEMENT:** Evaluations over the subsequent years demonstrated a consistent upward trajectory in all measured domains, and by the most recent year, non-MC faculty had statistically significant improvement in 8/10 measured domains.



MEDICAL STUDENT EVALUATIONS: PRE-INTERVENTION VS. POST-MCP IMPLEMENTATION

Category	Pre-MCP Year AY 2015-16 (Baseline)	MCP Year 1 AY 2016-17 (% change)	MCP Year 8 AY 2023-24 (% change)
Clinical Skills & Knowledge			
Helped improve physical examination skills	3.44	3.99* (+16%)	4.46* (+30%)
Helped improve presentation skills	3.58	4.33* (+21%)	4.66* (+30%)
Helped improve pediatric-specific fund of knowledge	4.38	4.48 (+2%)	4.71* (+17%)
Helped improve clinical reasoning skills	4.10	4.78* (+17%)	4.81* (+17%)
Clinical Learning Environment			
Established a good learning environment	4.25	4.85* (+14%)	4.90* (+15%)
Modeled respectful communication skills	4.58	4.80* (+5%)	4.93* (+8%)
Valuable/worthwhile learning experience	4.15	4.53* (+9%)	4.87* (+17%)
Mentorship			
Devoted time to observing clinical skills	3.61	4.77* (+32%)	4.89* (+35%)
Offered regular, constructive feedback	3.34	4.62* (+38%)	4.84* (+45%)
Effectively coached clinical skills	3.49	4.62* (+32%)	N/A
Provided individualized mentorship	4.13	4.74* (+15%)	4.85* (+17%)

- Data measured on a 5-point Likert scale. * $p<0.05$

- Abbreviated data for MC teaching in years 1 & 8. For complete data, visit <https://tinyurl.com/MCP-MedStudent-EvalTable>

STUDENT REFLECTIONS ON THE MCP

ON CLINICAL SKILLS

"This was by far the most beneficial part of my 3rd year clinical experience. This was the first time I had an unbiased teacher there strictly to teach me how to improve. Overall, this program made me more confident-reassured what I was already doing well, where I could use more practice, and followed-up longitudinally. I made more improvements in a single month than I have in three years. I feel so much more prepared for 4th year and any future rotation because of this."

"I wish every rotation did something similar. Having an observer whose attention is focused on your learning and presentation skills is very valuable."

ON HUMANISTIC SKILLS

"I really appreciated how our MC emphasized the humanistic side of rounding, as well as medicine. She pulled us back from only seeing illness and focused on the patients as well as the family. Although seldom done, it's wonderful that she was able to give us some pointers on the 'art of medicine'."

"When I struggled with a patient's death, my MC stayed late to debrief with me. She didn't just teach medicine – she taught resilience."