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Strategies for supporting senior medical students with difficulties: a qualitative study of tutors at the Department of general practice in Clermont-Ferrand

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STRATEGIES FOR SUPPORTING SENIOR MEDICAL STUDENTS IN DIFFICULTIES

Qualitative study of
mentors at the
department of general
practice in Clermont-

Ferrand

DISCLOSURE STATEMENT

There are no conflicts of interest to declare

- Former president ISNAR-IMG
- Former president of SARHA
- Former member of the national center for supporting health students' quality of life (2019-2020)



CENTRE NATIONAL D'APPUI
à la qualité de vie des étudiants en santé

DIFFICULTIES ENCOUNTERED BY SENIOR MEDICAL STUDENTS

Multiple difficulties

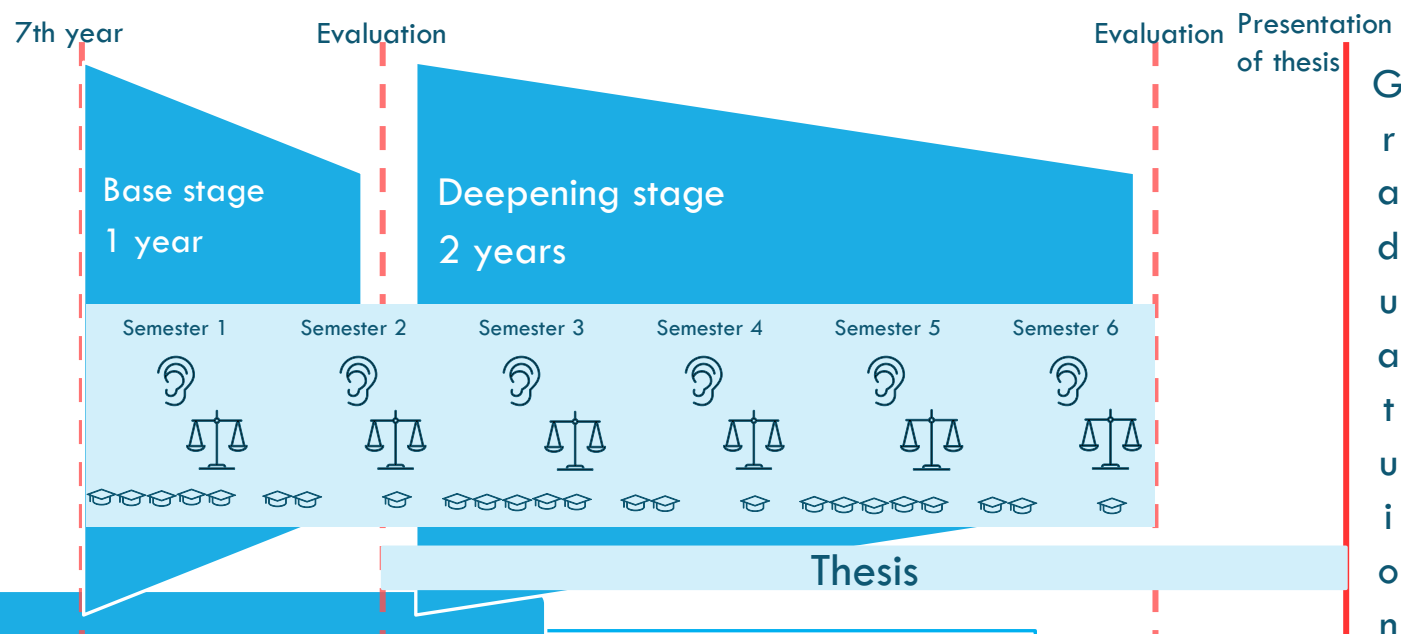
- Affectives
- Cognitives
- Structural / organisational
- Interpersonnal

Psycho-social risks

- 28,8 % of depression symptoms
- 35,1 % of burn out




Vaughn et al. 1998;10(4):217-622
Mata et al. JAMA 2015;331(4):2373-83
Rodrigues et al. PLOS ONE. 2018;13(11):e0206840

GENERAL PRACTICE TRAINING IN FRANCE



Third cycle reform

- 2017
- 3 years

- Individual meeting 
- Internship evaluation 
- Practice sharing group 

Tutorship in general practice

- Individual and / or group
- Facilitation and evaluation

Tutorship in Clermont-Ferrand

- Practice sharing group: 7 meetings / year
- Individual meetings: >2 meetings / year

OBJECTIVES

Analyze

Strategies of mentors who support general practice senior students in difficulties at the department of general practice in Clermont-Ferrand

Create

An efficient tool for mentors to help them to identify and support medical students in difficulties

METHOD



Qualitative study

- 14 tutors at the department of general practice in Clermont-Ferrand

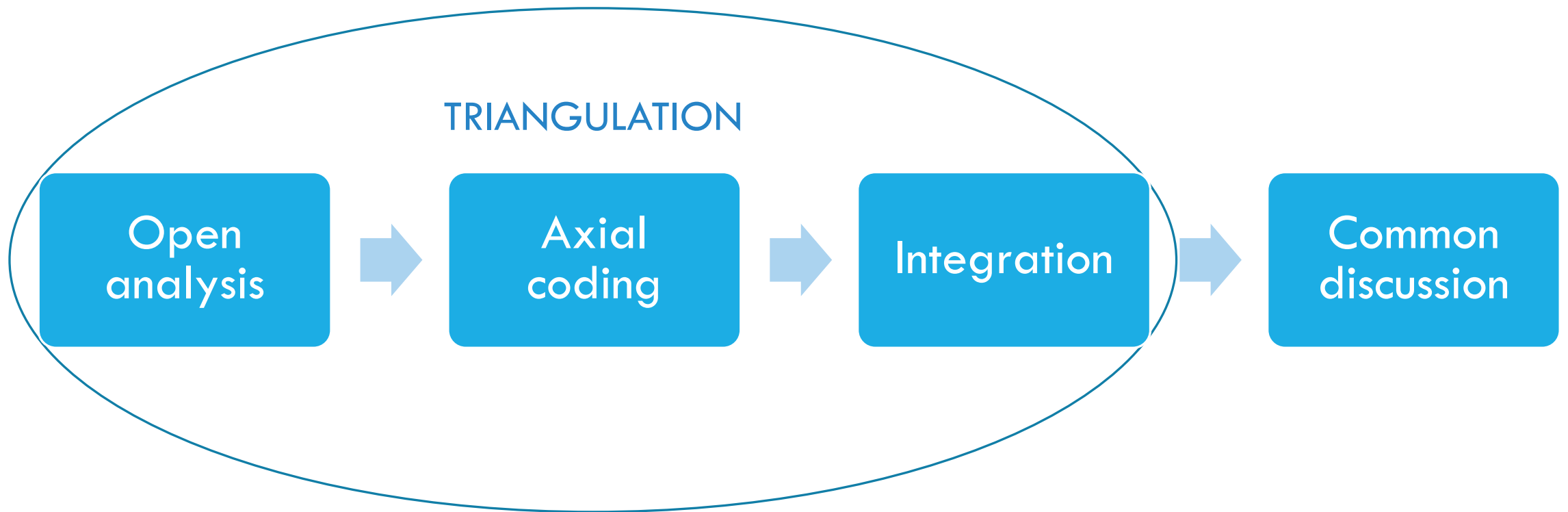
Data recolling

- 7 individual interviews (II), 2 focus groups (FG)
- May-june 2020
- Video and audio recording

Analysis

- Grounded theory

GROUNDED THEORY



1 Identify

Pedagogical tools

Practice sharing group evaluations

Internship evaluations
Discussion with internship supervisors

Written records of learning

« RSCA »

Internship report

Tutorship individual

Warning signal

No participation or production
Lack of reflexivity
Lack of autonomy
Behavior modification
Internship problem
No validation of internship
Difficulty with French language

3 Support

Student

Tutor

Exchanges

Become aware

Explore 2

Enhance

Student's

Personal resources

Remediation

Solution

Ensure the follow-up

Mobilise external resources

Student's peers

PSG, Syndicate

Tutor's peers

Tutor changing, expert, pedagogical referent, peer learning, exchanges

Département of general practice

Coordination, administration, pedagogical authority, pedagogical commission, internship evaluations

Health professional

Health at work, psychologist, referent doctor, other carer

University

Internship, speciality changing, commission « students in difficulties », « BAPU », UHS

RESULTS 3-STEPS STRATEGY

DISCUSSION

3-steps structure of strategy

- Diagnose
- Resolve problems
- Identify personal training needs

Follow-up

Exchanges student / tutor

DISCUSSION

Support / evaluate

- Limitate some situations exploration
- learning paradigm / teaching paradigm
- Students vision?

Support / not to care

- Conciliate supporting and carer nature
- Psychological suffering
- Interest of an external referent

*Jouquan et al. Pédagogie Médicale. 1 août 2003;4(3):163-75.
Lacasse et al. Can Fam Physician 2012;58(7):e418-20*

CONCLUSION

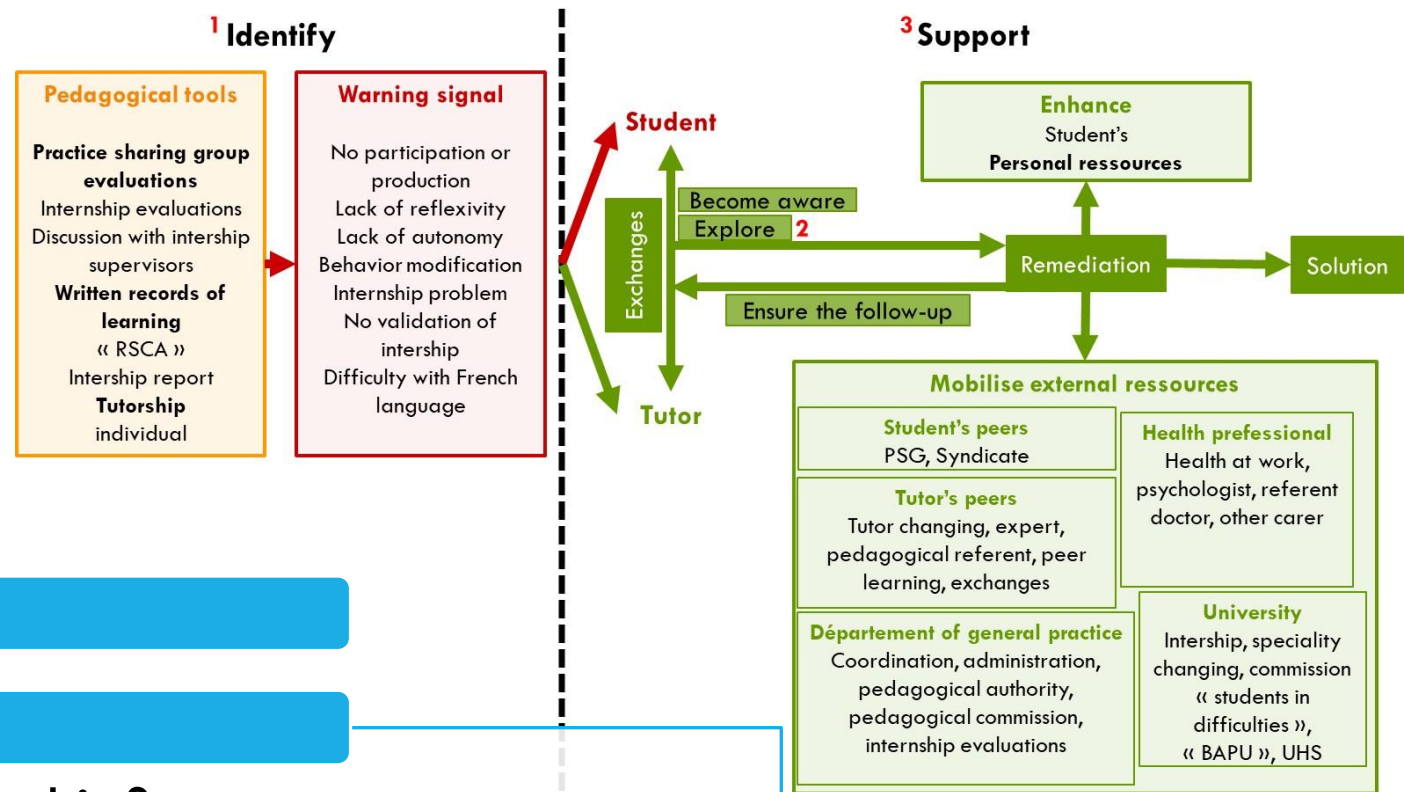
Tutors strategies report

Tool useful for tutors

- Probably useful for other tutorship?
- Validation?

Opening

- Student's expectations?
- Organisation of other tutorships?
- In other specialities? Other countries?



TO GO FURTHER...



Éducation | Tutorat

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exercer 2022;182:184-90.

Stratégies d'accompagnement des étudiants de 3^e cycle de médecine générale en difficulté

Étude qualitative auprès de leurs tuteurs

Strategies for supporting senior medical students
in difficulties. Qualitative study of mentors
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THANKS FOR
YOUR
ATTENTION

