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Leveraging grand rounds to increase belonging, collaboration, and professional identity formation for medical students

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Keywords

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Abstract

Background: Grand Rounds (GR) are a traditional educational conference within medicine, originating in residency training, used as continuing education for faculty. The OHSU Department of Medicine (DOM) offers weekly GR, targeted at faculty, residents, and studentsⁱ. Presenters are invited from divisions and speak on a variety of topics. While medical students are welcome to attend GR, there is no formal programming utilizing GR for students.

Goal: Post pandemic, the DOM GR Committee expanded the purpose of GR to include a hybrid model of educational advancement and community building focused on building connections between residents, students, and faculty. The Committee recruited student members to expand outreach to fellow students, create community, leadership opportunities, and exposure to careers in internal medicine.

Methods: Didactic medical education at OHSU is organized into organ system blocksⁱⁱ. Following each block is an 'Enrichment Week', where students attend activity sessions in various learning formats. The Committee's student members created a GR Enrichment Week activity, starting with the Nervous System and Function Enrichment Week in 2024, with the goal of continuing this through subsequent years. Students attend GR with residents and faculty and learn about updates in practice, research, quality, technology initiatives, advocacy and professional development. A faculty to reflect with students.

Application: DOM GR is an effective space for an Enrichment Week activity as a model for other departments. Inclusion of medical students in GR diversifies the community, after GR, students meet for a Q&A on the lecture content, and the speakers' field. Enrollment has ranged from 5-25 per activity. Qualitative feedback is collected by the Teaching Service Office and provided to the activity hosts at the end of the week.

Impact/Results: GR is a rich venue for students to gain exposure to the practical applications of their didactic knowledge and engage with residents and faculty across specialties. One medical student attendee said "...it was enlightening to learn about advancements at the hospital, as well as collaborations that are occurring. It was also eye-opening to be [in a] room of physicians and hear their opinions of support or descent based on their expertise.". Faculty participants were interested in knowing how students perceived the talks and understanding the "future generation's" reflections on topics important to academics. The student committee members are fostering relationships with faculty and exploring specialties of interest while gaining leadership experience. The DOM benefits from early contact with students to provide relevant education and to potentially recruit students into internal medicine, fostering professional identity formation.

DEI: OHSU is committed to recruiting diverse classes of medical students. Building community between this diverse student body and the DOM encourages new perspectives, increases the inclusion of differing ideas and populations, and allows GR to be a space of equity between students and faculty. Hybrid learning offers in-person inclusive connection and post-presentation activities that are convenient for broadens educational experiences, and exposes students to a variety of specialties. Student leaders gain a deeper understanding of academic medicine, create formal Enrichment Week activities, and increase learner recruitment.

Learning Objectives

1. Recognize the potential of Grand Rounds in building community, collaboration and leadership among learners and those in the department.
2. Examine and learn from data derived from this UME Enrichment Week Grand Rounds project.
3. Relate outcomes of this Enrichment Week Grand Rounds project to other program and department initiatives.

References

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