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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 learning²."

Personal Level
Patient
Student
Teacher



Organizational level
Hospital or clinical service
University medical program
Specialist trained college



Institutional level
Education system
Healthcare system
Government

Research Questions

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

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

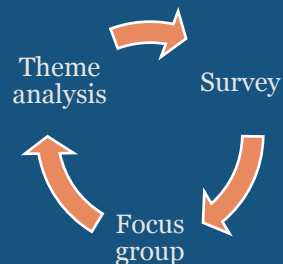
Themes that erode trust

- 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

"I definitely think that increases my trust for whoever is presenting the information in how it gets presented and how prepared and ready they were to do so."
Focus group participant

Study Design



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