***Mores of Rural Family Medicine***

***(Faculty Guide)***

Debrief for the Rural Medical Scholars Program (RMSP)

University of Minnesota Medical School, Duluth Campus

**Pre-Instructions to students:**

Please come to the session prepared to discuss something that happened during RMSP that had a profound effect on you.

Please come prepared to discuss something about your rural training site that you think is unique and worthy of sharing with your classmates.

Some of you may have felt recruited while you were at your rural training site. Could you see yourself practicing at your rural training site?

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Session Objectives:

1. Students will develop an appreciation for the intricacies and variations in rural Family Medicine between sites.
2. Faculty will develop an appreciation for the intricacies and variations in rural Family Medicine between sites.
3. Students will reflect and share on their own professional growth and journey during the rural medicine course thus far.

**Introduction:** Success of session depends on willingness of participants to share their experiences. All participants should feel free to comment anytime as we move through the exercises and discussions, either verbally or using the ‘chat’ feature on Zoom.

Review the definition of ‘mores’ (noun):

*the essential or characteristic customs and conventions of a community.*

**Large Group discussion (approximately 25-30 minutes)**

Faculty member polls the class about the following questions. Ideally, polling method allows each student to see de-identified responses of his/her classmates for comparison and to broaden the sense of the collective educational experience.

Questions are designed to provide students with a chance to reflect on and compare rural clinical experiences, since our medical students were placed at over 50 different rural medical clinics/hospitals. The experience inventory also allows faculty to gauge the kinds of clinical exposures that students are receiving. Faculty are not tracking individual responses. Students are told that their performance in the course will not be affected by the responses they select.

Poll Questions:

1. How often did you apply your basic science training and knowledge?

Answer options:

* Not at all
* Infrequently
* Sometimes
* Frequently
* Nearly all the time

1. While at your rural clinical site this year, were you able to see one or more patients in the setting of Labor and Delivery?

YES/NO

1. While at your rural clinical site this year, were you able to see one or more patients in the inpatient (hospital) setting (do not include the emergency department)

YES/NO

1. During your rural clinical site visits, did you scrub in for any surgical procedures?

YES/NO

1. During our rural clinical site visits, did you observe or participate in a ***virtual visit*** (either with video image of patient or telephone only)?

YES/NO

1. During your rural clinical site visits, I was able to spend time with physician(s) from other medical specialties in addition to the specialty of family medicine: (select all options that apply)

* No, I did not have an opportunity to spend time with physicians from other specialties.
* Obstetrician/Gynecologist (OB/GYNE)
* General Surgeon
* Emergency Medicine-trained physician
* Orthopedic Surgeon
* Cardiologist
* Internal Medicine physician
* Pediatrician
* Other
* Uncertain

1. During your rural clinical site visits, were you able to see a patient independently to complete your interview and physical examination and then present the patient to your preceptor (or another supervising healthcare professional)?

* No
* Rarely
* Sometimes
* Often
* Most of the time

1. Please indicate the level of access that you were given to the electronic health record at your primary rural clinical site.

* No formal access at all
* Limited ‘read only’ access
* Full access, including the ability to add text to the medical record
* Other

1. While at your rural clinical site, did you have enough personal time?

YES/NO

1. Did one of your patients pass away during the timeframe of the rural course?

YES/NO

**Small Group Discussion by Learning Community**

**(approx. 50-60 minutes)**

Faculty then move to small group discussions of approximately 8-12 students for the discussions about rural experiences and to share a Significant Event that occurred during the rural course.

*Facilitators, please set the expectation that each student will have a chance to share a significant event. Encourage students to identify their rural site location. Each student has* ***2-3 minutes*** *to describe his/her significant event to the group.*

Directions for small group significant event sharing:

* Ask each student to share a significant event that he/she experienced during the rural course this year. The event can be positive, negative or elements of both. Each student should include how the experience impacted him/her.
* The student’s significant event does not need to have occurred in a medical setting or pertain to a patient encounter. It can be any experience during the rural clinical site visit.
* Students ***will not be*** requested to share or summarize the significant event discussion with the larger group.

Directions for small group discussion of rural family medicine mores:

* Consider how the work of other health professionals and community leaders relate to the students’ physician preceptor(s)? And how does this relationship contribute to the student’s understanding of the ‘mores’ and expectations of your family medicine preceptor in your rural community?
* Consider how the student’s family medicine preceptor fits into the culture of your assigned rural community.
* Reflect on how the student’s rural community determines its healthcare needs and priorities—who are the key leaders in these decisions? And how might your community differ from the next town in this regard?
* Students ***will be asked*** to summarize this discussion for the larger class. Select a reporter(s) who can summarize your small group’s discussion of rural family medicine mores to the larger class.

**Return to Large Group setting for summary from each learning community’s discussion of mores of rural Family Medicine**

**(10-15 minutes)**

**Lastly, students complete the Rural Futures exercise, described below (10 minutes)**

**Rural Futures Exercise:**

A sheet of 8 x 11-1/2inch size white paper, a pen/pencil, and a business envelope are provided to each student. Students are asked to contemplate the following questions in the form of a letter to their “future self”.

1. How do I view rural healthcare?
2. Has my view of my future in rural medicine changed? If so, how?
3. Are there things that I discovered that I didn’t expect in my rural experience?
4. What rewards do I expect from a career as a rural physician?
5. If I don’t plan on a rural medicine career, why not?
6. How will I communicate rural health issues to my non-rural colleagues successfully? What do I need to convey about the strengths and challenges of rural practice?
7. What would I like to remind my “future” self about why I am choosing my career path?

Upon completion of their letter, students are asked to fold and place the letter in the envelope, then put their first and last name on the outside of the envelope.

Letters are considered private and are not opened or read by faculty or staff. Letters are collected by faculty and stored securely. ***Course staff mail the letter back to each individual student two years later, in the beginning of year 4, just as students prepare to apply to residency programs.***

The purpose of the letters is to encourage self-reflection about rural experiences and to cultivate desire for career in rural practice.

**Conclude the Session (total length: approximately 100 minutes)**