

# A Study on Doctor Learner Method Among Faculty and Students in a Medical Center in South India

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**Introduction:** Many 'medical students' are expected to learn through clinical experience by staying in the wards or outpatient unit with the treating team and interacting with patients on a continuous basis. This doctor-learner method of clinical training' provides an opportunity to the students to be a part of the treating team. It also improves their clinical, communication, and professional skills. The student is a part of the treating team and stays in the ward, and is assigned patients to evaluate, examine, and communicate regarding the diagnostic and therapeutic plan. All this happens under the supervision of a faculty preceptor. This provides the student with a real-world experience of their future career. A feedback study was conducted among 20 faculty members and 73 medical students in a medical college in South India.

**Methodology:** After getting proper permission from dean of the medical college and HOD of pediatrics department a questionnaire was prepared with google forms and circulated among volunteered faculty and students. 20 faculty and 73 students volunteered for the study. The results were obtained and analyzed, further suggestion for improved was also obtained.

**Results:** The doctor learner method provided longitudinal patients care. Most students agreed as it provides more of student faculty interaction. Students found interest in following patients throughout their course in the hospital. Lack of time and regular academic activities hinder their patient follow up. From a faculty point of view, it provides good medical students and doctor interaction. Large groups of students are it becomes difficult to concentrate on each one its limitation. Common among both group is logbook, where faculty think students are concerned in filling the logbook and students are concerned on filling the logbook.

**Conclusions:** Our study concluded that Doctor learner method provides excellent opportunity for medical student to train in longitudinal patient care. Few gaps between faculty and students should be addressed. More time for clinical exposure and proper planning of academics so that it does not affect doctor learner method. An easier method of documentation for Doctor method should be developed.

**Keywords:** Clinical training, Faculty receptor, Therapeutic, Doctor learner method

## Reference

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