

“Firsts”

A Podcast Series About First-Time Medical Experiences

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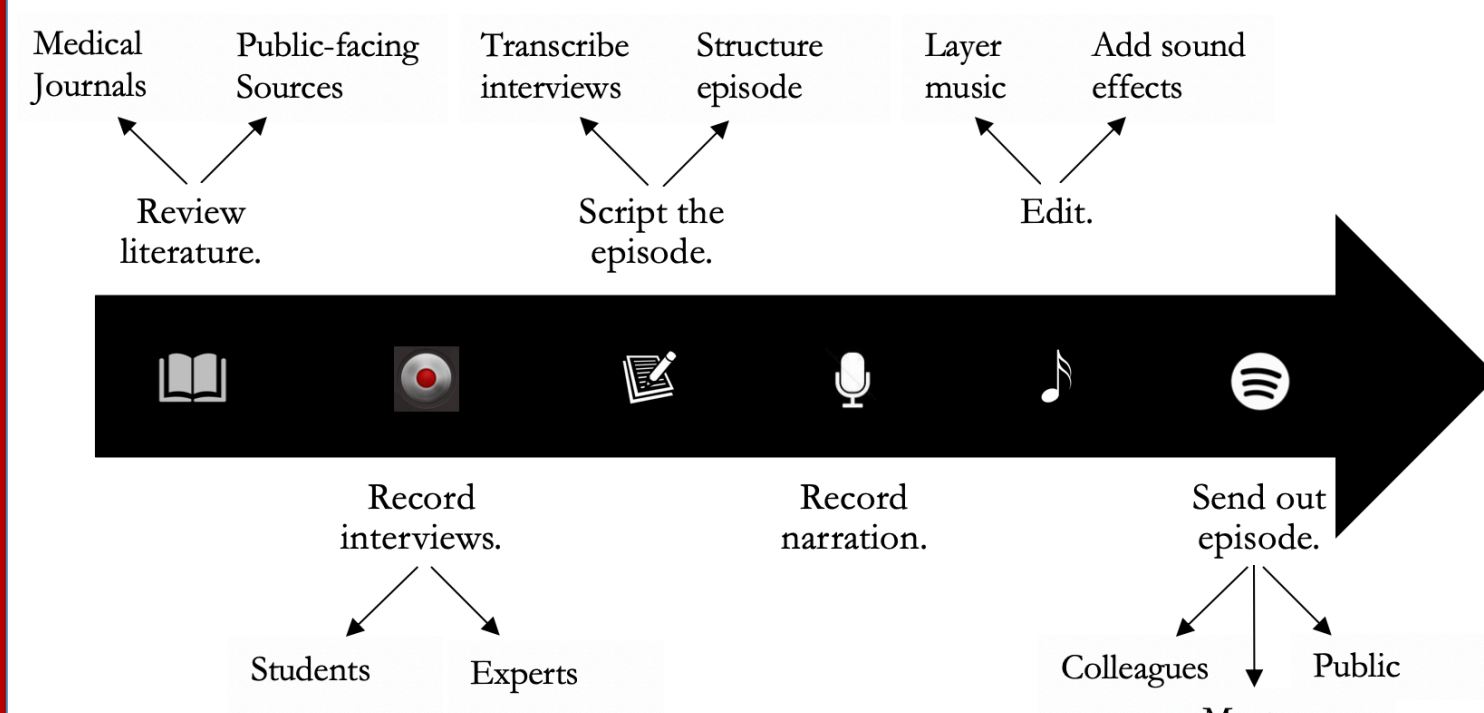
Scholarly Concentration: Physician as Communicator



Introduction

- The brisk pace of life in medical school often disallows time for reflection.
- Many medical students spend 6-8 hours a day studying on top of extracurricular activities, leading to more than 40 hours of work per week.¹
- In **10-30 min. episodes released monthly**, I seek to encourage reflection by adding to conversations, starting new ones, and shedding light on un(der)explored issues, such as the following:
- **First Teachers** – an episode about student experiences in the anatomy lab.
- **First Movement** – an episode about the founding of the Providence Medical Orchestra.
- **First Bites** – an episode about food security among medical students (11/14/19).
- **First Spark** – an episode about intrinsic and extrinsic motivation in medical school (12/7/19).
- **First Reckoning** – an episode about resilience, remediation, and student support (01/14/19).
- **First Words** – an episode about learning the language of medicine (02/01/19).

Methods



Results



First Teachers

“I came into anatomy with a very recent experience of [loss]... It felt like I was doing something that I shouldn’t be doing with someone else’s loved one.”
– Arianna (AMS student)

“Hands make us human. For a lot of students, that’s a very emotional thing.”
– Larry Rizzolo, MD (Yale faculty)



First Movement

“Rehearsal [during dedicated Step studying] was like the medicine I needed each week.”
– Christopher (AMS student)

“A medical orchestra can change up hierarchical relationships. [Music] can put people on the same level.”
– John Masko (conductor of Providence Medical Orchestra)



First Bites

“Nearly 26% [of medical students] said that since starting at Brown, there was a time they didn’t have enough food to eat.”
– Marisa Quinn (Chief of Staff, Brown University Provost Office)

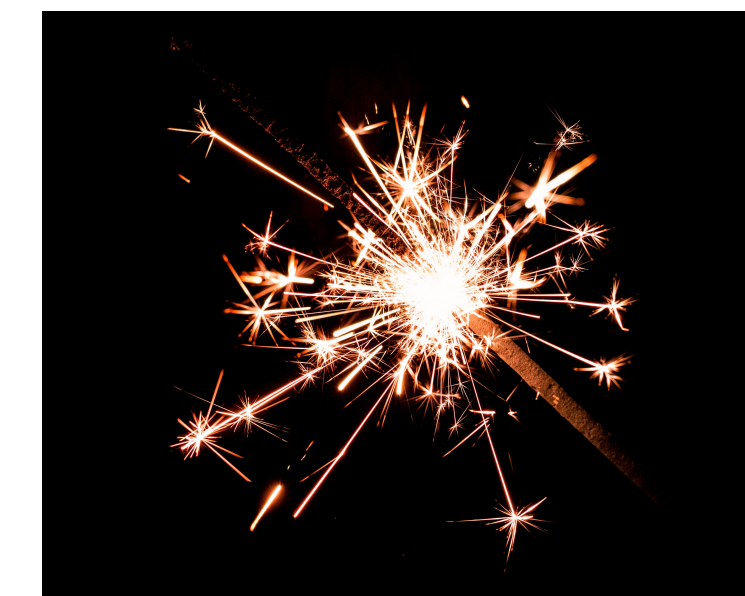
“Getting up super early in the morning [on the surgery rotation] and not getting to sleep until late at night, it was really hard to meal prep. Having to buy things at the cafeteria – the cost adds up.” – Waynesha (AMS student)

Visual of Editing Process



Review:

“I loved [this episode]... There are so many emotions that don’t have time to fully reveal themselves during first year, especially not during anatomy. It is such a life-warping experience that is exhausting and yet beautiful.”
– G. (AMS student)



First Spark

“I would do [pre-medical] classes one semester, and no [pre-medical] classes the next one. I kept thinking I couldn’t do it... I remember a doctor pulling me aside after a visit and saying, ‘You know, we really need more Hispanic doctors.’ He kind of gave me this encouragement, which is interesting because I had just met him for a few minutes.”
– Carla Martin, MD (AMS faculty)

How to listen to episodes:



Scan me!
Website: firsts.site



Spotify



Apple Podcasts

Conclusions

- Discussing and recording social and emotional topics in medicine may help **reduce stigma**.²
- Podcasting is an underutilized medium in medical education and for the public (**over 190 audio downloads for first two episodes**).
- Podcasts inform, educate, and inspire audiences on important issues.
- Podcasts allow underrepresented individuals and groups in medicine to be heard.

Future Directions

- Explore how podcasting can be integrated into medical education as a means for student reflection or medium for richly edited mini-lectures.
- **Podcasts are launching points for further work:**
- Co-led anatomy orientation for AMS first years.

Bills Passed

- [SB2019-04 - A Bill to Improve Food Security Among AMS Students](#)

References

1. Liles, Jenny, et al. “Study Habits of Medical Students: An Analysis of Which Study Habits Most Contribute to Success in the Preclinical Years.” *MedEdPublish*, 3 Dec. 2018.
2. Stephens GC, Rees, CE, Lazarus, MD. 2019. How does donor dissection influence medical students’ perceptions of ethics? A cross-sectional and longitudinal qualitative study. *Anat Sci Educ* (in press; doi: 10.1002/ase.1877).

Acknowledgments

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