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## Group Reflection: Confidence and Functioning in a Medical Team

Anisha Patel

Wayne State University, hn2360@wayne.edu

Annelise Gordon

Wayne State University, hk8165@wayne.edu

Jonathan Toma

Wayne State University, fp1898@wayne.edu

Maximilian Wehner


Wayne State University, ga2431@wayne.edu

Rohit Goru

Wayne State University, go8247@wayne.edu

*See next page for additional authors*

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**Authors**

Anisha Patel, Annelise Gordon, Jonathan Toma, Maximilian Wehner, Rohit Goru, and Amanah Fatima

# Confidence and Functioning in a Medical Team

Authors: Annelise G, Rohit G, Anisha P, Jonathan T, Maximilian W.

Learning Community Group: Brown 10



# Reflections on Articles

1. ['Professional Identity Formation,'](#)
  - a. Reflect on how you anticipate your professional identity changing during your second year of medical school. What do you have to do to thrive and adapt to address professionalism with patients, peers, and administrators conflicts, as related to your white coat pocket card?
  
2. ['Are Physician White Coats Becoming Obsolete....,'](#)
  - a. Reflect on how your white coat makes you feel, and how the white coat makes your patients feel, as related to your white coat pocket card.



# 'Professional Identity Formation'

Throughout our second year of medical school, following further passed tests and interaction experience, we hope to further grow our confidence as medical students and root out the fear of imposter syndrome. Though we continue to learn that there is a cornucopia of information that we do not yet know which fosters the complexity of medical care, we hope to solidify our confidence that we can continue to deepen our knowledge and learn to provide effective patient care. By the time we reach the orientation to our rotations, we anticipate that we have formed a functioning understanding of our role in the medical team and the actions we must take to maintain our usefulness as a member of the care team. Key to the development of our confidence is the opportunity to interact with many unique patients, physicians, and administrators. From these interactions we can learn to feel secure and function meaningfully regardless of the individual of focus. By experiencing and working through times of interpersonal contention and phases of intrapersonal strife, we will better learn to navigate diverse situations while maintaining our professionalism and pursuing care objectives with lesser bias. Abraham Maslow was quoted to have said that “growth must be chosen again and again; fear must be overcome again and again”. As we approach each exam, each stage in our medical journey, each interaction, we will overcome doubt and perform at the best of our abilities in pursuit of attaining a higher level of competence.



# 'Are Physician White Coats Becoming Obsolete...'

Upon becoming medical students, many of us placed little importance on white coats as a result of lacking experience and confidence in accurately discussing medical problems. This year, our experiences in the clinical experiential course has deepened our perceptions towards and understanding of the the symbol of the white coat as related to physician interactions. Patients in primary care offices recognize doctors and physicians-in-training by their attire and appear to place additional interest in obtaining insights on their medical concerns when interacting with an individual wearing a white coat. Although we may oftentimes redirect to our physician mentors or rotating student partners, it is clear that the presence of an attentive provider-equivalent has the power to make the patient feel heard and feel that their concerns are appropriately discussed or relayed for discussion. The white coat appears to play a role in amplifying the perception of professionalism, and as a result, the perception of attentiveness to the patient and their situation. It also plays a role in amplifying our confidence that we welcome and play a role in their care. It may be the case that the expectations employed by the patient in interacting with “a white coat” impacts the perceived outcomes of the visit and patient satisfaction, as well as level of student involvement. Patients are well aware of the trainee status of rotating students based on their attire, and as a result of their graciousness, are very receptive to students’ professional and attentive presentation which also supports student confidence and ability to be an active care partner.

