Methods

**Population:** 178 first year students. Meet regularly in groups of 10 with internists and interviewing mentors.

**Timing:** First month of first year.

**Preparatory instruction:** Outside of class, students to interview a friend, family member or acquaintance with a chronic medical condition that requires ongoing treatment (30-60’).

**Interviewee should understand:** this is to help you in your development as a physician.

**Steps of interview:**
- Briefly write up the encounter and prepare to discuss in class.
- Second session of a year-long course in Clinical Skills and Reasoning (CSR).
- Students conducted sensitive, sophisticated interviews despite lack of medical knowledge or clinical experience.

**Suggested Interview Questions:**
- Tell me how your condition started? Did you have symptoms? What were they? How troubling were they?
- How did you find out what the doctors thought was going on? What is your understanding of what causes your condition or what keeps it going?
- Were you treated? What was the treatment? Did you have any problems sticking with the treatment?
- How has your condition affected your life? What might it mean for you in the future? Has your family or your job or your habits anything to do with causing or treating your condition?

**Exercise ungraded, by design.**

**Students** conducted sensitive, sophisticated interviews despite lack of medical knowledge or clinical experience.

**Students’ response to the task was generally favorable.**

**NS independent t-test:**
- Mean age 25.1 ± 2.1 years.
- Group 1: mean age 24.6 ± 2.2 years.
- Group 2: mean age 25.5 ± 2.0 years.
- No significant difference in age between groups.

**Clinical Presentation:**
- At the age of 15, he was diagnosed with scalp-localized psoriasis. Over the years he developed reoccurring inflamed red rashes all over his body that were extremely itchy.

**Mechanisms:**
- His doctor did diagnose him with psoriasis, however there are certain factors that trigger his relapses. These include environmental allergies, stress and diet.

**Comparison**

**Competing:**
- Developing skill pursuing facts may undermine students’ ability to listen, empathize and respond to patients’ concerns.

**Complementary:**
- Concepts of script applied to narratives after the fact refocus attention on tasks of diagnosis.

**References**

- Fleming, A., Cutrer, W., Reimschisel, T., & Gigante, J. (2012). You too can teach clinical reasoning! Pediatrics, 130(5), 795-797