



Looking back

On my experience of six clinical rotations as a third year medical student at Morehouse School of Medicine, I remember that I sometimes felt as if I was “in the way” or “a bother” to my residents. I can remember wondering why the residents didn’t have structured plans for us, or tell us exactly what they wanted us to do. Or not do, for that matter. When I became an intern, I completely understood why. Because being a physician is hard work! There is a steep learning curve and the consequences for mistakes can be grave – literally. I now understand why many physicians choose not to become mentors or teachers. I know that most of us found ourselves scrambling to keep pace and find our feet as newly minted physicians in residency. On top of that, we had to juggle a group of fresh-faced, eager students and junior residents with little or no clinical experience who were hot on our trails. And worse, they actually expected us to TEACH them something?!

If we carefully examine the structure and practice of medi-

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