Admitting Why They Want It: Student-Reported Admissions Attributes for a Longitudinal Integrated Clerkship (LIC)

Clare Hutchinson, Raed Hawa, Stacey Bernstein, Kulamakan Kulasegaram, Mark Hanson, University of Toronto
<table>
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<tr>
<th>Week 10 (10/20 - 10/26)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<td>White Space</td>
<td>Ob/Gyn</td>
<td>Peds</td>
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<td>CALL until midnight</td>
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<td>Surgery - Subspecialty 2</td>
<td>Ob/Gyn</td>
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28 Students

NYGH - 4
SMH - 8
SHSC - 4
TEGH - 4
TWH - 4
MSH - 4
Into the future: patient-centredness endures in longitudinal integrated clerkship graduates

Elizabeth Gaufberg,¹ ² • David Hirsh,¹ ² • Edward Krupat,¹ Barbara Ogur,¹ ² Stephen Pelletier,¹ Deborah Reif² & David Bor¹ ²

Educational Outcomes of the Harvard Medical School–Cambridge Integrated Clerkship: A Way Forward for Medical Education

David Hirsh, MD, Elizabeth Gaufberg, MD, MPH, Barbara Ogur, MD, Pieter Cohen, MD, Edward Krupat, PhD, Malcolm Cox, MD, Stephen Pelletier, PhD, and David Bor, MD

Outcomes of longitudinal integrated clinical placements for students, clinicians and society

Lucie Walters,¹ Jennene Greenhill,² Janet Richards,² Helena Ward,³ Narelle Campbell,⁴ Julie Ash³ & Lambert WT Schuwirth³
LInC - Admissions

• Applicants are *randomly* accepted from a pool of students who choose to apply
  • Good academic standing
  • No major professionalism concerns

• **Letter of Intent**
  • Rationale for choosing LInC
  • Alignment with your medical experience to date
  • Alignment with your approach to learning
Methods

• 63 letters of intent
• Qualitative textual analysis (CH, MH)
• Student-reported admissions attributes
Professional Identity Formation
Thinking Like a Doctor

- Continuity of curriculum
- Integration of concepts
- Continuity of mentorship

“LInC offers an **opportunity to deconstruct the siloed learning** I have become accustomed to during first and second year.”

“I’m interested in the **interrelatedness of systems** and understanding concepts **more than just rote memorization**. The opportunity to connect learning fields and **continue applying knowledge even after an exam** appeals to my learning style and interests.”
Acting Like a Doctor

“I am drawn to patient populations and settings where the health system works imperfectly for patients who typically are disadvantaged somehow—those that fall through the cracks.”

“Having longitudinal clinical experiences with the same patients will highlight how to deal with clinical uncertainty, manage chronic illnesses, work in a healthcare team and share decision making with the patient.”

- Advocacy
- Self-directed learning
- Health systems manager
- Collaboration/small group learning
Feeling Like a Doctor

“This is how I envisioned learning medicine would be like, not organ system or part by part, but as a whole body of systems operating together, with individual patients’ backgrounds, experiences and feelings taken into account.”

“Empathy and connectedness with patients and fellow health care workers is something I really value, and I like that LInC will help me strengthen these qualities, instead of fight to keep them.”

• Holistic care
• Patient journey
• Storytelling
Conclusions

• Lack of admission criteria for LInC admission
• Student-reported admissions attributes
  • Professional Identity Formation

Future Directions

• Design an admissions process
  • Exit interviews
  • Faculty perspective