



Professional Identity Development Within Longitudinal Integrated Clerkships:

A Qualitative, Multisite, International Study

Catherine Ard, MD
Megan Brown, MBBS
Jennifer Adams, MD

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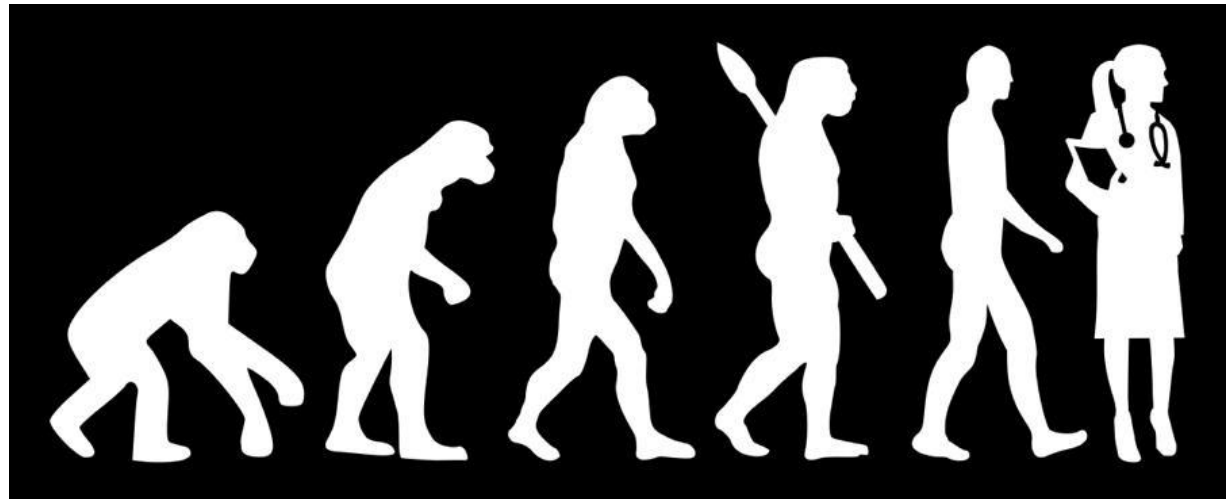
Disclosures

None

Background: Professional Identity Formation

“The process of becoming a professional through expanding one’s knowledge, understanding, and skillful

performance....and by *deepening one’s commitment to the values and dispositions of the profession into habits of the mind and heart.*”



Irby DM, Cooke M, O’Brien BC. Calls for reform of medical education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. *Academic Medicine*. 2010;85(2):220–227

Prior Research: Professional Development and LICs



- What is a Longitudinal Integrated Clerkship (LIC)?
- LIC alumni more likely to practice in underserved locations and specialties
- “Health Equity Professional Identity” developing from Denver Health LIC

Adams JE, Ari M, Cleeves M, Gong J. Reflective Writing as a Window on Medical Students’ Professional Identity Development in a Longitudinal Integrated Clerkship, *Teaching and Learning in Medicine*: 2020;32:2, 117-125

Research Question

Does participation in an LIC affect professional identity development? If so, how?

Tell me about a time when you felt like a doctor.

Tell me about a cohort patient and how they've affected you.

What's important to you in your future career?

Have you had experiences that made you question a medical career?

What has shaped you the most in your medical training?

Tell me about your role models in medicine.

Design and Methods

Study Design

Qualitative, longitudinal, multi-site, international study

Participants

n = 33 LIC students from 4 LIC sites

Sites

- Denver, CO (DH-LIC)
- Dundee, UK
- Hull York, UK
- Limerick, Ireland

Data Collected

- Entrance interview (n=33)
- Exit interview (n = 29)
- Audio diaries (n=98)

Analysis

Multiple researchers coded each transcript using an inductive iterative process

Sites



Denver Health

- 10 students annually
- Urban safety-net hospital
- 11 months
- MS3



Limerick

- 18-week primary care rotation
- Full student body (~150 students)
- Dispersed across 140 sites
- MS3



Dundee

- 10 students annually
- Largely rural placements
- Full clinical year
- MS4



Hull York

- 6 students
- Study performed in pilot year
- Mostly primary care setting
- Full clinical year
- MS4

Results

Major Themes	Sub-themes	
Authentic Role In Patient Care	<ul style="list-style-type: none">○ “Doctor-like” role○ Patient-centered care	<ul style="list-style-type: none">○ Fight imposter syndrome○ Familiarity with systems and physical space
Longitudinal Relationships	<ul style="list-style-type: none">○ Student-patient bond○ Preceptors as mentors and role models	<ul style="list-style-type: none">○ Peers’ shared experiences
Moral Identity	<ul style="list-style-type: none">○ Commitment to healthcare improvement○ Future career in underserved care	<ul style="list-style-type: none">○ Increased purpose, pride and gratitude○ Fighting the hidden curriculum
Career Aspirations	<ul style="list-style-type: none">○ Desire for patient continuity○ Influence of LIC site and demographics	<ul style="list-style-type: none">○ Consideration of primary care
Resilience ** most prevalent in DH data	<ul style="list-style-type: none">○ Never enough○ Group dynamics	<ul style="list-style-type: none">○ Burnout, secondary trauma○ Boundaries



Authentic Role in Patient Care

“The LIC has helped me transition from seeing myself as a medical student to seeing myself as a physician....I think in the LIC, we have more of an opportunity to take on more responsibility in patient visits. And that kind of makes me feel like a grown-up doctor.”

Longitudinal Relationships

“My favorite part of the LIC was that I just had these mentors throughout the whole year. They were the ones who knew me and kind of like guided me along the way.”



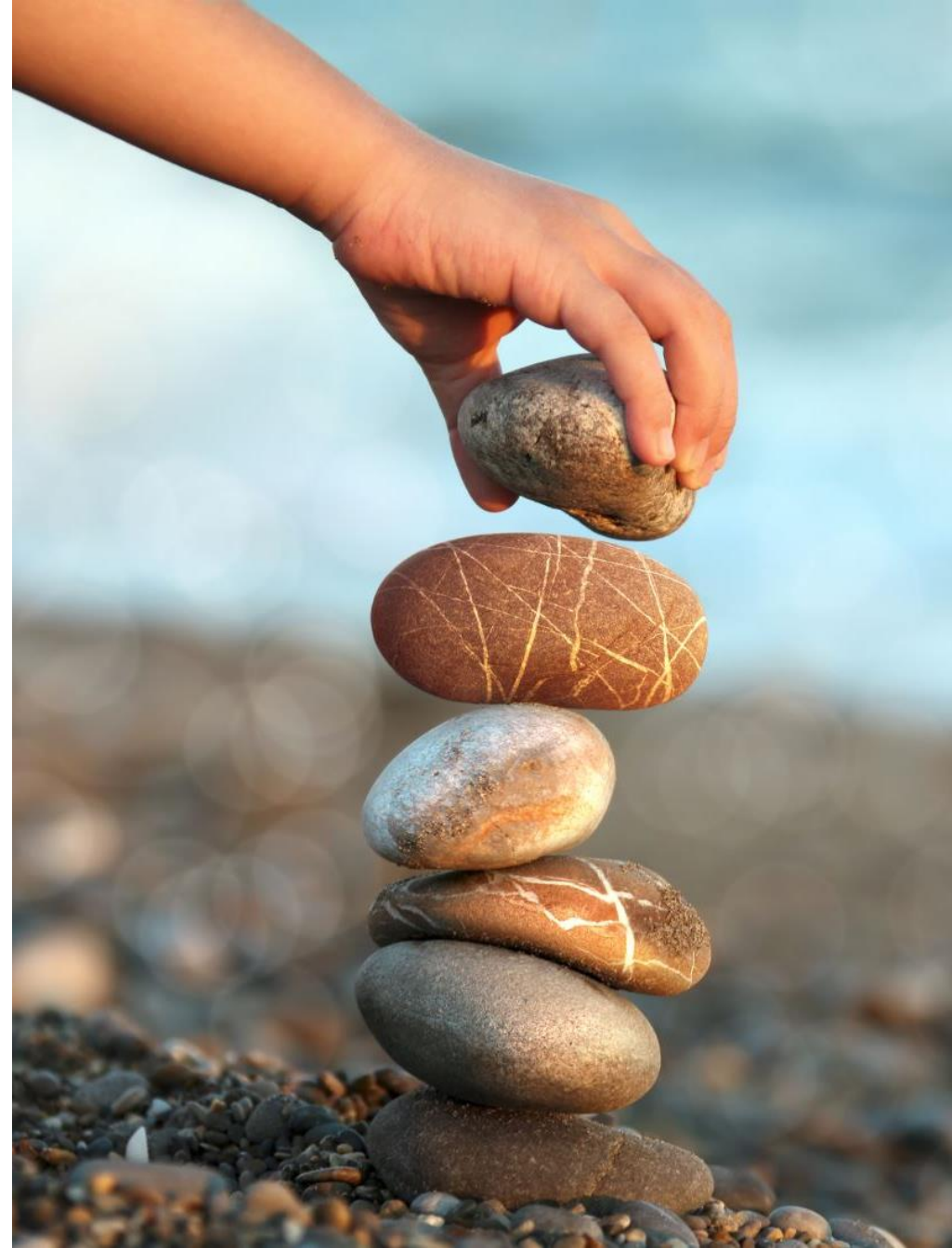


Moral Identity

“The LIC has reinforced that this is the population that I want to work with and that I still am very much interested in working with communities with regards to health equity and social justice, and that there are concrete ways to battle all those injustices.”

Career Aspirations

"I think it's just reinforced that I should probably go into Primary Care because I really like those long-term relationships...I like both inpatient and outpatient medicine, but I think I really enjoy that long-term relationship building and just getting to know someone even in bits and pieces at each primary care appointment."





Resilience

“It was sometimes easy to feel like “not a good LIC student,” if I didn’t do something extra special for each patient. But I came to realize that’s not a reasonable expectation and so I started to try and be compassionate toward myself.”

Framework of Identity Development in DH-LIC

Mentors

Authentic Team Role

Patient Relationships

Environment

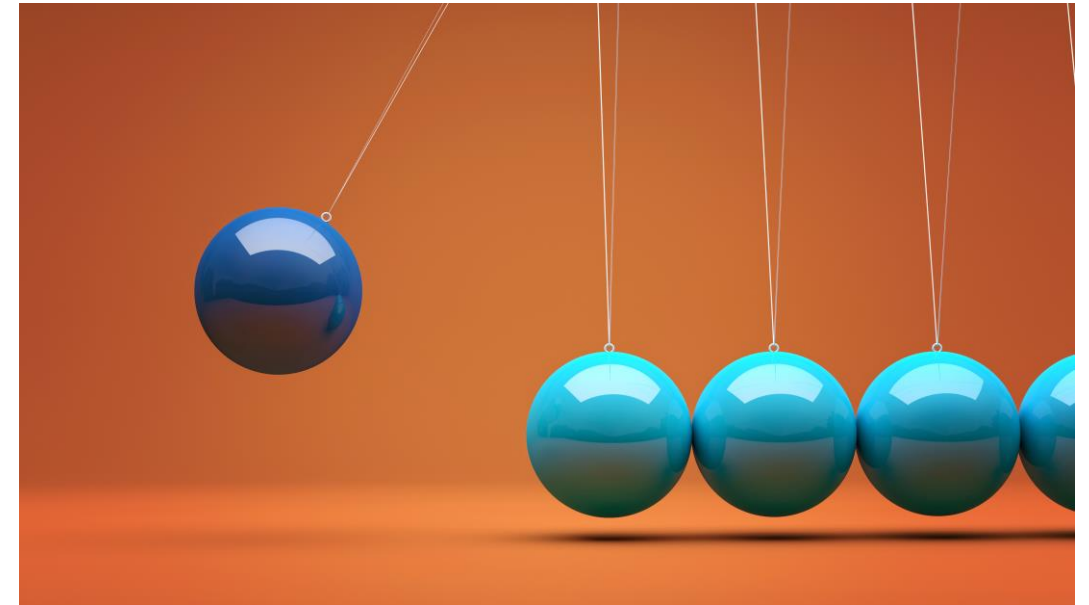


Patient-Centered

Sense of Belonging

Resilient

Mission and Purpose





Next Steps, Discussion and Applications

- Ongoing analysis across sites
- Similarities and differences from various curriculums and settings
- Local applications
- Healthcare system's affect on learners
- Unexpected analysis: effect of covid-19 pandemic on LIC students

Acknowledgements

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References

1. Irby DM, Cooke M, O'Brien BC. Calls for reform of medical education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. *Academic Medicine*. 2010;85(2):220–227
2. Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. Schematic Representation of the Professional Identity Formation and Socialization of Medical Students and Residents, *Academic Medicine*: 2015;90(6): 718-725
3. Adams JE, Ari M, Cleeves M, Gong J. Reflective Writing as a Window on Medical Students' Professional Identity Development in a Longitudinal Integrated Clerkship, *Teaching and Learning in Medicine*: 2020;32:2, 117-125