Professional Identity Development Within Longitudinal Integrated Clerkships: A Qualitative, Multisite, International Study

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

March 1, 2021
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.”

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

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

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

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
## Results

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authentic Role In Patient Care</strong></td>
<td>o “Doctor-like” role</td>
</tr>
<tr>
<td></td>
<td>o Patient-centered care</td>
</tr>
<tr>
<td></td>
<td>o Fight imposter syndrome</td>
</tr>
<tr>
<td></td>
<td>o Familiarity with systems and physical space</td>
</tr>
<tr>
<td><strong>Longitudinal Relationships</strong></td>
<td>o Student-patient bond</td>
</tr>
<tr>
<td></td>
<td>o Preceptors as mentors and role models</td>
</tr>
<tr>
<td></td>
<td>o Peers’ shared experiences</td>
</tr>
<tr>
<td><strong>Moral Identity</strong></td>
<td>o Commitment to healthcare improvement</td>
</tr>
<tr>
<td></td>
<td>o Future career in underserved care</td>
</tr>
<tr>
<td></td>
<td>o Increased purpose, pride and gratitude</td>
</tr>
<tr>
<td></td>
<td>o Fighting the hidden curriculum</td>
</tr>
<tr>
<td><strong>Career Aspirations</strong></td>
<td>o Desire for patient continuity</td>
</tr>
<tr>
<td></td>
<td>o Influence of LIC site and demographics</td>
</tr>
<tr>
<td></td>
<td>o Consideration of primary care</td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td>o Never enough</td>
</tr>
<tr>
<td></td>
<td>o Group dynamics</td>
</tr>
<tr>
<td><strong>most prevalent in DH data</strong></td>
<td>o Burnout, secondary trauma</td>
</tr>
<tr>
<td></td>
<td>o Boundaries</td>
</tr>
</tbody>
</table>

**Authentic Role In Patient Care** is the most prevalent theme in DH data.
“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.”
"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.”
"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

Paul Whybrow
Andrew O’Regan
Gabrielle M Finn
Maggie Bartlett
References

