

Developing General Practice LICs Within a Multispecialty-Based LIC Curriculum at an All-LIC Medical School

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Background

- For CU SOM class of 2025, all clerkships transitioned to longitudinal integrated clerkships (LIC)
- Most LICs are in the Denver metro area and follow the multi-specialty LIC model, placing students with different core specialty preceptors
- The Rural and Community Health LICs were developed as general practice (GP) LICs, where students have a smaller number of generalist preceptors who teach multiple clinical disciplines (adult primary care, pediatrics, ObGyn, psychiatry) simultaneously and longitudinally.
- The CU Rural Track (now Rural Program) pioneered integrated clerkships at CU SOM in rural Colorado communities in 2007. Many important lessons learned were applied to the development of the two GP LICs

Project Objectives

- Determine adaptations necessary to deliver a comparable LIC and meet learning objectives in a general practice LIC
- Identify and assess possible LIC sites and determine suitability for a full LIC
- Identify student attributes predictive of success in the general practice LIC model
- Develop faculty development materials for community preceptors
- Develop student assessment/evaluation methods for preceptors that fit the general practice LIC model and provide adequate information for student growth, assessment, and grading.

Major considerations in general practice LIC development

Preceptors

- Broad scope of care
- Provide feedback & evaluation in multiple clinical disciplines

Student scheduling

- More time in primary care
- Inpatient experiences with primary care
- Separate longitudinal psychiatry, surgery and OB/GYN schedules if not with primary care.

Student selection

- Self-directed
- Spanish proficiency in some sites
- Able to develop and maintain their own schedules

Evaluation and Grading

- Avoid evaluation "overload" for busy preceptors
- Assess multiple clinical disciplines on a single form

Example weekly LIC schedules

Thursday

Friday

Self-directed

learning

Psychiatry

MultispecialtyMondayTuesdayWednesdayThursdayFridayPedsFMSelf-directed learningSurgerySelf-directed learningIMSubspecialty clinicsOB/GYNDidacticsPsychiatry

- Multiple specialty preceptors throughout LIC
- Hospital immersions with additional preceptors
- Community
 Health

 Family
 Medicine
 clinic
 Clinic

 Medicine
 clinic
 Clinic

 Medicine
 clinic
 Clinic

 Medicine
 clinic
 Clinic

 Medicine
 Clinic

 Medicine
 Clinic

 Didactics

 Medicine
 Clinic

 Didactics

 Medicine

Tuesday

Monday Tuesday Wednesday **Thursday Friday** Saturday AM Rounds AM Rounds AM Rounds **AM Rounds** AM Rounds Self-directed Family Rounds and on Family Learning Medicine: Surgery clinic call for ER, OB clinic + ER / L&D clinic + ER / L&D and OR with Medicine, clinic + ER / L&D / wards coverage / wards coverage Gen Surg Surgery Didactics wards coverage

Wednesday

Hospital Immersions

Rural

Monday -- Saturday

1-4 week hospital immersions in medicine, inpatient psychiatry, surgery, pediatrics, OB/GYN spread throughout academic year

- Smaller pool of generalist preceptors for ambulatory care clinical disciplines
 Hospital immersions for inpatient experiences
 - Small core of generalist preceptors for ambulatory and hospital-based care +/- hospital immersions depending on site size and patient volume

Addressing Major Challenges

Develop community sites that are not used to having medical student presence

- Emphasized long-term benefits of precepting LIC students
- Promoted preceptor testimonialsOffered relevant faculty development

Get buy-in and support from clinic leadership at community sites

Engaged with multiple levels of clinic leadership and arrange face-to-face time
Leveraged preceptor buy-in

Ensure clinical evaluations are adequate for determining grades in multiple courses

- Modified clinical evaluation forms to more easily capture feedback in multiple
- Actively tracked volume/quality of feedback

Take Home

- Students can excel in a LIC with a small core of generalist preceptors
- Extra attention is needed in many areas of LIC development, especially faculty development, student scheduling, and student evaluation

Disclosures

- The authors have no conflicts to disclose
- This project is supported by funding from the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.