The relationships fostered by LICs among students, faculty clinicians, and communities have wide, lasting outcomes. Sound theory underpins LICs.

**For students**
- Equivalent or better academic results
- Clinical mastery
- Being part of the team

**For clinicians**
- Improved reward-to-effort ratio and job satisfaction
- Meaningful relationships with near peers
- Work-ready graduates

**For communities**
- Altruistic, person-centered clinicians
- Improved interprofessional practice skills
- Workforce for underserved areas

**Continuity and symbiosis** are key LIC concepts.

Continuity facilitates symbiotic relationships at multiple system levels:

- **Microsystem**—At the personal level LICs help to foster student-to-patient relationships and shape physicians' professional identity.
- **Mesosystem**—At the nexus between health services and the university, LICs improve quality and safety and facilitate research partnerships.
- ** Macrosystem**—LICs promote community–government relations and provide social and human capital by involving students in community-engaged learning that attracts and retains clinicians.

Sound theory underpins LICs.

- **Cognitivism**
  - Continuity in clinical learning reduces cognitive load. Learners are more familiar with their surroundings, which results in greater working memory to learn in the clinical environment.
  - Integrating knowledge and skills in the care of each patient provides emotional cues for recalling knowledge and develops schema for clinical reasoning.

- **Situated learning**
  - Knowledge is meaningful when acquired within a clinical community of practice with specific norms, symbols, and rituals of power (such as clinical notes, investigation results, and ward rounds).
  - Students learn to be doctors by applying knowledge and skills rather than learning about medicine.

- **Transformative learning**
  - Students begin to transition to clinicians when they experience a disorientating process that takes them out of their comfort zone and when they reflect on their experiences.
  - Students change their worldviews (values, personal identity, and self-expectations) guided by peers and clinical supervisors; they try different roles and engage in critical discourse to become work-ready clinicians.

**LICs are educationally sound and potentially benefit all.**

**References**

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