The Foothills LIC Curriculum

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Traditional Block vs. LIC Clerkship Delivery

(adapted from Hirsh et al, NEJM 2007)
Sample weekly schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peds</td>
<td>FM</td>
<td>Extended Learning Time</td>
<td>Surgery</td>
<td>Extended Learning Time</td>
</tr>
<tr>
<td>IM</td>
<td>OB/GYN</td>
<td>Learning Seminar</td>
<td>Emergency Med</td>
<td>Psychiatry</td>
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</table>
INPATIENT IMMERSIONS

• What it is NOT: a condensed comprehensive course in that specialty

• Goals/Objectives
  • Exposure and skill development to support longitudinal care of patients
  • Focused care of acutely ill patients
  • Admissions/discharges
  • Oral presentations, notes, consults
  • Work with teams
  • Career exploration

Surgery
Medicine
Obstetrics/Gynecology
Pediatrics
Psychiatry
Patient Panel

Students serve as care providers, advocates and navigators for their patients throughout the LIC and attend visits, admissions, procedures, and deliveries with patients from their panel.

Students have ‘cohort’ patients and are expected to follow these patients over time and care venues throughout the year.

University of Colorado: a transition to all-LIC

The Trek
Curriculum
All-LIC
200 students
2021

2011
- Rural Integrated Longitudinal Medicine Clerkship: 5-15 students

2014
- Denver Health Longitudinal Integrated Clerkship: 10 students
- VA Sequential Training Program: 8 students

2015
- Colorado Springs Branch LIC: 20 students
- Ft. Collins Branch LIC: 12 students

2016

2020
### CUSOM Trek Curriculum

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Foundational</strong></td>
<td><strong>Foundational</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Individualized</strong></td>
</tr>
<tr>
<td>Preclerkship Integrated Curriculum</td>
<td>Longitudinal Integrated Clerkships</td>
<td>Trail (Non-clinical) Leadership Training</td>
<td>Clinical Concentration</td>
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<tr>
<td>Medical Science Pillar</td>
<td>Advanced Science Courses</td>
<td>• Bioethics &amp; Humanities</td>
<td>• Acting Internship</td>
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<tr>
<td>Clinical Skills Pillar</td>
<td></td>
<td>• Medical Education</td>
<td>• Critical Care</td>
</tr>
<tr>
<td>Health &amp; Society Pillar</td>
<td></td>
<td>• Health Systems &amp; Community Leadership</td>
<td>• Integrated Science Selective</td>
</tr>
<tr>
<td>Preceptorship</td>
<td></td>
<td>• Research</td>
<td>• Electives</td>
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<tr>
<td>Coaching</td>
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<tr>
<td></td>
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<td>Transition to Residency Courses</td>
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#### Timeline:
- **Orientation Basecamp (July)**
- **Summer Discover Basecamp (July/August)**
- **Foothills Basecamp (September)**
- **USMLE 1 (Dec/Jan)**
- **Alpine Basecamp (January)**
- **USMLE 2 (July 19, 2024)**
- **Summit Basecamp (April/May)**

#### Phases:
- **Plains**
- **Foothills**
- **Alpine**
- **Summit**
The LICs: 16 learning communities across systems

- LIC 1: UCH Quality & Safety (12)
- LIC 2: UCH Inquiry (12)
- LIC 3: UCH Inquiry (12)
- LIC 4: AMC Equity (12)
- LIC 5: VA Quality & Safety (12)
- LIC 6: Children’s Advocacy (12)
- LIC 7: DH Equity (12)
- LIC 8: DH Advocacy (11)
- LIC 9: DH Public/Population Health (11)
- LIC 10: NoCO One Health (2)
- LIC 10: NoCO Ft. Collins Branch One Health (12)
- LIC 11: Longmont/ Boulder (6)
- LIC 12: KP Inquiry
- LIC 13: CH Advocacy (9)
- LIC 13: CH-North Advocacy (2)
- LIC 14: Rural Public/Population Health
- LIC 15: Colo Springs Branch Quality & Safety (13)
- LIC 16: Colo Springs Branch Equity (13)
Student Academic Outcomes

• Students in LICs have equal or better performance on:
  • Standardized exams
  • Clinical assessments
  • Acting/Sub-internships
  • National board examinations
  • Residency match

Evidence for LICs

- Improved measures of patient-centeredness
- Increased empathy


Figure 1 Comparison of pre- and post-clerkship mean scores of 27 Harvard Medical School–Cambridge Integrated Clerkship (CIC) students and 40 traditionally trained comparison group (COM) students on the Patient–Practitioner Orientation Scale (PPOS), which measures patient-centredness on a 6-point scale. All study participants engaged in their clerkship year at Harvard Medical School during 2004–2007. The graph is extended to compare PPOS scores of 19 CIC and 21 COM students 4–6 years later. For scores pre-clerkship, p = 0.239; for scores immediately post-clerkship, p = 0.011; for follow-up scores 4–6 years later, p = 0.035.

Enduring Improvement in Patient-Centeredness
p = 0.035
Faculty Teaching Experience

• Survey of preceptors in the DH-LIC at baseline and year-end in inaugural year of program to compare experiences teaching in traditional block clerkships (TBC) and LIC.

• Satisfaction:
  • 85.2% of faculty were satisfied with the DH-LIC
  • 57.1% report increased overall job satisfaction as a result of teaching in the DH-LIC
  • 93.8% reported higher satisfaction and reward from teaching in the DH-LIC compared with TBCs
  • 85.7% retention (in subsequent years, 90-95%)

• LICs offer a strategy retain excellent, invested faculty

Snow S, Adams JE. Faculty Experience and Engagement in a LIC. Medical Teacher, 2017.
Patients’ Experiences in LICs

• Patients participating in LIC student panels:
  • Value therapeutic alliance with LIC students
  • Voice improved patient experience
  • Report improvement in health outcomes
  • Experience mitigation of perceived health systems failures
  • See students as bridges between care providers and navigators in the health care system
  • Can experience loss when student completes the LIC year

“He snuck in to see me at the ER. That made me feel like I mattered to him. . . . He didn’t have to be there.”

Flick RJ, Adams JE. Alliance, trust, and loss: experiences of patients cared for by students in a longitudinal integrated clerkship. Acad Med. 2019
Patient Outcomes in LICs

• Veteran Affairs Longitudinal Undergraduate Medical Education (VALUE) LIC
  • Student patients and controls matched for disease severity
  • Mixed methods telephone survey

• Patient of providers working with LIC students report:
  • Greater satisfaction with explanations provided by their PCP
  • Greater satisfaction with provider’s knowledge of their personal history
  • Greater agreement that provider was looking out for their best interests

• Patients in the VALUE panel selected the top category more often than control patients for overall satisfaction with their health care
  • 65% vs 43% (P<0.05)
  • Higher patient satisfaction scores

THANK YOU

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