



The Foothills LIC Curriculum



University of Colorado
Anschutz Medical Campus

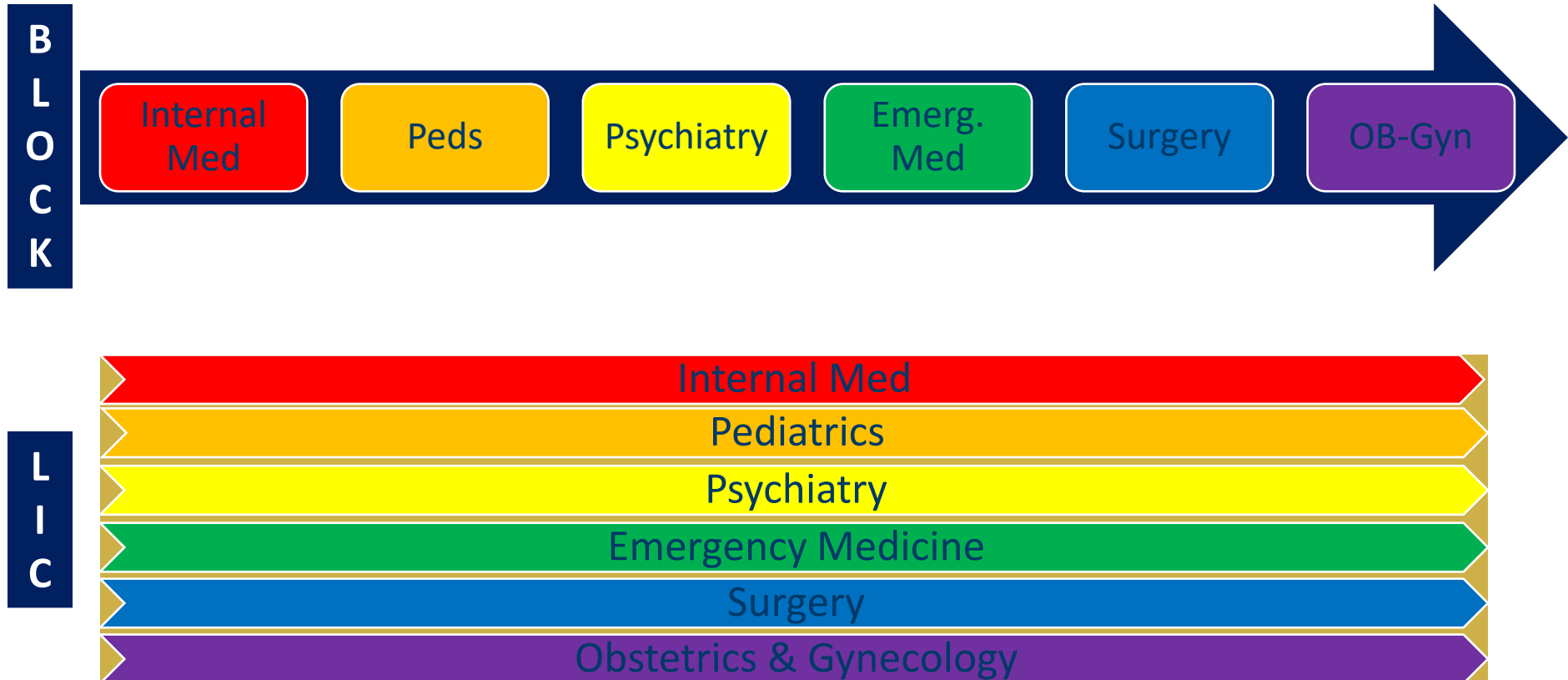
Jennifer Adams, MD FACP

Professor of Medicine

Assistant Dean of Medical Education



Traditional Block vs. LIC Clerkship Delivery



(adapted from Hirsh et al, NEJM 2007)

Sample weekly schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Peds	FM	Extended Learning Time	Surgery	Extended Learning Time
IM	OB/GYN	Learning Seminar	Emergency Med	Psychiatry

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



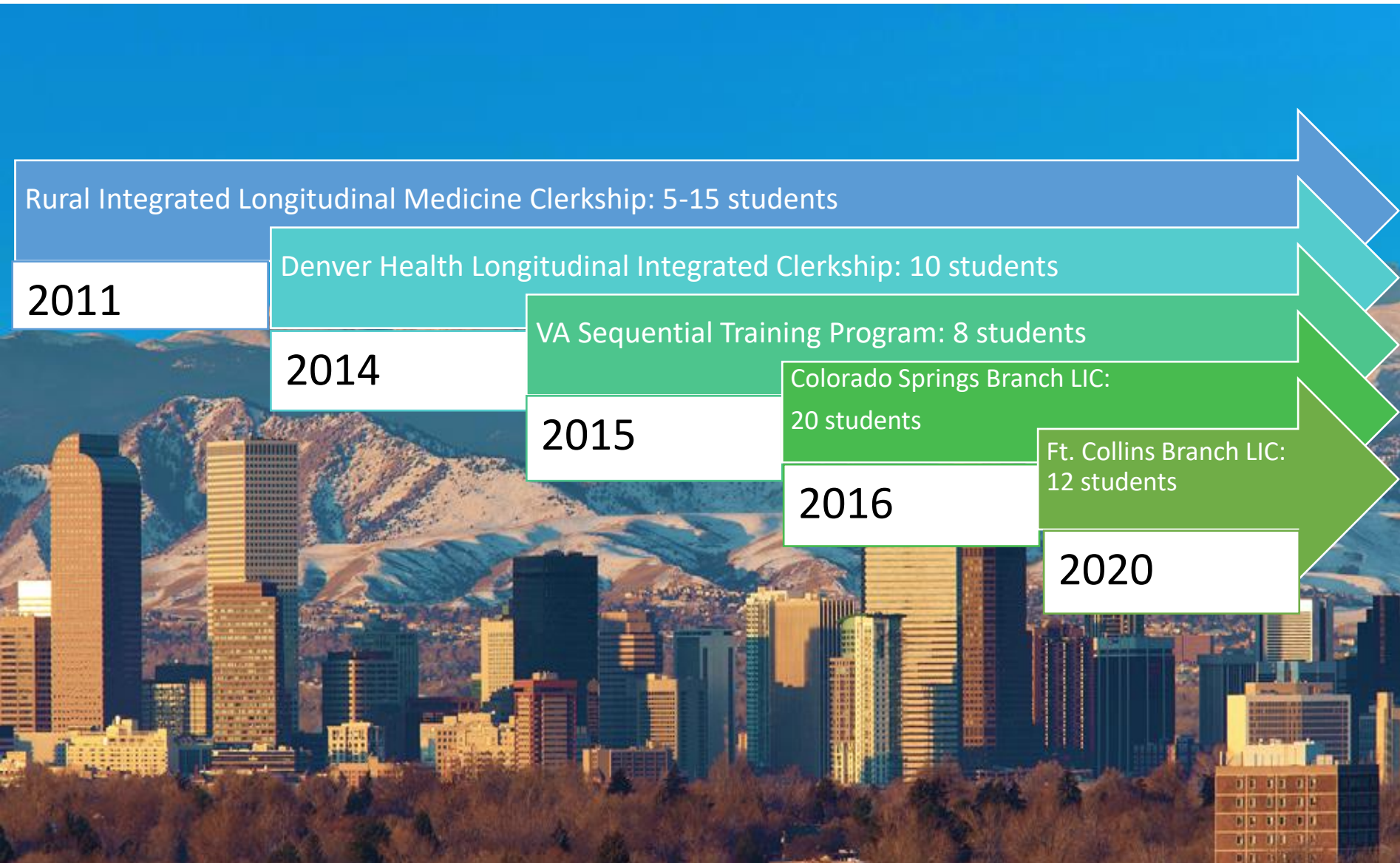
Patient Panel

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.



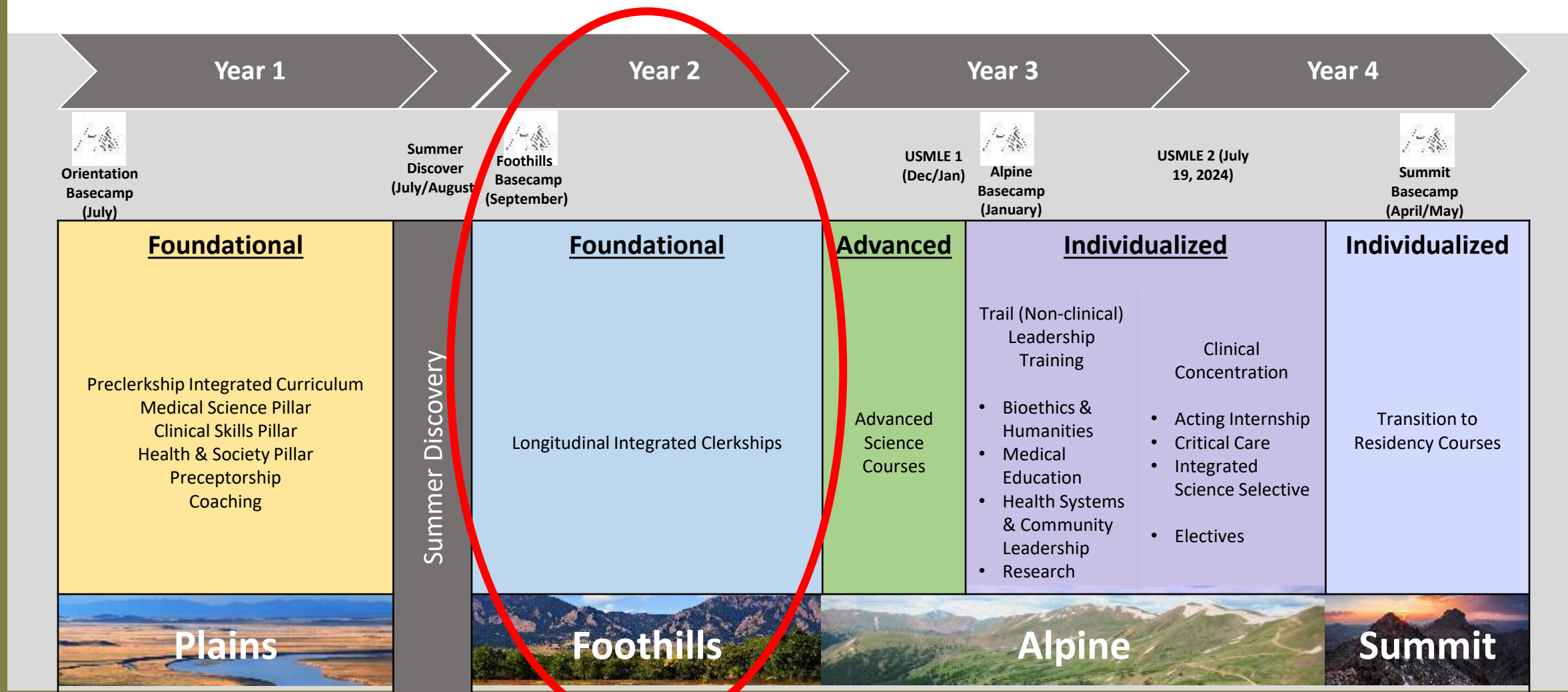
University of Colorado: a transition to all-LIC



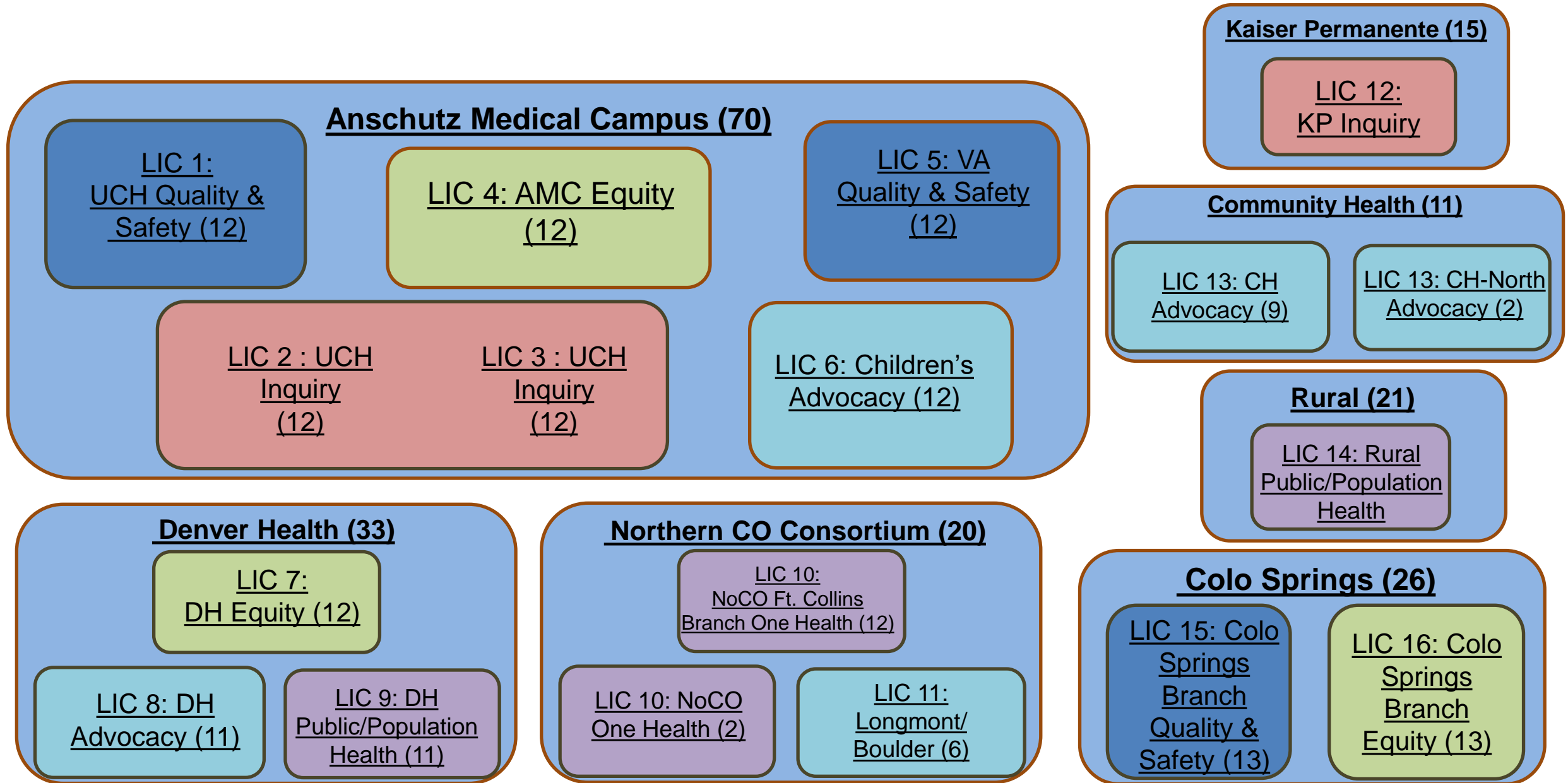
The Trek
Curriculum
All-LIC
200 students
2021



CUSOM Trek Curriculum

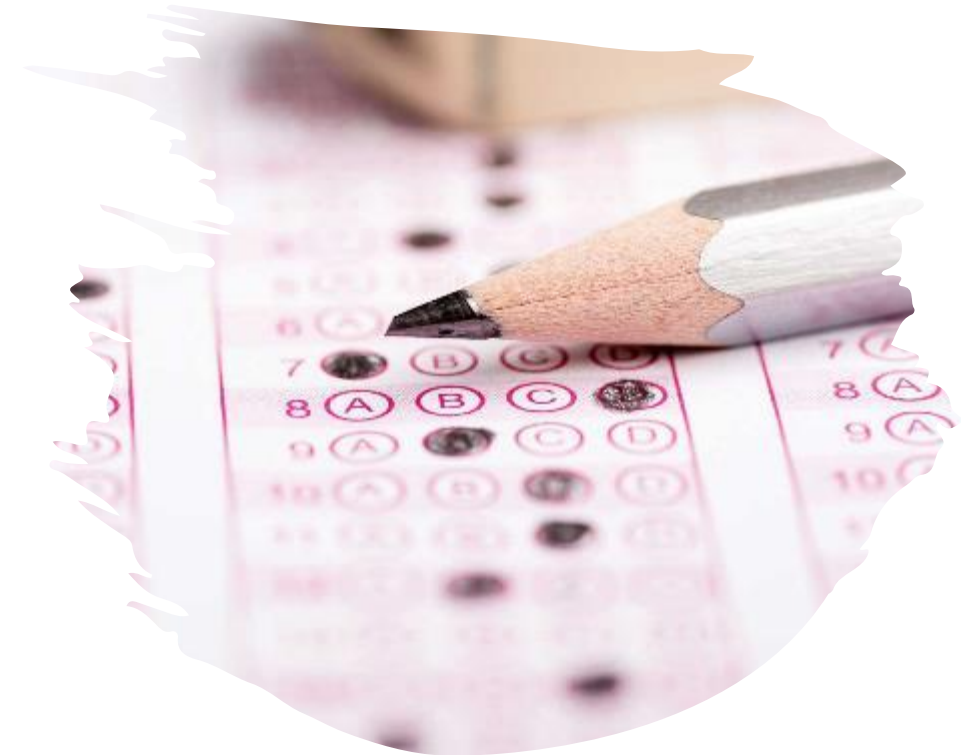


The LICs: 16 learning communities across systems



Student Academic Outcomes

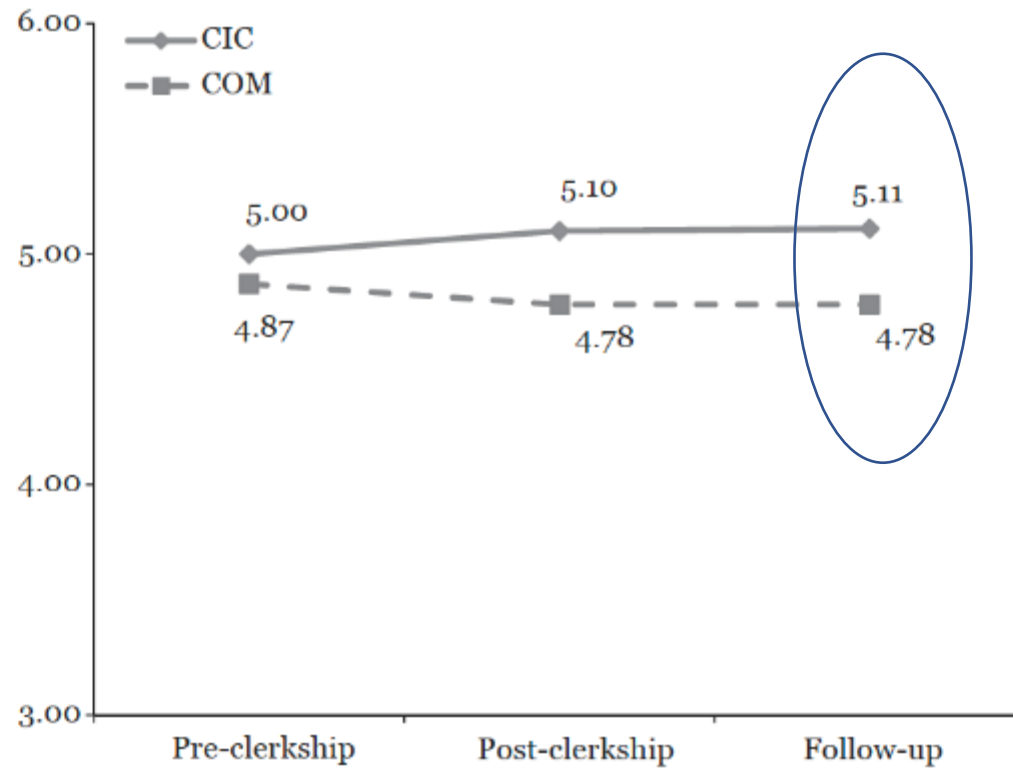
- Students in LICs have equal or better performance on:
 - Standardized exams
 - Clinical assessments
 - Acting/Sub-internships
 - National board examinations
 - Residency match



Teherani A, Irby D, Loeser H. Outcomes of different clerkship models: longitudinal integrated, hybrid, and block. *Acad Med.* 2013;88:35-43.

Walters L, Greenhill J, Richards J, et al. Outcomes of longitudinal integrated placements for students, clinicians and society. *Med Educ.* 2012;46:1208-41.

Hirsh D, Gauberg E, Ogur B, et al. Educational outcomes of the Harvard Medical School—Cambridge integrated clerkship: a way forward for medical education. *Acad Med.* 2012;87:643-50



Enduring Improvement in Patient-Centeredness
 $p = 0.035$

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, $p = 0.035$.

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**

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.”*

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

jennifer.e.adams@cuanschultz.edu