

Do LICs have the power to transform?

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Student Kerriane was delivered by Dr Patrick Wells, he was her supervisor in 2012.

Dr Rohan Williams from student to GP to Clinical Educator



Dr David Rosenthal from rural Doctor to 17 years as a Clinical Educator to Associate Professor

Flinders MD Years 3 & 4

Different pathways

1. Adelaide- Flinders Medical Centre

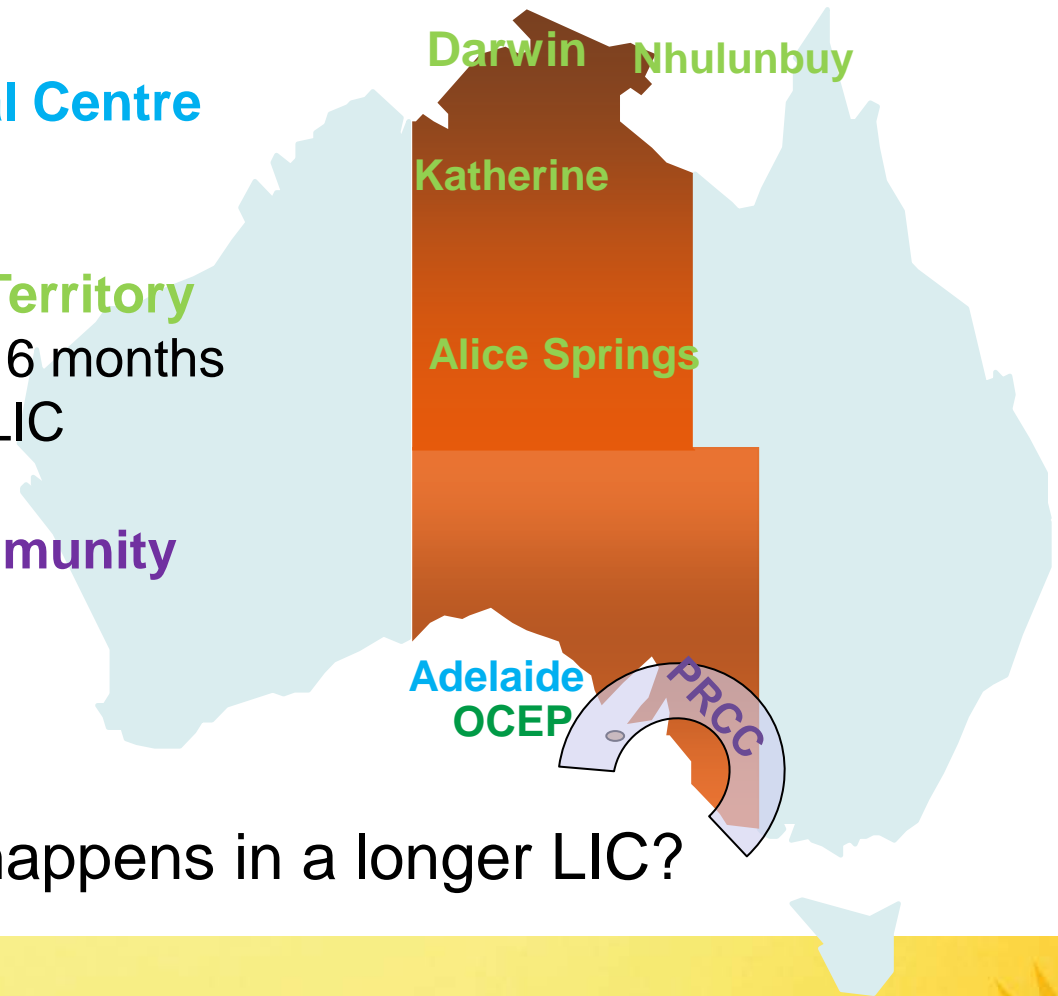
Traditional Block rotations

2. Onkaparinga & Northern Territory

Mixed Community-based 6 months
hospital block & 6 months LIC

3. Rural - Parallel Rural Community Curriculum

12 months LIC



Research Question: What happens in a longer LIC?

Transformative Learning Theory

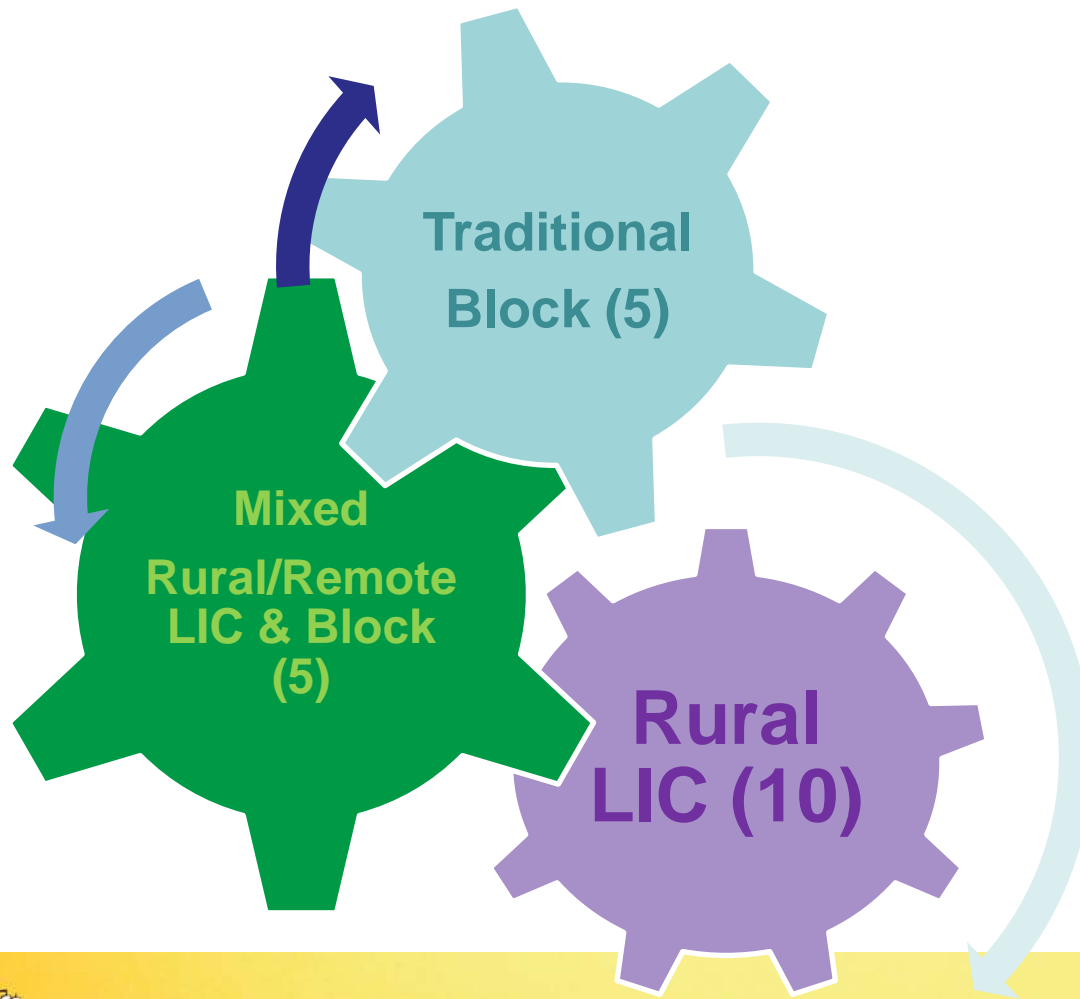
A process of "perspective transformation" to change one's frame of reference (*Mezirow 2000*)

- Disorienting dilemma
- Critical self assessment of assumptions
- Recognition that discontent is shared and others have negotiated a similar change ie Good company
- Critical discourse and reflection
- Trying on new roles build competence & self-confidence in new roles and relationships
- Reintegration into life - changed perspective



A Longitudinal study

In-depth interviews 20 participants over 5 years



2010 Year 2
Interview 1



2011 Year 3
Interview 2
Interview 3



2012 Year 4
Interview 4

2012 Graduation
Interview 5



2013 Internship
Interview 5



Findings

PRCC

Mini Community – the

“I think you owe it to the community, you owe it to the patients to know that the time that you’re taking up of theirs is worthwhile because they’re assisting training of someone that will hopefully give back to that community or a similar community”

Mixed

dependent

“Now working more in the role of a junior doctor. I liked learning in ED because I think it forced you to tie in the physiology and even the anatomy into why things happen, and they bring up things that they don’t write in textbooks, they don’t put the two and two together in textbooks”

Trad Block

Multiple learners

More competitive

“I feel at a loss while they go off to surgery, I’ve got to also realize that they’ve got jobs to do and they’re not here to sort of just look after medical students”

Limited community engagement



Transformations

NB interviews are continuing to 2014



Tanya (Mixed) “I’ve just learnt more about life in the past year”

Amy (Mixed) “I recognise that I need to be a lot more organised and not just in medicine, but generally in my whole life and even just making sure that you get enough sleep and look after yourself ...to be able to cope with the hours and effort and energy that you need to put in, in the workplace”

Guy (Mixed) “I think, was it Hippocrates that said it matters not what sort of disease a person has, but what sort of person has a disease. When you come up to the top end, you realise that’s very true, that all people who don’t take their meds don’t take them because they don’t care; you just have to ask why ... there’s other stuff going on and who could we bring into this to make this better? It’s negotiating health with patients.”

David (LIC) “it reinforced **the kind of doctor I want to be**, that’s not money driven or driven by who gets the most, or who can walk into a room and everyone go” Oh he’s a neuro surgeon!” or whatever, but more or the way **you can actually make a real difference**”

Kellie (LIC) “So it’s sort of very much a cycle and now as a fourth year student and next year I’ll be an intern I’m getting much more into the active phase of that cycle where there are people I can assist.”

Continuity, Constructivism, Co-creation

Continuity:

- Relationships develop over time.
- A curriculum that helps students recognize their own responses and narratives while at the edge of their learning and sustain their courage to move beyond their comfort zone.

Constructivism- Transformative Clinical Teachers

- Help students find the edge of their understanding,
- Provide company at that edge, and
- Help students construct a new transformed place.



Co-creation ie Community engagement that makes a real difference – advocacy, understanding social issues, teams, IPE.

Discussion Questions?

- What kinds of transformations do your students have?
- How can LICs transform health services and clinicians ?
- In what ways do LICs transform communities?



Summary

LICs transform students, clinicians and communities through:



Vintage Festival



ESL in schools



CPR 4 Kids

Co-creation

Continuity

Constructivism

Nursing Lecturer Leeane Pront

Clinical Educator Dr Jo Rutzen

