



## **What LIC students say: Who should choose a rural LIC**

J Konkin, C Suddards, Division of Community Engagement  
Faculty of Medicine & Dentistry

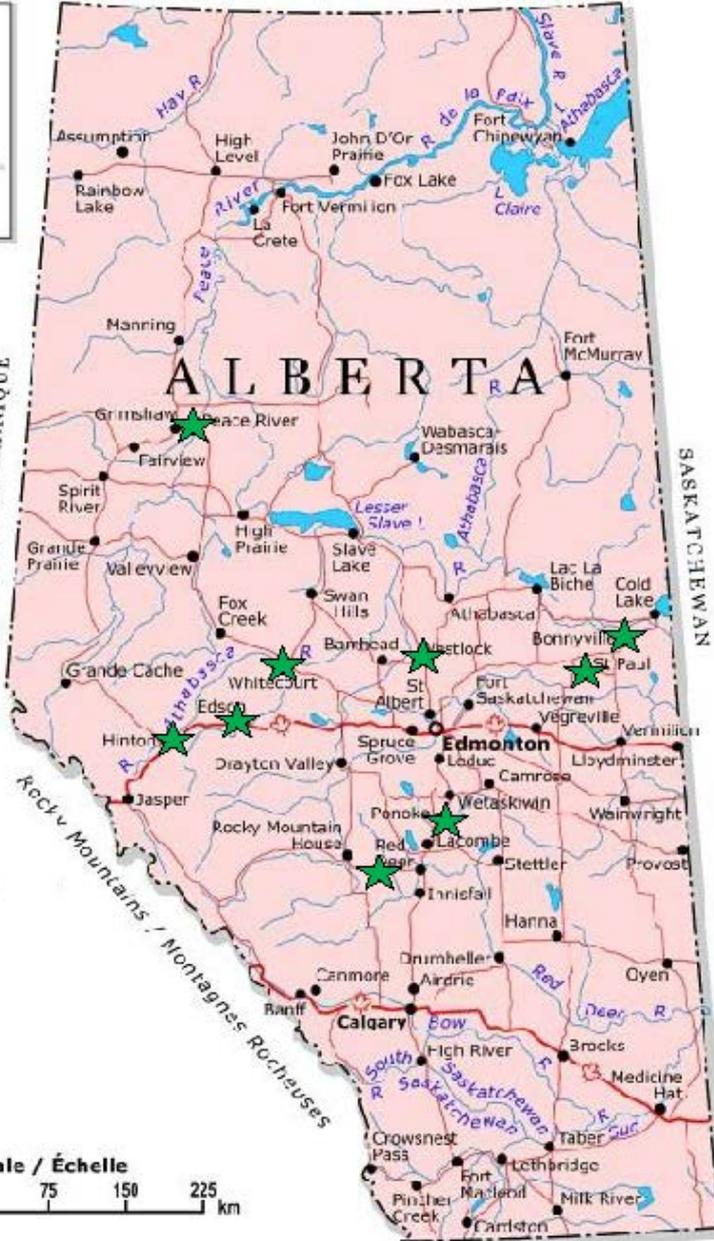
**We have no financial or personal conflicts to disclose.**

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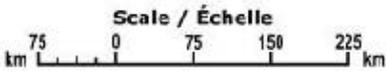


BRITISH COLUMBIA  
COLOMBIE-BRITANNIQUE



SASKATCHEWAN

Rocky Mountains / Montagnes Rocheuses



- ICC communities range in size from 5000 to 12000
- In 2013-14 students will spend 41 weeks in their communities
- Students meet the same objectives as RBC students

- **3<sup>rd</sup> year of a 4-year medical program**
- **Physician teachers primarily family physicians, many with enhanced skills, i.e. generalist environment**
- **91 students (2007-2013):**
  - **50% male:50% female**
  - **Background: 61% urban; 39% rural**
- **19 students in 2013-14 in 9 communities**

Of 73 ICC graduates of the MD Program:



**19 Family Physicians -- 8 rural & 11 urban  
communities**

**1 Community Medicine physician – urban  
24 in Family Medicine residencies**

**29 in other residencies**

**What was the experience of students from the UAlberta Integrated Community Clerkship in their 4<sup>th</sup> year?**

***Further analysis led us to ask:***

**From the perspective of students, who should choose the ICC?**

- **Hermeneutic & phenomenological moving to grounded theory**
- **Data collected through reflective conversations at the end of the fourth and final year of the MD program**
- **Results for this presentation based on 31 student transcripts from the first five cohorts of students (n=73)**
- **Process of progressive focusing on the question, and iterative coding process leading to themes**

- **One school but multiple cohorts and 10 different ICC communities**
- **All participants were in a rural LIC; some results may not be generalizable to urban LICs**
- **Student perceptions and perspectives only; no triangulation with preceptor or program administrator perceptions**

*I had to really evaluate what I had seen so far and trying to tailor my learning accordingly so that I could see other things or um learning how to make the best of each opportunity and, and, and chasing after the good learning experiences uh and being so flexible, if, if, if you needed the structure, you might be better off somewhere else I think [2013-04-04]*

**A student considering the ICC was encouraged to think about**

***How much initiative do I have, can I, am I the type of person who really wants to, to get my hands dirty and be involved in everything that's going on or am I kind of the fly on the wall type of person who just observes everything and um needs to be told what to do? [2013-04-04]***

**Prospective students should ask, can I be:**

***...comfortable with being uncomfortable because the ICC by its nature is um is a , is a bit unstructured you know, it's a bit unknown.***

***Because you have to be flexible and willing to do that, right, and that's what I'm saying like when you are in the city, there is a system, there is a hierarchy, it's very comfortable you know you just kind of work your way through, through all these expectations and stuff... it's very safe... [2013-04-07]***

*...you have to be okay with working somewhere that's quite far away from uh sort of large scale amenities ... Not everybody is able to live rurally. ...they have that mindset that they can't survive in such a small community and be so isolated and things [2013-04-04]*

*It does take a certain personality I think to say like I'm willing to go, be away from things. Um I think you have to be comfortable staying in the community ... you don't get as comfortable in the community, you don't feel that same ah connection to the community [if you go back and forth to the city] and I think that actually enhances your learning because you care about things a little bit more when you're part of the community*  
[2013-04-03]

*But I think if ... you want to be a doctor who has, you know, a good foundation and understanding of the basics of medicine, of, you know, your core rotations of medicine, the, uh, and you want to come out of third year with a good understanding of all of those things, I think ICC is a great way to do it. [2009-04-02 Year 4]*

- **Learning approach**
- **Personality**
- **Attitude**
- **Career goals**

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***...ways in which students go about their academic tasks, thereby affecting the nature of their learning outcomes [Azer et al, 2013]***

- **Takes responsibility for learning**
- **Self-evaluates and self-directs**
- **Willing to learn by doing**

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- **Comfortable with uncertainty**
- **Able to make one's own way**
- **Adaptable**

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- **Willing to leave the city behind and live rurally**
- **Open to the experience**
- **Throw oneself into the experience**

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- **Being competitive in residency matching process (perceived or real)**
- **Becoming a really good doctor**

- **Ability to understand ICC environment and adapt approach to learning to make the best of it**
- **Comfortable with uncertainty**
- **Embracing rural life and engaging with community are enablers for students to thrive in the rural setting and realize the full benefit of the program**
- **Consider career goals: will there be need for networking and role modelling in specialty of choice?**

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- **Ultimately students say that it is a good choice for anyone**
- **...but when deciding each student needs to ask:**  
**“Is this the best choice for me?”**

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- **Approach to learning and ability to adapt it to the ICC work-based learning context**
  - Students come from Year 1 & 2 generally with the “doing what’s necessary to fulfill the role” approach – **“satisficing”**
  - In ICC, need to “engage to achieve understanding” – **“satisfying”**
- **Leads to the question of how LIC educators can assist learners to understand the LIC environment and the change in approach to learning needed to be successful**

- **Rural programs place different expectations on students regarding ability to immerse themselves in rural life – not all students will appreciate the value of integrating into their ICC community**

Azer S, Guerrero A, Walsh A. Enhancing learning approaches: Practical tips for students and teachers. *Medical teacher* [Internet]. 2013 [cited 2013 Aug 12];35:433–43. Available from: <http://informahealthcare.com/doi/abs/10.3109/0142159X.2013.775413>

Biggs, J. (1994). Approaches to learning: Nature and measurement of. In T. Husen, T. Neville Postlethwaite, *The International Encyclopedia of Education* (1<sup>st</sup> ed., pp.319-322) the University of Michigan, Pergamon.

**Thank you!**

**???Questions???**

**Jill Konkin, MD [jill.konkin@ualberta.ca](mailto:jill.konkin@ualberta.ca)**

**Carol Suddards, PhD [suddards@telus.net](mailto:suddards@telus.net)**

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