

Imperial College
London

Longitudinal learning: belonging, its impact, and recommendations for practice

Festival of Learning & Teaching 2022

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Workshop Overview



Welcome



What is longitudinal learning?



Longitudinal learning & belonging



Break out rooms – sharing your experiences



Summary & take home points

Getting to know you...

In the chat can you post:

- ❖ Name
- ❖ Role & faculty
- ❖ Experiences (if any) of longitudinal / experiential learning
- ❖ Experiences related to student belonging (positive & negative)

Longitudinal Learning: Introducing Longitudinal Integrated Clerkships

Medical students **participate** in the comprehensive **care of patients over time**

Continuity of Care

Medical students have **continuing learning relationships** with these patient's clinicians

Continuity of Supervision

Medical students meet, through these experiences, the majority of the year's core clinical competencies across **multiple disciplines simultaneously**. (CLIC 2007)

Continuity of Curriculum

Integrated Clinical Apprenticeship (ICA)



Central weekly tutorials

- Clinical skills & knowledge
- Professional skills (uncertainty, health coaching, advanced communication skills)
- Reflective learning

Continuity of Care⁶

Patient cohort
Patient advocacy

Continuity of Curriculum⁶

Integration across specialties
Integration within patients

Continuity of Supervision⁶

GP tutor continuity
Course Lead Tutors
Peers

Evidence from the ICA:

- More tolerant of uncertainty
- Non-ICA students more risk adverse
- Non-ICA students less resilient
- Non-ICA students less empowered

Observations:

- Communities forming within the students
- Reduced competition within the students
- Less assessment driven and able to see the wider picture

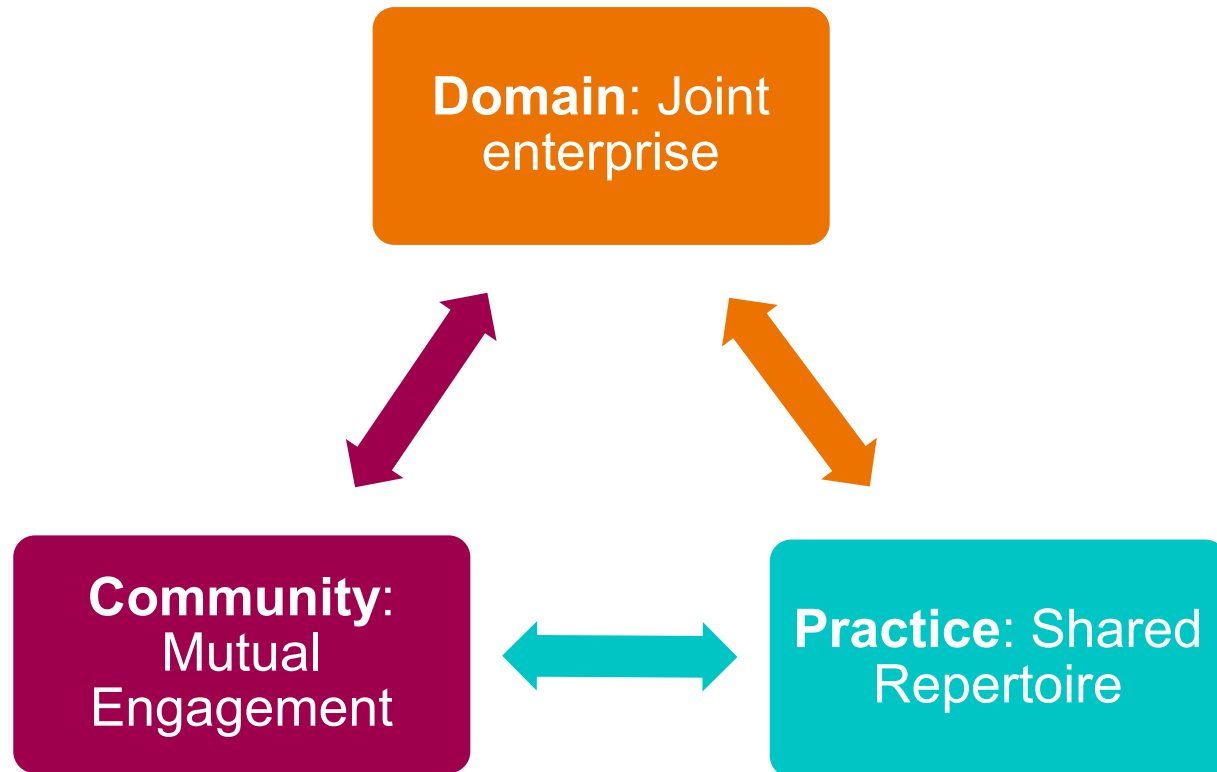
Why?

Research question:

What are the experiences of Year 5 medical students' sense of belonging in a longitudinal integrated clerkship?

Learning as belonging

Communities of Practice



Communities of practice are groups of people **who share a concern** or a passion for something they do and **learn how to do it better** as they **interact regularly**¹

1. Lave & Wenger Situated Learning: Legitimate Peripheral Participation

Belonging to the clinical team

Joint Enterprise

“I had a sense of belonging at the GP surgery and I almost had the sense that they were ... my patients and I have a responsibility to look after them”

Mutual engagement

“seeing someone each week and getting to know them...it works both ways... We got to know the GPs well throughout the year & they got to know us very well.”

Shared repertoire

“I took about 3 bloods with an F1, and she was really grateful, even though it’s such a small task. We went for coffee afterwards... she was able to have that break because those jobs were done”

**Student outsider or
“visitor” to CoP**

**Student develops authentic CoP
membership and belonging**



Passive learning

Active learning

Authentic learning

**Observation
with little
interaction or
relationship**

**Seeing patients with
“interesting” symptoms**

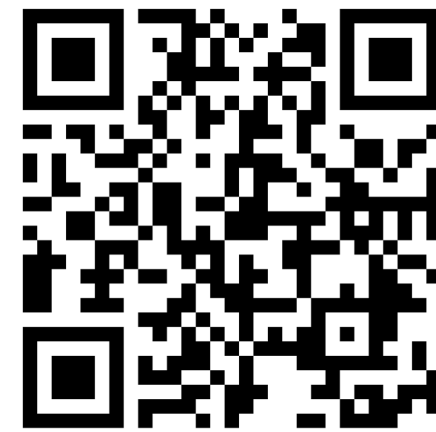
Seeing patients with need

**Transient encounters
which are student
focussed for their
learning**

**Multiple encounters
developing meaningful
relationships with tutors
& patients**

**Assessment
driven learning**

**Responsibility
driven learning**

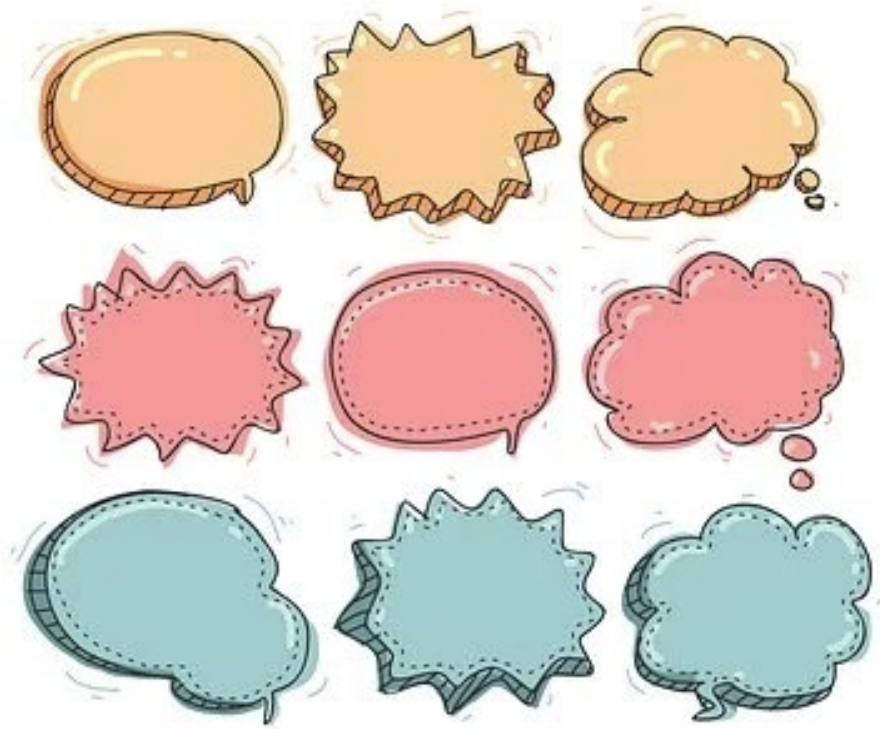


Break out rooms

3 questions, 15 minutes. Post key themes from discussion to the Padlet

1. What is your experience of longitudinal learning within your own educational context?
3. How does/might longitudinal learning facilitate belonging within your educational context?
4. Can you think of any disadvantages to belonging through longitudinal learning?

Discussion



Perks and pitfalls: Belonging through experiential learning

Perks

- Responsibility driven learning
- Authentic role within a professional team
- Professional identity development

Pitfalls

- Socialisation into a harmful professional (hidden curriculum)
- Impact of moving on from longitudinal learning placement
- Balance between learning and unpaid service provision

Take home messages

- Longitudinal learning can facilitate learning through belonging to, and involvement with, professional communities of practice
- Belonging can foster responsibility-driven learning & meaningful participation
- But there are possible pitfalls to belonging e.g. uncritical adoption of harmful cultural values & norms
- Important to consider impact of longitudinal learning, and how pitfalls of belonging might be mitigated within your own context

References

- Bonney, A., Albert, G., Hudson, J. and Knight-Billington, P., 2014. Factors affecting medical students' sense of belonging in a longitudinal integrated clerkship. *Australian Family Physician*, 43(1/2), pp.53-5
- Cruess, R.L., Cruess, S.R. and Steinert, Y., 2018. Medicine as a community of practice: implications for medical education. *Academic Medicine*, 93(2), pp.185-191
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Thank you!

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