

## Objective

We developed a novel required, longitudinal preclinical course to develop reflective practices and critically analyze the historical and social contexts underpinning medical practice in the US.

We explicitly discuss the “hidden curriculum” and provide credit for work often categorized as “extra-curricular”

## Background

**The I-RESTORE course Identity Formation through Reflection, Social Analysis, Team Orientation and Enrichment** is informed by professional identity formation literature and draws on structural competency training, emphasizing concepts including structural inequality and racism.

## Design

Two weeks in the first year, four-week block during the summer after, two weeks in the second year. Includes mandatory sessions on communication, advocacy in medicine, group coaching sessions.

Elective sessions on career exploration, leadership, and personal development, life-long learning, and inter-professional experiences, form their “learning passport”.

The summer block is a selective, focused experience in research, community engagement, lifestyle medicine, global health, or an externship.

## References

- ❖ Kalet, Adina, Lynn Buckvar-Keltz, Verna Monson, Victoria Harnik, Steven Hubbard, Ruth Crowe, Tavinder K. Ark, Hyuksoon S. Song, Linda Tewksbury, and Sandra Yingling. "Professional identity formation in medical school: one measure reflects changes during pre-clerkship training." *MedEdPublish* 7, no. 41 (2018): 41.
- ❖ Lovell, Ben. "What do we know about coaching in medical education? A literature review." *Medical education* 52, no. 4 (2018): 376-390.

## Longitudinal Curriculum

	August		September		October		November		December		January		February		March		April		May		June		July																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
<b>I-EXPLORE</b>																																																				
<b>Year 1</b>	Pre-Clerkship Phase																																																			
	MDS 471 Human Architecture and Function (8 wks/ 12 Units)				MDS 472 Molecular and Cellular Medicine (6 wks/ 9 Units)				MDS 473 Pathogens and Host Defense (5wks/ 7.5 Units)				MDS 474 Cardiovascular, Pulmonary, and Renal Systems (19 wks/ 28.5 Units)				MDS 474 Cardiovascular, Pulmonary, and Renal Systems (19 wks/ 28.5 Units)				MDS 474 Cardiovascular, Pulmonary, and Renal Systems (19 wks/ 28.5 Units)				Summer (includes 4 weeks of I-RESTORE coursework) (8 wks)				MDS 475 (1/2 begins)																							
<b>Year 2</b>	Pre-Clerkship Phase																																																			
	MDS 475 Endocrinology, Reproduction, and Gastrointestinal Systems (16 wks/24 Units)				MDS 475 Endocrinology, Reproduction, and Gastrointestinal Systems (16 wks/24 Units)				MDS 475 Endocrinology, reproduction, and Gastrointestinal Systems (16 wks/24 Units)				MDS 476 Skin and Musculo- skeletal Systems (3 wks/4.5 units)				MDS 477 Brain and Behavior (8 wks/ 12 units)				Step 1 Study Period (8 wks)				IMD 430 Internal Medicine (6 wks/ 9 units)				SUR 430 Surgery (6 wks/ 9 units)																							

## Standard Week

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>independent scholarly work, exam remediation, unstructured time</b>		<b>Required Curriculum</b>	<b>Required Curriculum</b>	<b>Areas of Scholarly Concentration Time</b>	<b>independent scholarly work, exam remediation, unstructured time</b>
		<b>Required Coach Meeting OR Learning Passport Work</b>	<b>Required Coach Meeting OR Learning Passport Work</b>	<b>Required Coach Meeting OR Learning Passport Work</b>	

## References

- ❖ Metzl, Jonathan M., and JuLeigh Petty. "Integrating and assessing structural competency in an innovative prehealth curriculum at Vanderbilt University." *Academic Medicine* 92, no. 3 (2017): 354.
- ❖ Morse, Robert, Eric Brooks, Kenneth Hines, and Daniel Lara-Agudelo. "Most Diverse Medical Schools." *US News and World Report*. 2022. <https://www.usnews.com/best-graduate-schools/top-medical-schools/medical-school-diversity-rankings>.
- ❖ Neff, Joshua, Seth M. Holmes, Kelly R. Knight, Shirley Strong, Ariana Thompson-Lastad, Cara McGuinness, Laura Duncan et al. "Structural competency: curriculum for medical students, residents, and interprofessional teams on the structural factors that produce health disparities." *MedEdPORTAL* 16 (2020): 10888.

## LCME Competencies

**Total Competencies Met By Course: 12**

Top Four Most Common Competencies Longitudinally:

- 1) LL5: Personal Identity Formation
- 2) IPCS5: Awareness of Emotions
- 3) IPCS3: Understanding of Health Care Workers' Roles
- 4) SBP3: Social Determinants of Health

## Outcomes

Survey results: students appreciate panel discussions on career exploration and roles in healthcare teams, self-reflection exercises, coaching sessions, and opportunities to engage in activities including yoga and nutrition-focused cooking classes. Students expressed disappointment that elective sessions were scheduled simultaneously, forcing them to make selections.

## Strengths and Limitations

Students value this novel curriculum and identify the need for careful logistics management to optimize opportunities for varied experiences. We have just completed the first full two year cycle of the course. Ongoing evaluations of new iterations of the course are planned

## Generalizability

This longitudinal course addresses LCME standards on professional identity formation, structural competency, and inter-professional work in the preclinical curriculum.

We recommend that social scientists and medical anthropologists inform program design to ensure conceptual rigor.

## References

- ❖ Sarraf-Yazdi, Shiva, Yao Neng Teo, Ashley Ern Hui How, Yao Hao Teo, Sherill Goh, Cheryl Shumin Kow, Wei Yi Lam et al. "A scoping review of professional identity formation in undergraduate medical education." *Journal of general internal medicine* 36, no. 11 (2021): 3511-3521.
- ❖ Toubassi, Diana, Carly Schenker, Michael Roberts, and Milena Forte. "Professional identity formation: linking meaning to well-being." *Advances in Health Sciences Education* (2022): 1-14.