Think, Act, and Feel: Why Students Apply to a New uLinC
Clare Hutchinson1,4, Raed Hawa2, Stacey Bernstein3, Kulamakan Kulasegaram4, Mark D. Hanson3

1 North York General Hospital, North York, Ontario; 2 Toronto Western Hospital, Toronto, Ontario; 3 Hospital for Sick Children, Toronto, Ontario; 4 Wilson Centre, University of Toronto, Ontario

Background
An urban longitudinal integrated clerkship (uLinC) was recently launched at the University of Toronto. There are however no well-documented admission attributes for student selection into an uLinC. We present preliminary investigation of student-report admissions attributes relevant to developing an uLinC admissions interview.

Methods
Applicants were randomly selected for uLinC from those applicants in good academic standing. All applicants completed a letter of intent (LOI) focusing on their rationale for choosing uLinC including how the uLinC aligns with their medical education and approach to learning. LOI’s were not however used as an admission tool. LOI’s were analyzed qualitatively to identify student-report uLinC admissions attributes.

Results
uLinC applicant pool constituted 34 students with 30 students selected for the uLinC. All 34 applicant LOI’s were analyzed. Textual analysis revealed themes centering around students’ professional identity formation and their desire to think, act and feel like doctors. They reported: 1) valuing their ability to build on their medical knowledge over time through the continuity of uLinC curriculum (thinking like a doctor); 2) multiple CANMeds roles such as collaborating with an interdisciplinary team, managing complex health care systems and engaging in self-directed learning (acting like a doctor); and 3) connecting with patients through storytelling and patient narrative (feeling like a doctor).

Conclusions
Qualitative analysis revealed multiple attributes uLinC applicants report important for uLinC participation. Triangulation of this applicant entry data with with uLinC graduates’ exit interviews and uLinC faculty preceptors’ perceptions will contribute to the blueprint and design of an uLinC admissions interview.

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