

**[S18.004] Parnassus Integrated Student Clinical Experiences (PISCES): A Multidisciplinary Longitudinal Patient-Centered Model for Third-Year Medical Education at the University of California, San Francisco**

***Michelle B. Jonelis, Seunggu J. Han, Heidi Kirsch, Ann Poncelet, San Francisco, CA***

**OBJECTIVE:** To describe a novel integrated third-year clerkship using patient-centered illness models.

**BACKGROUND:** The clinical education of third-year medical students is challenged by increasing transitions in healthcare resulting in erosion of the relationship between the patient, student, and healthcare team. Medical students have increasingly lost ownership of patient care, lacked exposure to undiagnosed patients, receive limited observation of their clinical skills and have discontinuous clinical skills development across third year.

**DESIGN/METHODS:** PISCES is a pilot curriculum for third-year medical students at UCSF Medical Center. The students spend a year in longitudinal clinics with a single attending from each core discipline. They acquire a panel of patients to follow into various settings including the emergency and operating rooms, and specialty clinics. Students join their neurology preceptor in his/her clinic on a biweekly basis. Target patient panel diagnoses include neurovascular, paroxysmal, neurodegenerative, neuromuscular and neurosurgical disorders. In the emergency department, students evaluate patients with acute neurological conditions and participate in their care throughout the admission. Preceptors assess clinical skills and professional development with monthly structured observed clinical exams. Interdisciplinary weekly didactic sessions include student-lead case presentations, neurology vignettes and neurology/psychiatry cases. **RESULTS:** PISCES launched in April, 2007 with 8 students. Early feedback demonstrates the patient panel is a particularly effective format to provide authentic roles in patient care. The integrated curriculum is also highly rated. Longitudinal preceptorships enhance observation and feedback. Students develop a unique perspective of the impact of a health care system on patient care. Initial challenges include providing a breadth of clinical experience with sub-specialized neurology preceptors and acquiring appropriate inpatient management skills. Performance on the integrated national shelf and clinical performance examinations will provide further objective measures of efficacy of this model. **CONCLUSIONS/RELEVANCE:** The PISCES program is an effective model for clinical skills training and professional development through a longitudinal, patient-centered, interdisciplinary approach.