



## **Medical School LIC Scheduler**

# **Personas**

**Version 1.0**



**Kayla the LIC Coordinator**

Visiting every US national park is on Kayla’s bucket list, which speaks to her desire to try new things. Kayla is very excited about overseeing the development of the LIC scheduling system. Even though she doesn’t consider herself to be very ‘tech savvy’, she has a lot of interesting ideas about how to make the TCU/UNTHSC medical school the best it can be. She’s eager to venture into uncharted territory, but a little unsure about how to get there.

Kayla’s schedule is very busy. She’s been meeting with Fort Worth area doctors as well as medical school employees. In addition to her job, she’s a student at the Neely Business School. With everything on her plate, she wants the LIC scheduling system to be as easy and intuitive as possible. She expects to be able to receive the student schedules in a format she can read and understand. Kayla wants to rely on the system to do most of the heavy lifting, including pulling student and doctor data and generating schedules for each of them. Additionally, she expects some manual control in case of extraneous circumstances. Kayla would also love to develop a personality matching system, where doctors and students can be paired up with compatible personalities. However, there is no precedence for this. The closest existing system involves one staff member who personally knows all the students and doctors to match them up. With 60 students and over 480 doctors in the system, it is impossible to personally match them by hand. Kayla wants a personality test and algorithm that can simulate this. She’s relying on the software team to help her decide what that looks like.

Thinks	Kayla thinks it would be really cool to have a system that matches students and doctors based on personality. She also expects the matches to take into consideration the doctor’s schedules, location, and learning/teaching styles. She also thinks it would be a good idea for students and doctors to be able to fill in their data online.
Sees	Kayla sees that no other medical school has implemented a system like

	this. She's done some research, but nothing quite compares.
Feels	Kayla feels excited about a brand new system and wants it to be unique. She also feels a bit stressed about all the work ahead of her.
Does	Kayla currently spends a lot of time meeting with doctors and trying to understand their needs and wants. She's also juggling her own studies, which involve coming to campus in the evening to take classes.



**Maddie the future Medical School Student**

Maddie is a 22-year-old undergraduate student preparing for medical school next year. She lives away from home but tries to visit most weekends. For the past three years, Maddie has served as an RA for a freshman dorm on campus. She loves to decorate the bulletin board in the hallway and design cute namecards for all her residents. Maddie also has a great love of musical theater and is involved in the choir at her church. Every Wednesday night, she sets up Disney karaoke in the first floor lounge. Her favorite food is cupcakes, which she bakes regularly in the dorm kitchen (and then she shares them, of course!). None of her friends have ever seen her eat vegetables, but she promises she's a very healthy person.

Maddie has been dreaming about being a pediatric doctor for as long as she can remember. She's used to babysit her neighbor's twin daughters and loved taking care of them.

Maddie has been working really hard to keep her grades up so she can be accepted to medical school. Although she knows there's still a long road ahead of her, she's excited for the future.

Despite Maddie's bright and confident personality, she's actually really nervous about medical school. She's read horror stories online about conflicts between students and doctors. She really wants to be matched with doctors who have compatible personalities, since Maddie does her best work when she feels respected and appreciated. She's also worried that she'll be matched a doctor that's far away from campus. Although she does have a car, it's not the most reliable and gas prices are expensive. Maddie hopes the medical school will take these things into consideration when matching her with doctors.

Thinks	Maddie thinks that medical schools should try to make good matches between students and doctors. She wonders if there is a way to be paired with doctors who have similar personalities.
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Sees	Maddie sees other medical school students who are matched to doctors randomly. She observes that not all of them are happy.
Feels	Maddie feels that the medical school should care about her education as much as she does. She's very nervous that the school will match her with incompatible doctors.
Does	Maddie spends most of her free time hanging out with friends and organizing social events. She also puts a lot of time and thought into her school work.



### **Edward the ER Doctor**

Edward just celebrated his tenth year working as an ER doctor and his oldest daughter's fourth birthday. The only thing Edward loves more than his job is his family (and the Texas Rangers baseball team). He doesn't always have time to go to the games due to his unique work schedule, but he will definitely be at the baseball stadium on his days off.

The long work days can be difficult for Edward, and he turns to coffee to get him through. His wife makes fun of him for being a 'coffee snob', but he insists on having an espresso machine in the ER waiting room. His coworkers have learned to avoid him before his first cup of joe.

Even though Edward graduated from medical school many years ago, he remembers how important the practical clinical practice was. Last year, he agreed to train a student from a local medical school. He remembers being relieved that the school asked for relatively little paperwork. However, the four weeks that followed were the worst weeks of his career. The medical student assigned to him asked questions about everything Edward did. Edward tried to be accommodating and answer everything, but doing so cost him valuable time away from patients. Additionally, Edward found himself re-explaining something he had just demonstrated. The medical student left feeling frustrated by Edward's teaching, and Edward was frustrated with the student's inability to learn by watching. Even though he was scheduled for more rotations, Edward withdrew his name from the medical school's list of doctors.

Now Edward is ready to give it another shot. He wants to mentor a medical school student, but he's a bit worried about the logistics. Edward is used to hectic schedules and emergency procedures, and he knows from experience that he doesn't have a lot of time to stop and teach a student. He's hoping to get a medical student who can learn quickly just from watching him. Edward wonders if there is a way he can request students with visual learning styles. Because of his busy schedule, Edward also expects the medical school to respect his time. He wants to

spend a minimum amount of time filling out forms. Edward gets easily frustrated by complicated websites and unnecessary paperwork.

Thinks	Edward thinks training medical school students is important, but he expects the process to be simple and easy. He thinks it would be a good idea to match students and doctors based on learning styles since he has a specific teaching style.
Sees	Edward sees how busy he and his coworkers are. He has watched minor distractions become major problems.
Feels	Edward feels anxious about taking on another student. He is a bit overwhelmed just thinking about making extra time. However, he has a strong desire to help a future doctor find his or her way.
Does	Edward rarely has a free moment. He takes his work seriously and will often have long shifts. Edward works very efficiently, since he's spent ten years learning the best way to complete tasks.