

Primary Care Essentials: Developing clinician educators through a near-peer led core ambulatory curriculum supported by digitally available teaching materials

MEARA MELTON, MD, MBA, BEN TREFILEK, MD, KATHRYN GUINN, MD, YASMIN SACRO, MD, BRANDON FAINSTAD, MD



KEY OBJECTIVES

- ✓ Describe the need for ambulatory resident teaching opportunities for internal medicine residents with interest in medical education
- ✓ Implement a standardized primary care curriculum across educational sites using publicly available teaching content

BACKGROUND

- Developing the expertise and skills to practice and teach ambulatory medicine is key in Internal Medicine residency.
- Prior work by our institution showed that a majority of Internal Medicine residents intend to teach but rarely have the opportunity to develop teaching skills in an ambulatory setting.

DESCRIPTION

Six Core Primary Care Topics Identified

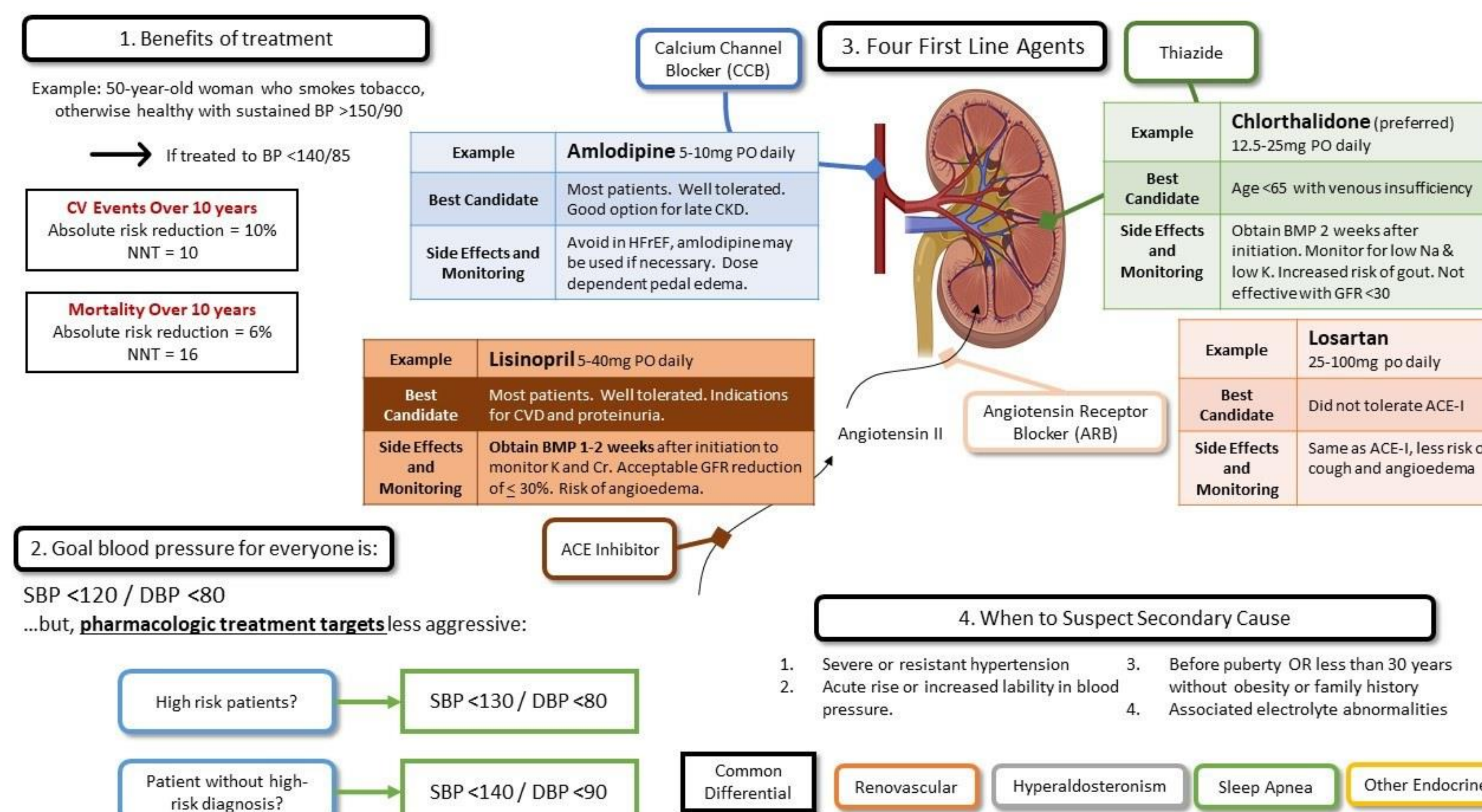
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|---------------------|---------------------------------------|
| Preventative Health | Cancer Screening |
| Hypertension | Chronic Obstructive Pulmonary Disease |
| Type 2 Diabetes | Depression/Anxiety |

- Participants:** 70 residents (24 interns and 46 upper level) at a large academic medical institution across two continuity clinic sites
- Content delivery:** Upper-level trainees delivered content to peers at the beginning of the academic year either using the prepared teaching module, their own content, or both

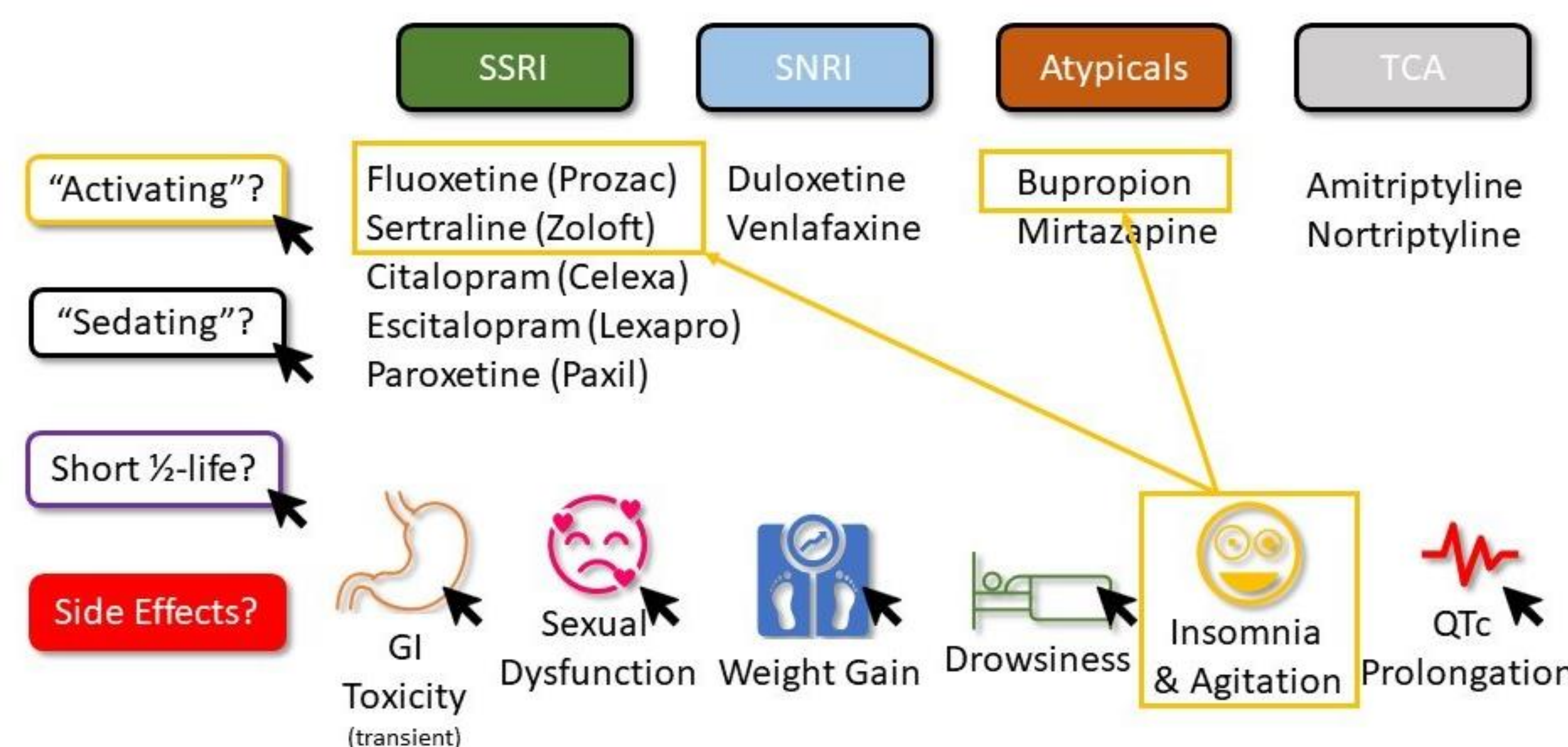
CURRICULUM CONTENT

- Interactive educational modules were developed and published on TeachIM.org, a free and publicly available online platform

Hypertension



Depression and Anxiety



EVALUATION

93%

valued having access to digitally available teaching materials

77%

agreed that opportunities to teach during a continuity clinic block are important

90%

valued near-peer teaching

86%

Of upper-level residents felt PCE was non-inferior to faculty delivered content

93%

PCE curriculum was a valuable learning experience

DISCUSSION

- Opportunities to develop clinician educator skills in the outpatient setting are limited
- Near-peer led core primary care curriculum using prepared materials is:
 - 1) well-accepted by trainees
 - 2) develops clinical educator skills
 - 3) is perceived non-inferior to faculty teaching

ACKNOWLEDGEMENTS

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