



University of Colorado
Anschutz Medical Campus

A “Boot Camp” to Support Med-Peds Interns in Specialty Transitions

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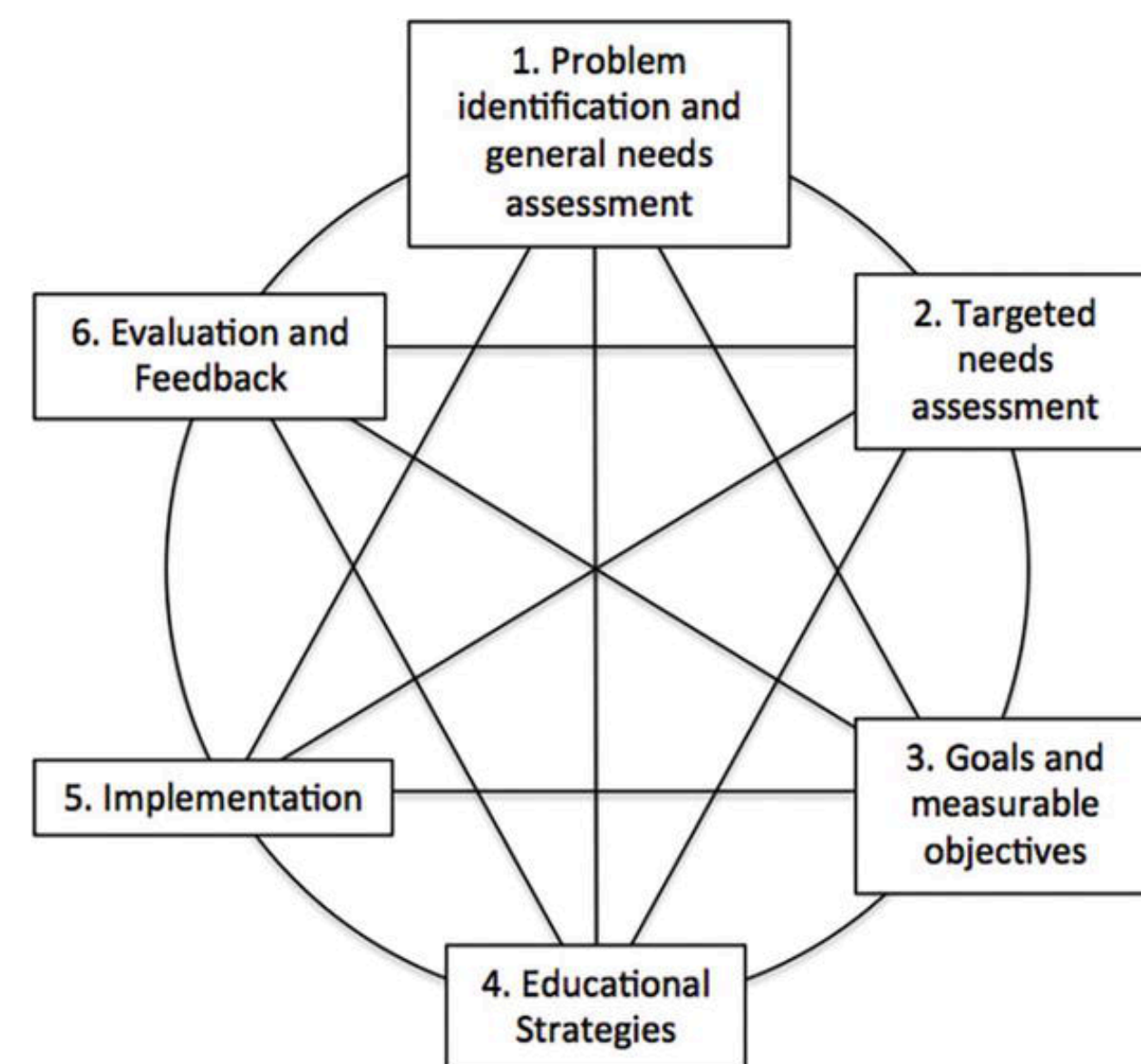
Children's Hospital Colorado

BACKGROUND

- Med-Peds interns have to frequently switch between Internal Medicine & Pediatrics
- The initial transition is often anxiety-provoking for interns
- No published curriculum on supporting the transition

METHODS - FRAMEWORK

Used Kern's 6-Step framework¹ to conduct needs assessment, design new curriculum, and elicit feedback



METHODS – CURRICULUM DESIGN

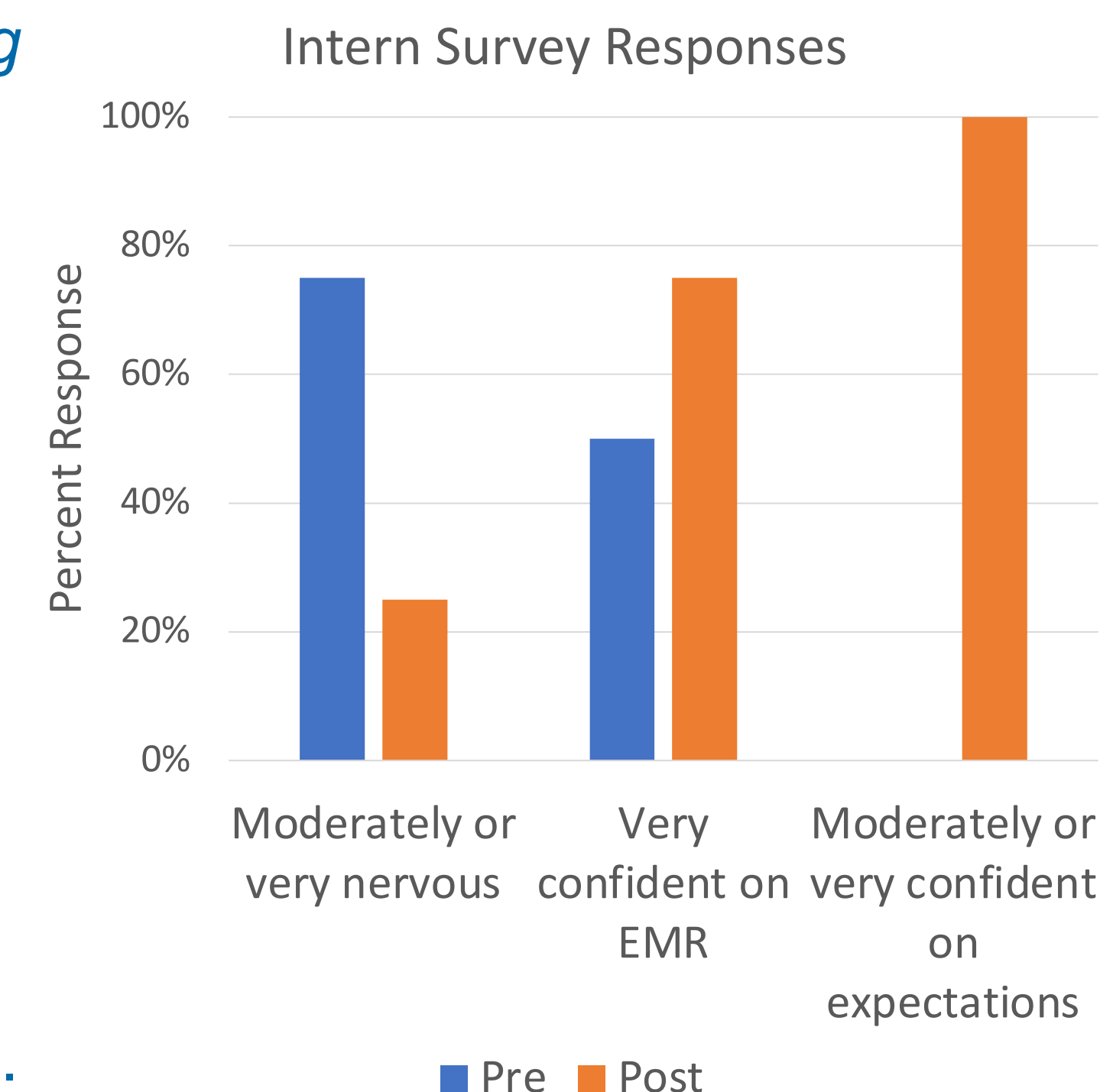
- Half-day session
- Near-peer & intern-to-intern teaching models
- Interactive cases, chalk talks, EMR set-up



RESULTS

“I think this has helped me start the process of switching my paradigm for how to think about things.”

- Interns surveyed before and after boot camp.
- Fewer interns felt moderately or very nervous to make the first transition (25% post vs 75% pre).
- More interns felt very confident in using the EMR at their upcoming site (75% post vs 50% pre).
- All interns felt moderately or very confident in their understanding of senior resident and attending expectations post-curriculum (100% post vs 0% pre).



CONCLUSIONS

- Dedicated transition curriculum reduced intern anxiety and better prepared interns for their first transition.
- Next steps: incorporate feedback to expand annual curriculum

RESOURCES

1. Kern, D. E. (1998). Curriculum development for medical education: A six step approach. Baltimore: Johns Hopkins University Press.

DISCLOSURES

No disclosures.

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