

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

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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

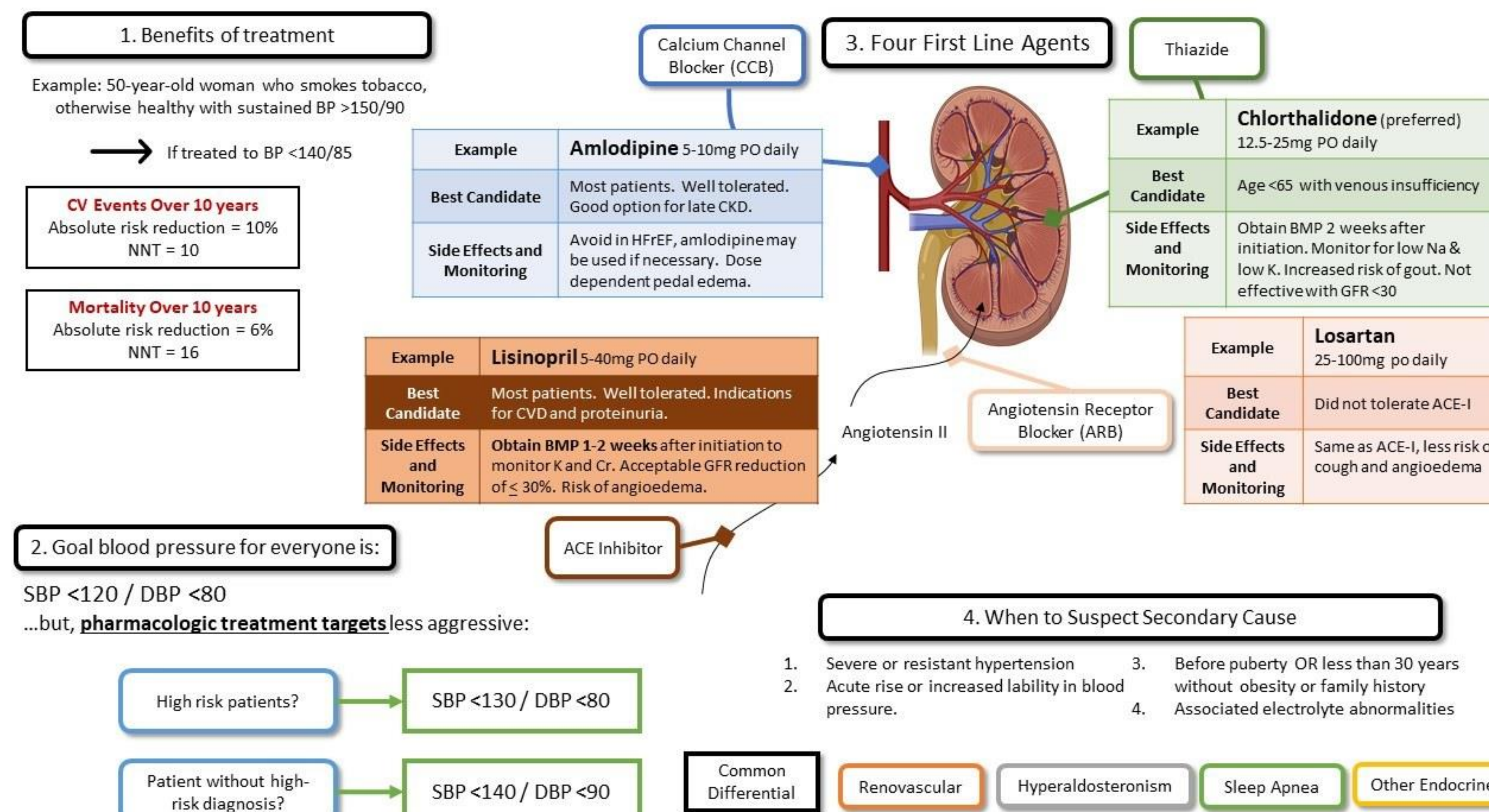
Preventative Health	Cancer Screening
Hypertension	Chronic Obstructive Pulmonary Disease
Type 2 Diabetes	Depression/Anxiety

- 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

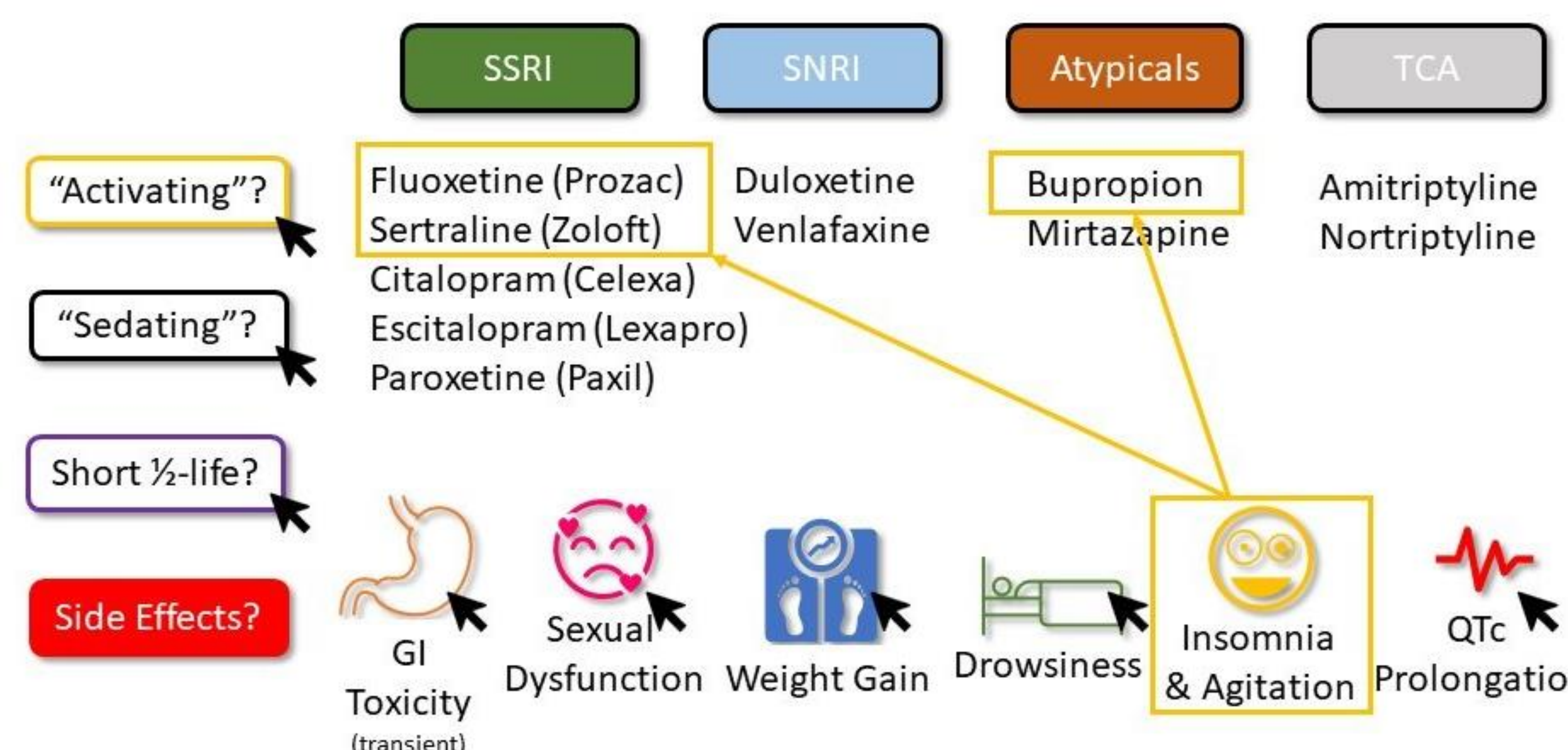
CURRICULUM CONTENT

- 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:
 - well-accepted by trainees
 - develops clinical educator skills
 - is perceived non-inferior to faculty teaching

ACKNOWLEDGEMENTS

Special thanks to our expert reviewers as well as to all the resident physicians who engaged in the development and delivery of this new curriculum.



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