

Barriers and Incentives to Teaching Family Medicine

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Background

- Clinical preceptors serve a vital role in medical education.
- Recruiting and retaining clinical preceptors, especially in Family Medicine, is a growing challenge for U.S. medical schools.
- The Department of Family Medicine at the University of Colorado has struggled to ensure adequate clinical preceptors

Purpose

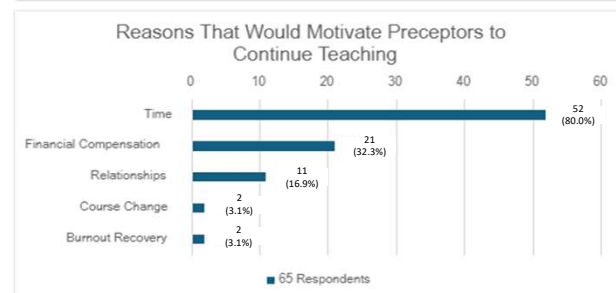
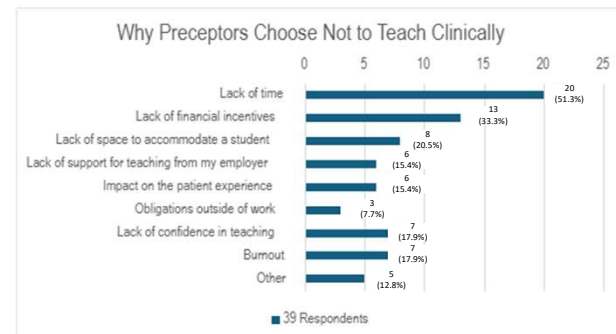
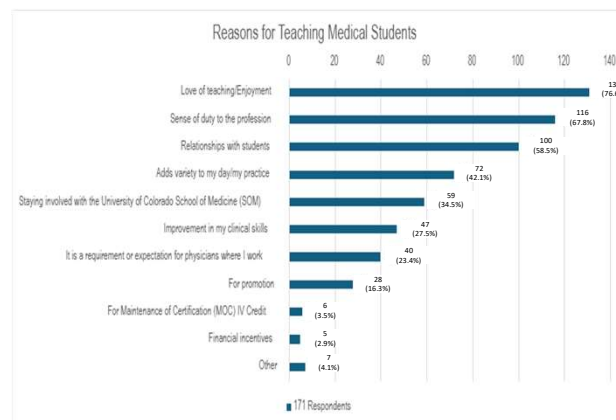
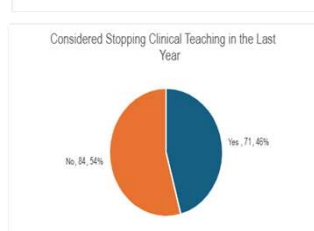
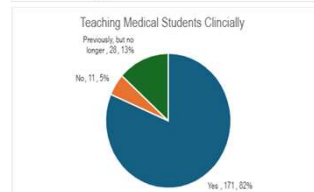
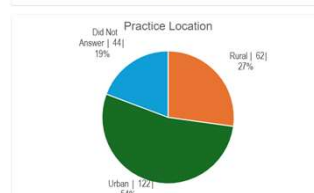
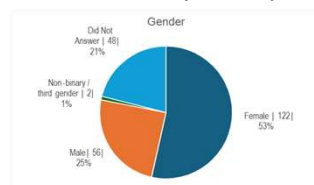
- To investigate the incentives and barriers family medicine physicians face when deciding to serve as a clinical preceptors.

Methods

- A cross-sectional survey to 376 family medicine physicians associated with CUSOM who were:
 - Active clinical teachers
 - Had a history of clinical teaching
 - Associated with active or past teaching practices
- Survey included check-one, check-all-that-apply, and open-ended question types.
- Skip logic used to tailor survey question to specific subgroups.
- Thematic analysis for open-ended questions.
- Survey was subjected to a UME review as well as review from two expert reviewers.

Results

Survey Responses 228/376 (60.6%)



Example quotes:

"Having more time. Time is the biggest barrier, always. Even if I have a 3rd year student who is fulfilling, it takes time to actually teach - I have never been able to incorporate a student in a way that does not add time."

"Teaching students can be very fulfilling, it also takes more effort and more time. In an ideal world preceptors would be given more room in their schedule to teach more and let students take longer with patients in a more relaxed setting."

Conclusions

- A love for teaching (76.6%), a sense of duty to the profession (67.8%) and relationships with students (58.5%) were the primary incentives for serving as clinical preceptors.
- Time was the largest barrier to teaching as reported by current (80.0%) and potential (51.3%) preceptors.

Limitations

- Non-participation bias
- Recent curriculum change to Longitudinal Integrated Clerkship model
- Specialty specific

Disclosures

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References



Poster Feedback

