

Teaching Health Center Planning and Development (THCPD) Annual Meeting



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A partnership between



Disclosures



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Curriculum Development

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- Former Program Director, Initial THC funded class and Rural Program Track

Today's Plan



- What is the curriculum
- Curriculum Development from 30,000 feet
- Small group exercise
 - Who will develop your inaugural curriculum
 - Who may you borrow from?
 - Who shall you share with?
 - What is one major barrier you can identify?
 - How will you overcome that barrier?
- Report out/Questions



What this presentation is not

- Into the weeds on
 - Goals and Objectives
 - ACGME Competencies
 - Teaching Methods
 - Location of Training
 - Evaluation and Feedback
 - Faculty Development
 - Blooms Taxonomy, Dreyfus model, Action Verbs for objectives



What is the curriculum

- Is it a book, a syllabus?
- Is it a teacher?
- Is it a location?
- Is it the experience?
- Who is responsible for the learning?

Two Legs

- Paper
 - Has all the elements
 - Goals and Objectives, clear outcome, evaluation
 - Meets Accreditation standards
- Experience
 - What are your local resources
 - What is the organizational mission
 - What do the accreditation rules state



Two cohorts – same issues

- Cohort one: your organization does GME, has a program(s)
- Cohort two: GME naïve, never developed GME curriculum
- What do both have to do?
 - Borrow existing curriculum
 - Look at local resources
 - Create an action plan

Some key ingredients

- Someone who will write the curriculum
- Interested and willing parties for rotations
- Good Teachers
- Physician leadership
- Time



Win-Win Community Buy in

- This is not selling a rotation
- What are the common values?
- What are the pro's and con's of having residents?
- How are residents special?



Residents are not...

- Medical Students
- Nursing or Nurse Practitioner students
- PA students
- Residents have:
 - Four years of experience
 - At least two years of experience caring for patients

There is Help



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Teaching, Research, and Point-of-Care Resources for family medicine educators

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AMERICAN ACADEMY OF
FAMILY PHYSICIANS

AAFP Reprint No. 259

Recommended Curriculum Guidelines for Family Medicine Residents

Care of the Surgical Patient

This document is endorsed by the American Academy of Family Physicians (AAFP).

Introduction

Each family medicine residency program is responsible for its own curriculum. The AAFP Commission on Education's Subcommittee on Graduate Curriculum has created this guide as an outline for curriculum development, and it should be tailored to the needs of the program.

Through a series of structured and/or longitudinal experiences, the curricula below will support the overall achievement of the core educational competencies defined by the Accreditation Council for Graduate Medical Education (ACGME) and provide guideposts to program requirements specific to family medicine. For updates and details, please refer to the ACGME website at www.acgme.org. Current AAFP Curriculum Guidelines may be found online at www.aafp.org/cg. These guidelines are periodically updated and endorsed by the AAFP and, in many instances, other specialty societies, as indicated on each guideline.

Preamble

Care of the surgical patient is an important part of the education and practice of family physicians. Some family physicians assist during major surgical procedures. Many others are called upon by their surgical specialist colleagues to evaluate patients for surgery, make preoperative and perioperative recommendations for care, and assist in the postoperative medical management of patients. Family physicians are often asked to help patients understand their appropriateness for surgery and the risks and benefits of surgical procedures. Some patients may turn to their family physician to help them understand the exact nature of a surgical procedure. Importantly, family physicians



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FMSW Curriculum <i>Gynecological Care and Women's Health</i> Faculty Liaison: Dr. Wright
Description of Rotation or Educational Experience This rotation is designed for R-2 & R-3 residents to further their skills in gynecology and women's health during a structured experience that encompasses 3 two-week blocks. Time is spent in both the inpatient/operative and outpatient settings with emphasis on common gynecological problems and procedures. Detailed schedule available as separate document. (Total 128 hours)
Patient Care Goal Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health in women. Objectives Residents on this rotation will: <ul style="list-style-type: none">• Review patient schedule and relevant chart notes of scheduled patients prior to beginning of assigned clinics and be prepared to perform procedures and discuss cases as scheduled. (PC1)• Gather essential information from the patient during history taking. (PC1)• Generate appropriate differential for individual patients. (PC1)• Demonstrate awareness of guidelines for GYN patients and apply appropriately. (PC3)• Develop appropriate diagnostic and therapeutic management plan for common GYN complaints. (PC1)• Review previous week's pathology and determine assessment and plan for follow-up with GYN preceptor when at FMSW. (PC1)• Perform common GYN procedures as noted below and obtain accurate informed consent. (PC5)• Participate in GYN Surgeries at PHSW as scheduled. (PC5)
Medical Knowledge Goal Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the care of gynecological patients. Objectives Residents this rotation will demonstrate knowledge and apply critical thinking skills related to the following areas during precepting. (MK2) <ul style="list-style-type: none">▪ Preventative health care and health needs through the life cycle for women▪ Normal GYN anatomy and exam findings▪ Common STIs and infections▪ Reproductive and hormonal physiology including fertility▪ Family planning, contraception, option counseling for unintended pregnancy▪ Pelvic floor dysfunction▪ Pelvic pain▪ Disorders of menstruation▪ Disorders of peri-menopause and menopause▪ Sexual health▪ Breast disorders▪ Management of cervical disease and abnormal pap smears▪ Abnormal uterine bleeding• Present one of the above topics during noon conference in collaboration with GYN preceptor as assigned.



In your small group – 20 min

- Brief introductions – Name, Program, Role, ice cream truck favorite
- Who can you borrow from?
- What do you have to share?
- What is one major roadblock?
 - How will you over come it?

Report out – town hall style



Education

- A multitude of resources

Resources

- Downloadable
- Web Links:
- AAIM
 - <https://www.im.org/resources/resources-program>
- AAFP Curricula
 - <https://www.aafp.org/students-residents/residency-program-directors/curriculum-guidelines.html>
- STFM resource Library
 - <https://resourcelibrary.stfm.org/home>
- Family Medicine Residency Curriculum
 - <https://www.fammedrcr.com/>
- ACOG (CREOG) Educational Resources
 - <https://www.acog.org/education-and-events/creog>



Resources

- Downloadable

Contact

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