



Improving the Outpatient Learning Environment for Medicine Residents

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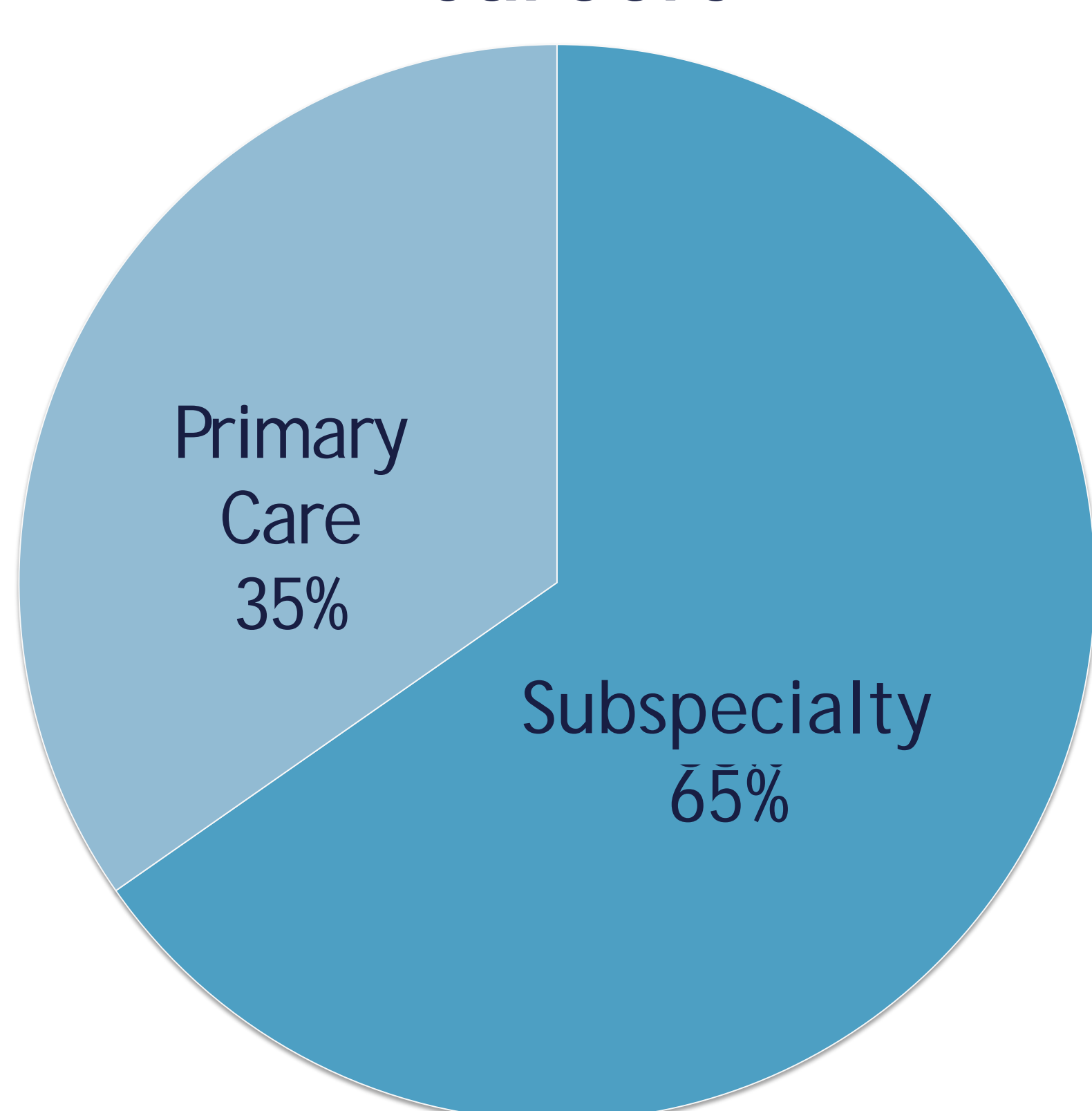
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Objective

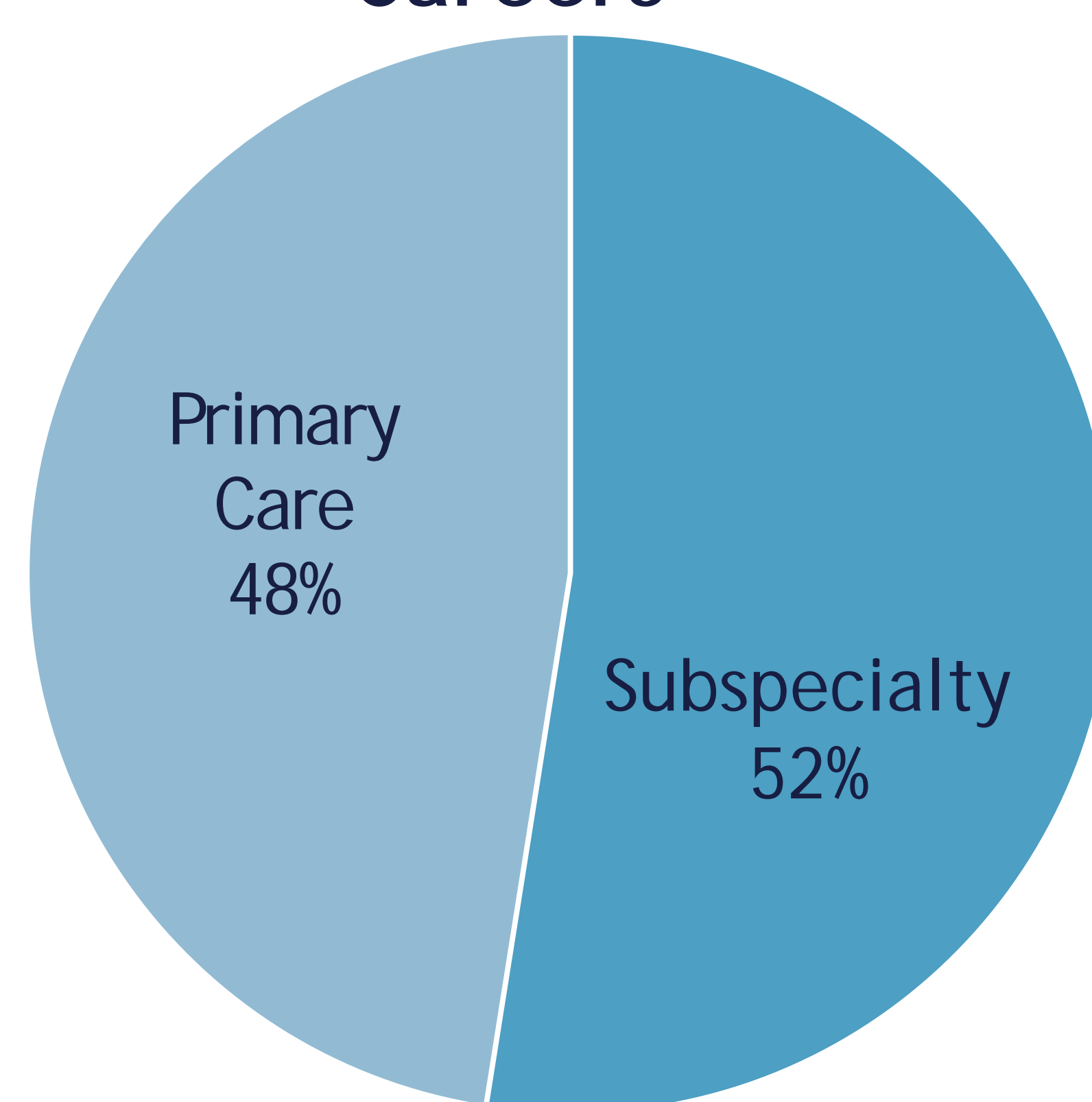
To improve the resident outpatient learning environment while meeting faculty demands of productivity and improved patient access

Background

Categorical Resident Careers



Primary Care Resident Careers

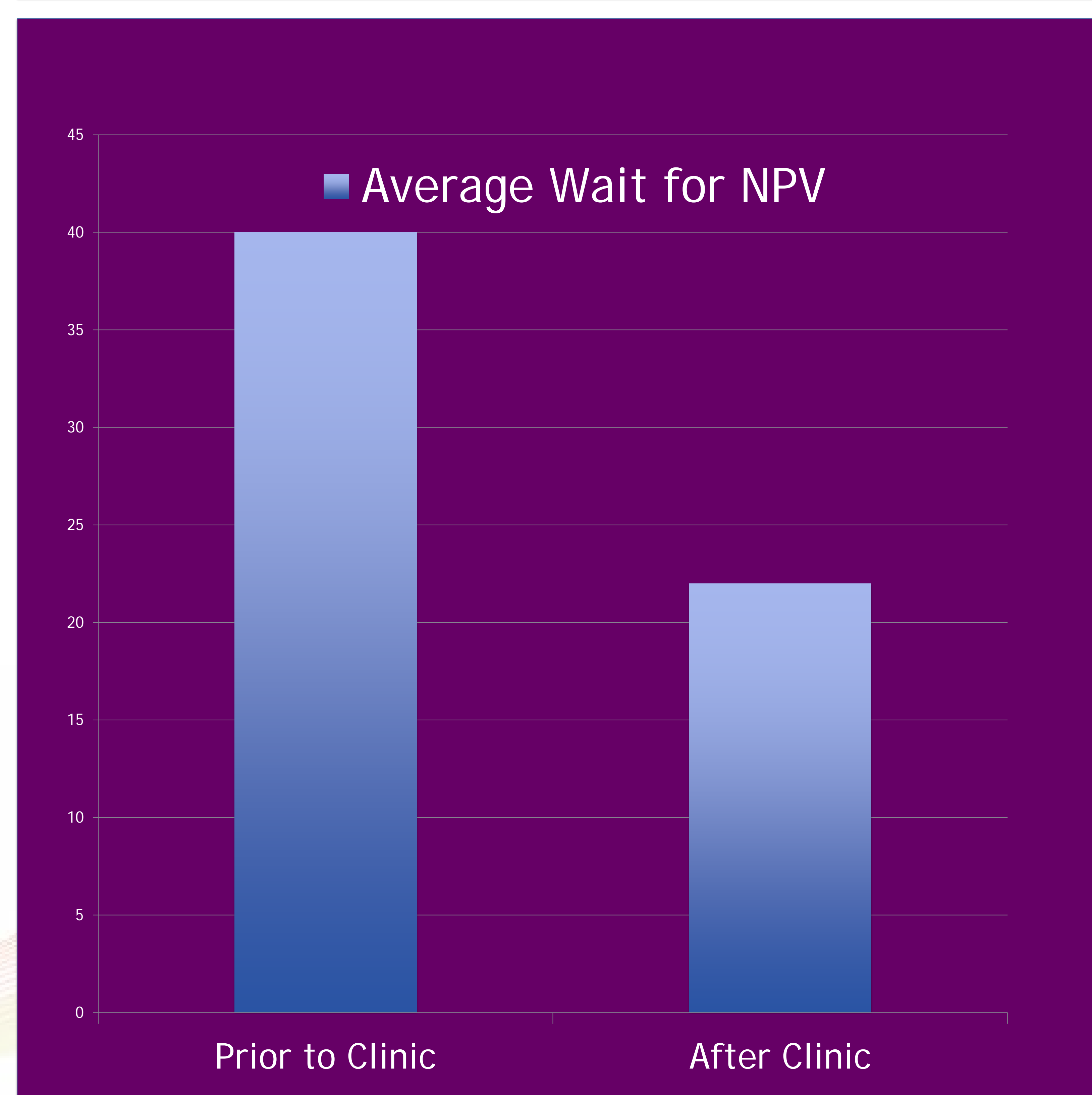
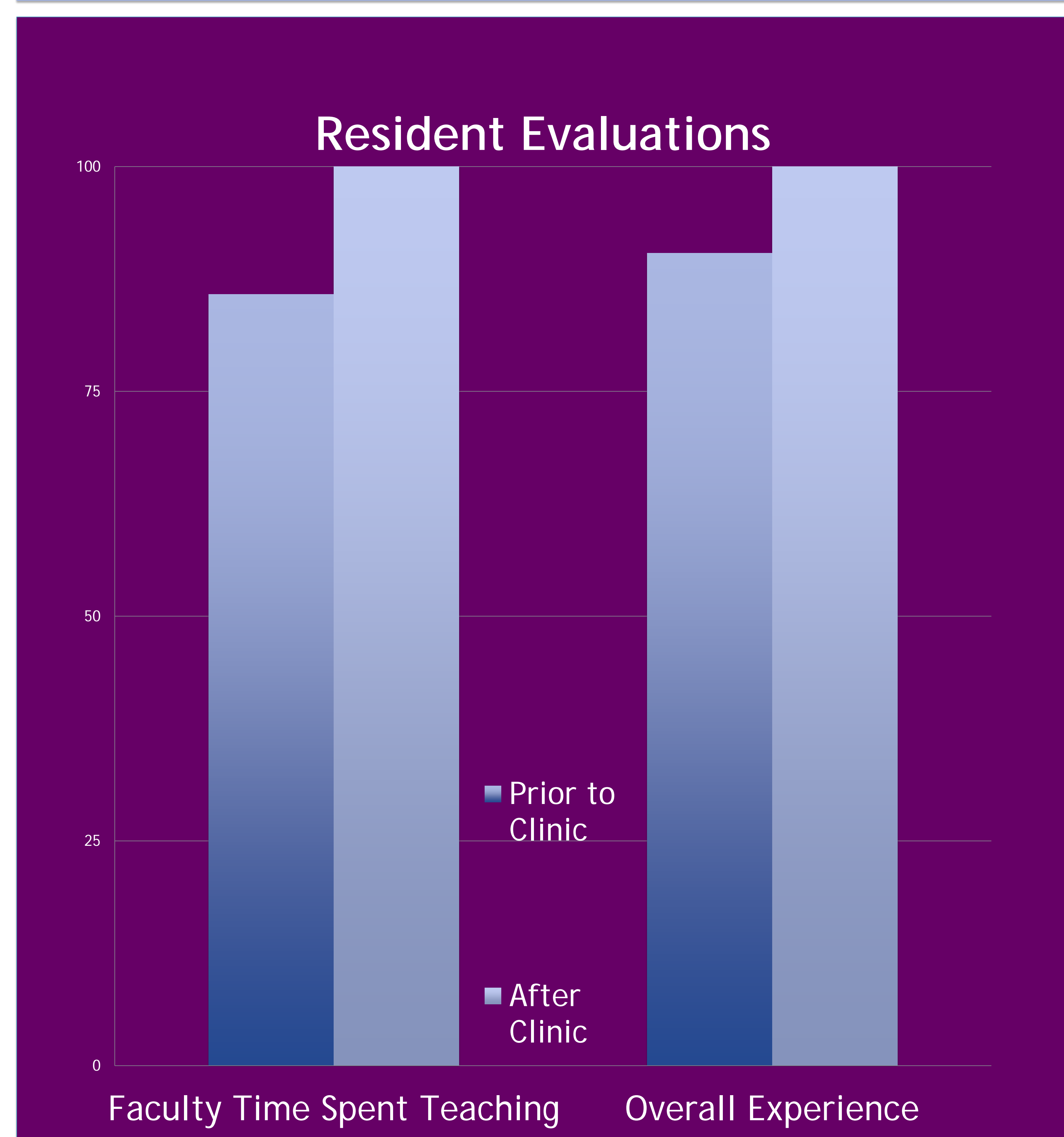


- Current outpatient experiences vary in resident autonomy, limited by faculty interest and time constraints
- Subspecialty education was underscored in one study showing residents choose electives primarily to fill perceived gaps in knowledgeⁱⁱ

ⁱWest CP, Dupras DM. General medicine vs subspecialty career plans among internal medicine residents. JAMA. 2012 Dec 5;308(21):2241-7.

ⁱⁱHale A, Glassman R, Fessler D, Mukamal KJ, Stead W. meeting the needs of the resident trainee during an elective subspecialty rotation. Int J Med Educ. 2016 Apr 10;7:115-8.

Results to Date



Programmatic Innovation

- Extra new patient visits for residents on ambulatory rotations are scheduled during attending's clinic
- Attending sees follow up patients while resident evaluates new patients
- Resident presents each patient and writes a full note
- Attending teaches, assesses skills and knowledge, attests notes
- Via the EMR, results are sent to both attending and resident, allowing residents to follow outcomes

Conclusion

As we extend this model across subspecialties, the goal is to not only meet faculty needs while we increase resident access, but also to improve knowledge base by following in-training exam scores