

Abstract Form

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Project Title:	Redefining Primary Care Education: An Examination of a Progressive Curriculum in Internal Medicine Residency		
Research Category (please check one):			
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Abstract

Introduction: The landscape of primary care is evolving rapidly, driven by policy adaptations like the Affordable Care Act, systemic changes to tackle health disparities, and the integration of new technologies. This transformation necessitates that primary care physicians possess skills extending beyond clinical medicine. The Primary Care Month (PCM) curriculum at a West Coast internal medicine training program aims to equip physicians with skills that align with the demands of modern primary care.

Methods: This study evaluated the 2022-2023 PCM curriculum's educational effectiveness, focusing on patient-specific topics for Los Angeles' underserved patients. A list of activities for the 2022-2023 PCM was generated using program schedules. Sessions were categorized by curricular theme and then further sub categorized as either a "clinical" or "complimentary session". We noted sessions addressing care for local underserved populations, alongside session hours and post-graduate year (PGY).

Results: The curriculum consists of 169 sessions covering 223.5 hours, meeting educational standards and focusing on clinically adjacent themes such as social justice, advocacy, and quality improvement. Notably, 37% of sessions address the needs of underserved populations. Different themes emerged across post-graduate years, allowing for a deep dive essential for transferable skills as faculty.

Conclusion: Results highlight its unique aspects as a potential model for similar programs. This curriculum prepares physicians for diverse roles, promotes fulfillment, and addresses burnout risks. It fosters a holistic approach to patient care and addresses disparities at the systems level. We suggest that curricula like PCM serve as vital tools for training well-rounded primary care physicians and can be replicated in other programs nationwide.