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The experience of internal medicine residents in a pilot longitudinal POCUS pathway

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Keywords

Internship and Residency; Clinical Competence; Vulnerable Populations; Internal Medicine; POCUS

Abstract

Recent surveys have shown that the large majority of internal medicine residents find POCUS to be extremely useful clinically and desire learning POCUS skills (Elhassan et al, Dhanani et al). The Society of Hospital Medicine established a position statement regarding the safe and effective use of POCUS that included achieving clinical competency which can best be obtained with a residency-based POCUS training pathway (Soni et al).

Most internal medicine residencies do not have a formal POCUS curriculum. The majority of programs that offer formal teaching have held workshops or created electives with few offering longitudinal training. It's been shown that longitudinal POCUS training increases knowledge and skills retention among residents better than stand-alone workshops. Of those that have offered longitudinal training, none have incorporated a grading system with entrustable professional activities that capture essential competencies that trainees must become proficient in prior to independent practice. This is a narrative review of a small cohort of PGY2s who participated in a pilot longitudinal POCUS pathway to determine the feasibility of integrating a formal track into the upcoming residency curricular update while using a standardized grading system.

A phenomenology approach will be used with the goal of understanding how the residents experienced their learning of this pilot track.

There will be three specific aims: residents should complete at least 75 POCUS examinations that are reviewed by POCUS-trained faculty and/or general medicine ultrasound fellows; residents will be expected to either attend or watch all 10 didactic sessions throughout the year; residents will attend monthly supervised scanning sessions 1.5-2 hours in length. All four residents who are currently actively enrolled on the track will be eligible to participate. Data will be retained for separate analysis.

1239 students were included in this study. 30% identified as African American/Black, 30% identified as Asian, 18% identified as Latinx/Hispanic, 7% identified as White, 3% identified as Middle Eastern, 2% identified as American Indian/Native American/Alaska Native, and 10% identified as multiracial or other. 76% of students identified as female, and 24% identified as male. 60% reported that they receive free or reduced lunch, and 31% reported that their parent's highest educational attainment was a high school diploma. After attending a DFAD event, 84% were more likely to attend college, 73% were more likely to pursue a career in a healthcare profession, 84% better understood what is required to go to a healthcare professional school, and 70% better understood what a doctor does. Importantly, 78% felt that becoming a healthcare professional was an achievable goal.

Survey responses demonstrated that DFAD programming is utilized by URM students with social and economic barriers to healthcare careers. We hope to explore strategies to improve accessibility of DFAD events to male-identifying youth, particularly given the low number of African American males attending medical school.¹ This study established that DFAD participation increases self-efficacy and interest in healthcare careers among URM youth. DFAD's model may serve as a template for other institutions.

Resident trainees are considered a vulnerable population. This study is minimal risk and does not pose any additional risks than for the general population. We are requesting a waiver of informed consent for this study. This is a single-site study performed at OHSU. Data will be collected in either a verbal feedback session with question prompts to facilitate discussion or in written form with the same questions if residents are unable to attend the verbal feedback session. The results of this project will be presented to the internal medicine residency leadership for consideration of integrating a formal track in the upcoming curricular update.

Learning Objective

By the end of the session, learners will be able to understand the experience of residents who participated in a pilot longitudinal POCUS pathway.

References

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