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Integrating podcasts into rheumatology education: a curriculum development study

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Keywords

Rheumatology; Curriculum ; Residents (Medicine); podcast

Abstract

Introduction: Podcasts are becoming increasingly utilized in medical education.¹ The literature supports their efficacy in knowledge retention and resident satisfaction.²⁻⁸ Currently, there is no podcast-based rheumatology curriculum for residents, despite there being an abundance of high-quality content reviewing key topics in this specialty. Medical residents frequently cite rheumatology as one of the subjects they are weakest in.⁹ The aim of this project is to develop a podcast-based rheumatology curriculum and compare it with traditional learning methods.

Methods: A literature search was done to determine the most important rheumatology topics an internal medicine (IM) resident should be familiar with. These topics were then searched for in Listen Notes,¹⁰ a comprehensive podcast database. Results were manually screened for episodes that were aimed at a generalist (non-specialized) audience, and associated with either an academic medical institution, professional internal medicine organization, or internal medicine journal. A search was also conducted among episodes of a handful of reputable non-affiliated podcast shows, such as The Curbsiders.¹¹

Results: Nine topics were chosen to include in the curriculum: gout, osteoarthritis, rheumatoid arthritis, spondyloarthritis, rheumatological lab testing, differentiating inflammatory from non-inflammatory arthritis, vasculitis, systemic lupus erythematosus, and fibromyalgia. These topics were among the lowest-scoring in in-training exams,¹² had the lowest level of self-perceived resident confidence,¹³ were ranked as most important for residents to know by rheumatologists,^{12,13} and/or were the most common reasons for rheumatology consultations.¹⁴⁻¹⁷ Up to 300 search results per topic were screened in Listen Notes. A final list of 30 podcast episodes was generated from these results. There were 2-5 episodes per rheumatology topic.

Conclusion: Rheumatology topics that an IM resident would most benefit from learning were identified. 30 podcast episodes reviewing these topics were selected from reputable podcast shows. The next steps in developing a curriculum are to further narrow this list using a modification of a previously published rubric,¹⁸ develop an activity sheet for residents to fill out while listening and test this curriculum among a cohort of IM residents for knowledge retention.

By the end of the session, the audience should be able to:

Learning Objectives

1. Recognize the need for effective ways of teaching rheumatology in graduate medical education.
2. Identify the highest yield rheumatology topics that a resident should be proficient in.

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