

# Opportunities for Elevating Ambulatory Education: The Community Perspective

## Recommended Readings APDIM Fall Conference 2007

### Background

- **Swing, SR, Vasiliadis, J. Internal medicine Residency Education in Ambulatory Settings. Acad. Med. 1997; 72: 988-996.**  
*This paper from the ACGME presents data on ambulatory education in internal medicine residency programs collected from roughly 100 program directors and 2,600 residents in 1994 and 1995. Specifically the authors review the types of experiences available, the setting in which they are offered, the educational environment, facilities and support services, and residents' clinical experiences.*
- **Bowen, JL, Salerno SM, Chamberlain JK, et. al. Changing Habits of Practice: Transforming Internal Medicine Residency Education in Ambulatory Settings. J Gen Intern Med 2005; 20: 1181-1187**  
*This paper is a very practical review of the trends in ambulatory education between 2000 and 2004. In addition to reviewing key changes to ambulatory education in the past few years, the authors make several recommendations for focusing educational efforts in the upcoming years.*

### Curricular development

- **Graduate Education in Internal Medicine, A Resource Guide to Curriculum Development: The Report of the Federated Council for Internal Medicine Task Force on the Internal Medicine Residency Curriculum, 2<sup>nd</sup> Edition. Available at <http://www.acponline.org/fcim/>**  
*This second edition of the FCIM's Report succeeds in their attempt to provide "a resource to help an individual residency program to design a curriculum that fits its resources and responds to the aspirations of its residents and faculty." Unfortunately, its competencies are distinct from those of the ACGME. However, it remains essential reading.*

- **Barker, LR. Curriculum for Ambulatory Care Training in Medical Residency. J Gen Intern Med 1990; 5 (suppl): S3-S14.**  
*The author presents a design of a comprehensive ambulatory curriculum for internal medicine residents. The paper first presents a salient argument for a distinct curriculum in ambulatory education and then presents one in much detail. Although this curriculum pre-dates current ACGME competencies, it is an excellent example of designing a curriculum which covers all proficiencies in ambulatory medicine that a physician should attain before completing an internal medicine residency.*
- **Green, ML. Identifying, Appraising, and Implementing Medical Education Curricula: A Guide for Medical Educators. Ann Intern Med. 2001; 135: 889-896.**  
*The author provides a guide for medical educators who are looking to find a previously developed curriculum and adapt it to their local program. He reviews sources of medical education curriculum, describes an approach to appraising published curricula, and discusses how a published curriculum can be modified and implemented by another program.*

## **Faculty teaching & development**

- **Irby, DM. Teaching and Learning in Ambulatory Care Settings: A Thematic Review of the Literature. Acad. Med. 1995; 70:898-931.**  
*This comprehensive review of ambulatory education from 1980 through 1994 summarizes major themes for the education of medical students and residents in the ambulatory setting in Internal Medicine and Family Practice. The author comprehensively reviews the variety of ambulatory educational settings, the teacher-learner interaction in the ambulatory setting, and characteristics of effective teaching in the ambulatory setting.*
- **Chacko KM, Aagard E, Irby D. Teaching models for outpatient medicine. The Clinical Teacher 2007; 4:82-86.**  
*This is a concise review of three possible approaches to teaching when precepting in the ambulatory setting. The authors review the traditional approach, the one-minute preceptor and the SNAPPS model. This might be a helpful resource for faculty interested in reflecting on their teaching.*
- **Kernan WN, Holmboe E, O'Connor PG. Assessing the Teaching Behaviors of Ambulatory Care Preceptors. Acad Med 2004; 79:1088**  
*The authors present a new tool to evaluate preceptor's teaching skills. In their study, third-year medical students evaluate preceptors. This tool would be appropriate to modify for the residency training and promises to be a useful resource when evaluating faculty teaching.*

- **Stone, S L; Schwartz, D G; Quirk, M; Sarkin, R; Qualters, D. Faculty development for community-based physicians at the University of Massachusetts and SUNY-Buffalo. Academic Medicine 1999; 74:S75-81.**  
*This article reviews successfully implemented community-based faculty development programs. The authors also discuss components of faculty development programs that they consider essential. A useful reference when designing faculty development programs for the ambulatory setting.*

## **Evaluation of residents**

- **ACGME and American Board of Medical Specialties (ABMS). Toolbox of Assessment Methods 2000. Version 1.1. Available at <http://www.acgme.org/outcome/assess/toolbox.asp/>**  
*This is a user-friendly introduction to the broad spectrum of resident assessment tools from the ACGME/ABMS. Very useful resource to allow educators to review many assessment options, including their pro's and con's, prior to deciding on an assessment tool that fits his or her ambulatory clinics.*