



Evaluation of Foundations of PCOR Curriculum

August, 2017

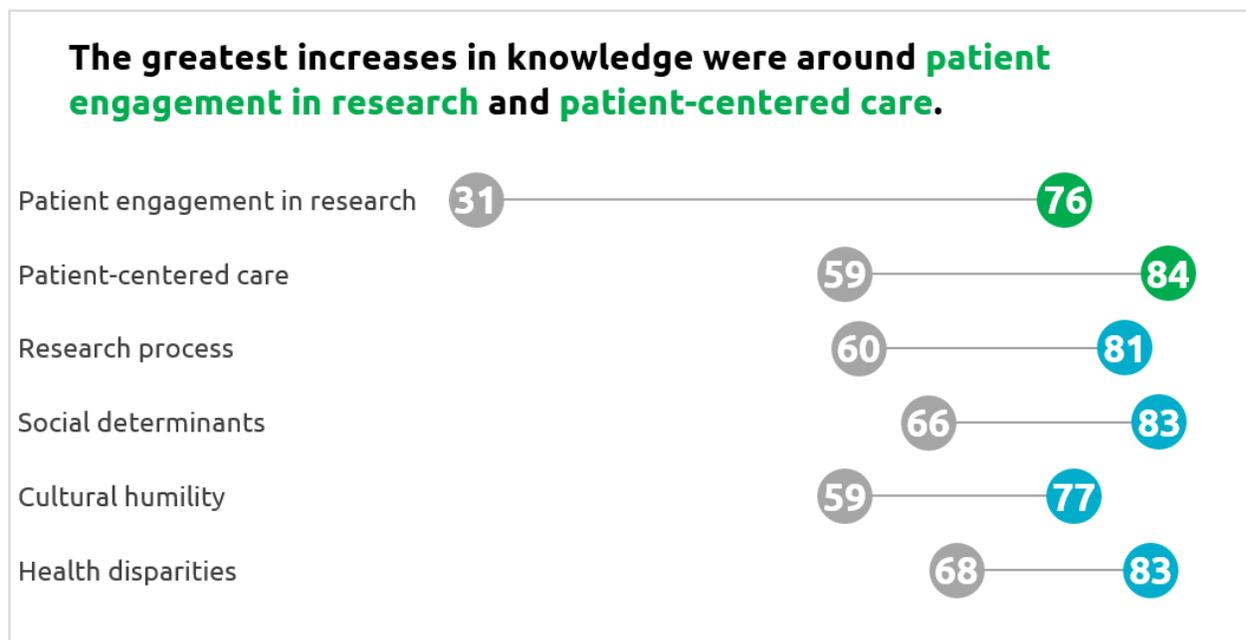


Background

This curriculum was piloted with Tulane University School of Medicine fourth-year MD/MPH students in the spring of 2016. It was subsequently integrated into Tulane's Foundations of Medicine course for all first-year students in the fall of 2016. Following the training, fourth-year MD/MPH students completed a training evaluation, while first-year students completed both a post-training evaluation and a pre-post survey.

Findings

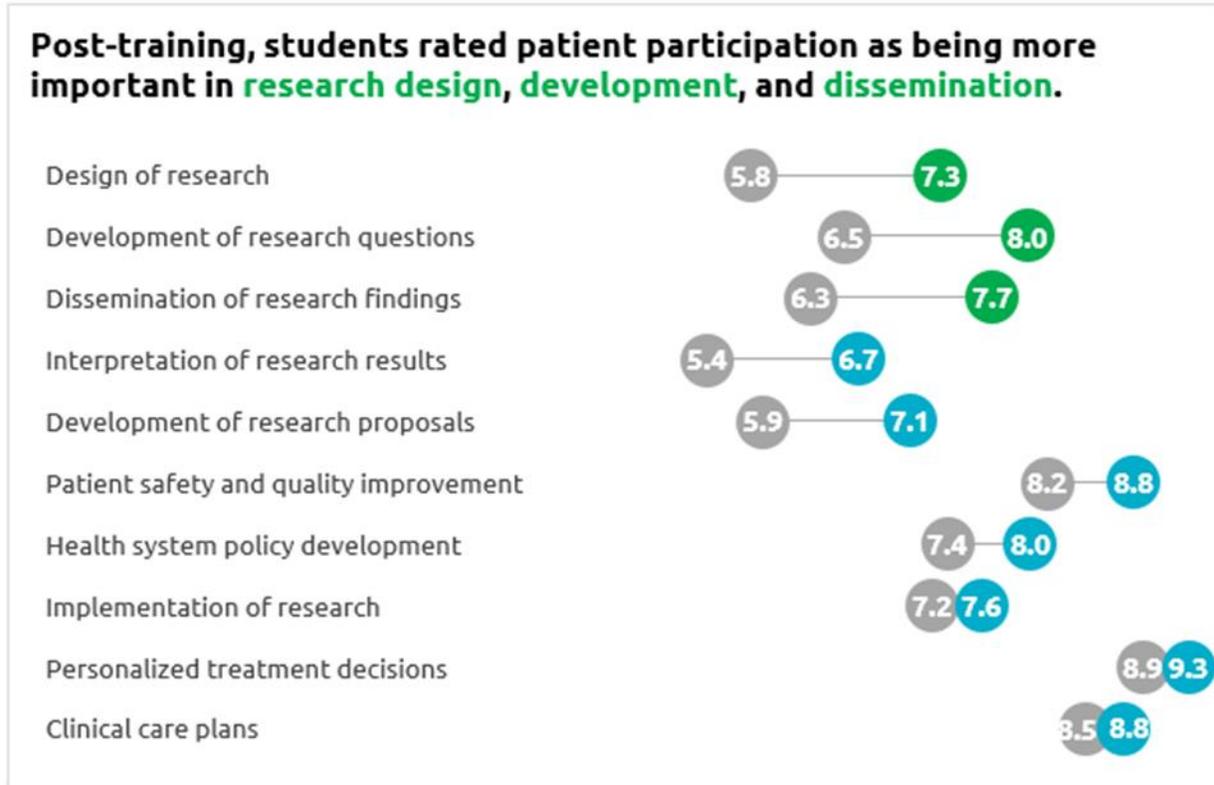
According to the pre-post survey, first-year medical students reported increased knowledge around key topics of the curriculum (post-training 76% were moderately or extremely knowledgeable about patient engagement in research compared to 31% pre-training). In the course of completing the training, students also found patient engagement and participation to be increasingly important in the design, development, and dissemination of research, as well as in other aspects of medical research, practice, and care.



The vast majority of students gave high ratings to almost all aspects of the curriculum. Over 90% of students reported that the training provided a good foundational understanding of PCOR, learning objectives were achieved, content was at an appropriate level for different years of medical students, and that there were enough opportunities to practice and reinforce what was taught.

Students greatly valued the experience to put in practice what they learned during the patient-facilitated activity section of the training. In one student's words, "The patient activity was the best part of this training! [The standardized patients] were so helpful and gave insightful feedback that will definitely make me a better physician." Students

reflected on how their performance improved and they felt increasingly comfortable and confident as they interacted with the patient facilitators during the first and second in-person sessions. One student shared, “I thought including patient facilitators was a great way to practice implementing PCOR by recruiting patients for the study in a realistic simulation. I’ll definitely feel more confident discussing such topics with patients in real life.” Another student simply stated, “The practice of in-person skills and communication is invaluable.”



Both the fourth-year MD/MPH and first-year students were able to connect with the curriculum and found the content to be relevant to their future careers. For example, one student explained, “I’m planning to go into a career in research, so this is very applicable. Honestly, I didn’t even know involving patients in research like this was an option until now, so I’ll definitely keep it open as an option once I figure out what type of research I’m going to do.” Even students who did not plan on being involved in research found the curriculum topics to be extremely applicable to their careers, particularly the focus on patient-engagement, cultural humility, patient-provider communication, and the patient perspective and story. One student reflected, “Even though I don’t plan to be heavily involved in research as a physician, it was beneficial to be reminded of ways to engage patients and to consider each patient’s background individually.” Another student elaborated, “It’s definitely relevant for future medical care providers to be made aware of patient-centered research whether or not they plan to be directly involved. I think the course did a good job of making this clear.”