### Translational Education at Carolina

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#### 3 Innovative Developments in the TEC Curriculum

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<tr>
<th>Need/Gap Addressed</th>
<th>Timeline Proposed</th>
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<td><strong>We need more primary care physicians in underserved areas.</strong> The FIRST Program addresses the need to expedite medical students into Family Medicine careers to serve in high need areas of NC while decreasing the costs of medical education for these students. With an outstanding Family Medicine GME program and many mature students interested in primary care for the underserved, UNC is a great place for such a program to thrive.</td>
<td><strong>We implemented our three year curriculum within a year.</strong> The LCME must be notified of the implementation of a parallel track and in order to do that the curriculum must be planned first. We recruit students in the late fall of first year and our curriculum first differentiates in March. We now advertise during the admissions cycle but at first did not.</td>
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#### Resources Needed and Potential Barriers

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<th>FIRST (3+3+3 program)</th>
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<td>• Outstanding FM residency program with willing leadership</td>
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<td>• A challenge is getting the residency to be willing to ensure entry for the graduates. That limits the size of our cohort because of a desire for diversity in the program</td>
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<td>• Another major barrier is providing jobs after residency completion. This is thought to be key to our program – we wanted to cultivate a work force not just complete training for participants</td>
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#### Stakeholder Input

**FIRST**

- A $400,000 grant from The Duke Endowment was awarded
- Faculty are excited and take ownership of the students’ experience
- 15 students applied to FIRST the inaugural year to select only 3
- Students love having a clinical experience in the first summer even though they have not completed their Foundation Phase

**Leadership**

- Students voted with their feet – an elective on Business and Leadership was created for 20 and 80 signed up!
- A Leadership in Medicine interest group was started by the students
- A scholarly concentration in Leadership was launched

**Value**

- Students set both process and outcomes measures for almost all projects and 78% of students were able to document improvements
- Outcomes metrics available on monthly dashboards (i.e. colon cancer screening rates) for students and research assistant to monitor
- Preceptors appreciate student involvement "He taught me things about my practice and EMR that I had no idea about." "She did an incredible job of improving FIT testing in our practice!"
- Faculty development in QI techniques was provided for preceptors, and teaching techniques were integrated in. That faculty development was eagerly received.

### Institutional Contact

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