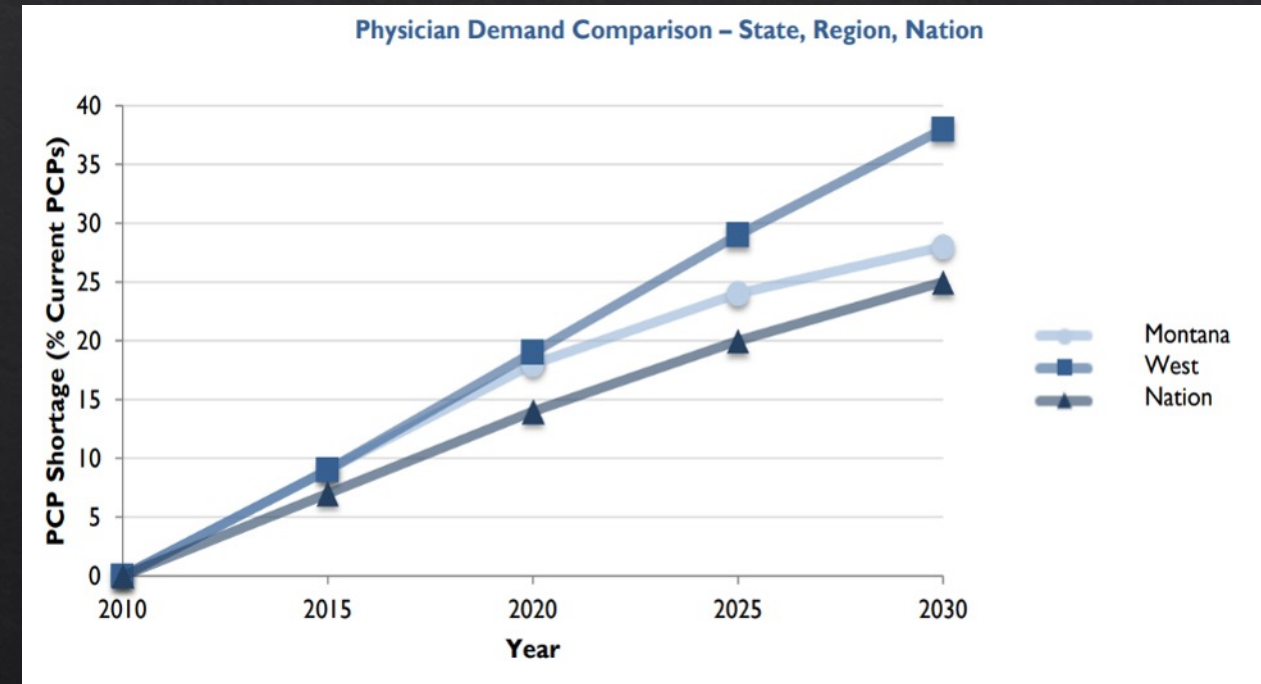
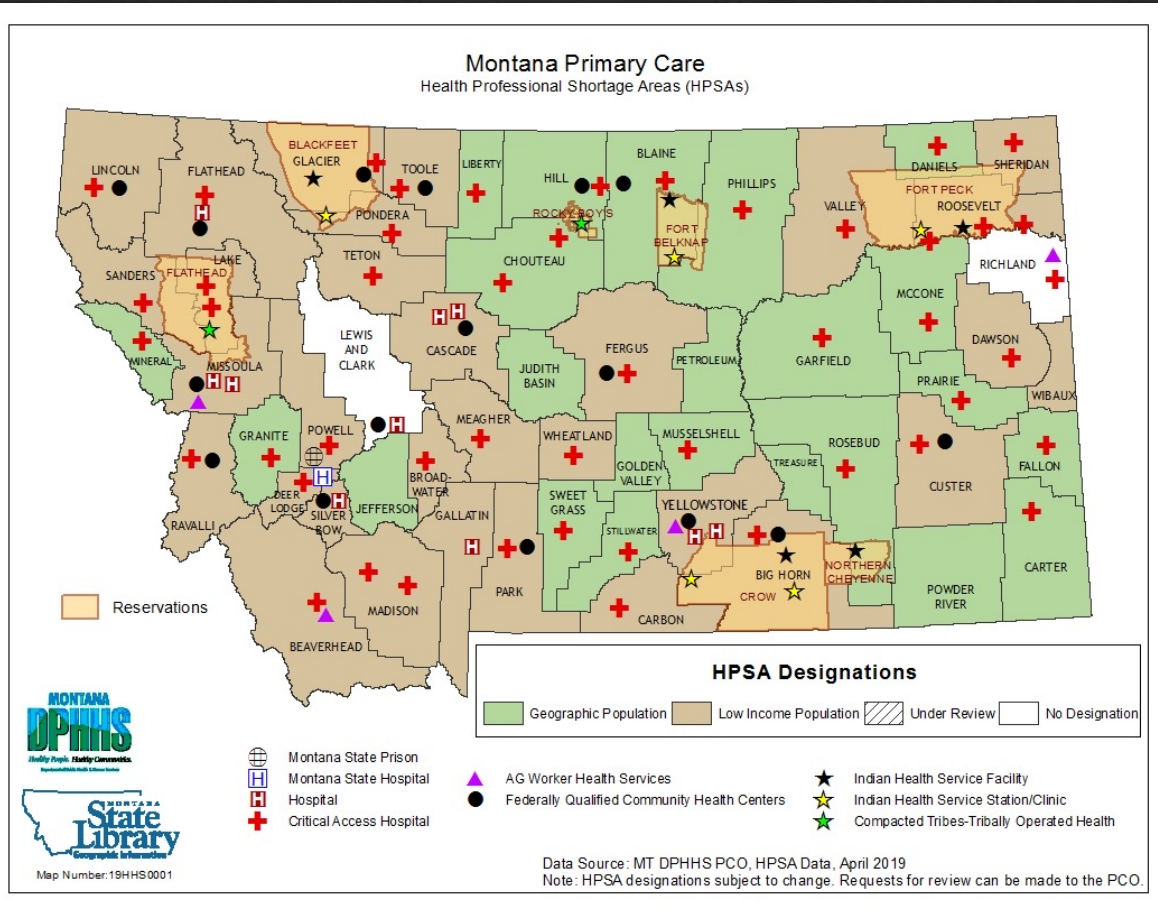


Curricular Factors Influencing Rural Practice

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Design and Dissemination Studio 1/21/22

Background



Background

- ◆ Growing data on predisposing and other characteristics
 - ◆ From a rural background
 - ◆ Preexisting rural interest
 - ◆ Financial situation and incentives
- ◆ Little information on training/curricular factors
 - ◆ Rural exposure

Purpose

- ◆ Identify curricular/training factors that contribute toward likelihood of rural practice
 - ◆ Identify curricular commonalities for rural practicing graduates
 - ◆ Identify subset of factors that correlate with increasing interest in rural practice during residency



Methods

◆ Surveys:

- ◆ Incoming interns
- ◆ Graduating residents
- ◆ Graduates

◆ Anonymous

- ◆ Individuals assigned deidentified ID number
- ◆ Allow correlation over time



Surveys: Incoming Residents

- ◆ Background and demographic information
- ◆ Interest in rural medicine
- ◆ Interest in scope of practice
- ◆ Amount of rural exposure
 - ◆ Before medical school
 - ◆ During medical school training
- ◆ Perspective on sustainability of rural practice



Surveys: Graduating Residents

- ◆ Background and demographic information
- ◆ Interest in rural medicine
- ◆ Employment information
 - ◆ Location of employment
 - ◆ Type of work (setting, call, admin, etc.)
 - ◆ Factors affecting location decision
- ◆ Scope of practice
 - ◆ Interest
 - ◆ Actual with job
- ◆ Perspective on sustainability of rural practice
- ◆ Anticipated work-life balance
- ◆ Rotational experience
 - ◆ Best
 - ◆ Worst
 - ◆ High yield
 - ◆ Low yield
- ◆ *Can compare with curricular experiences*

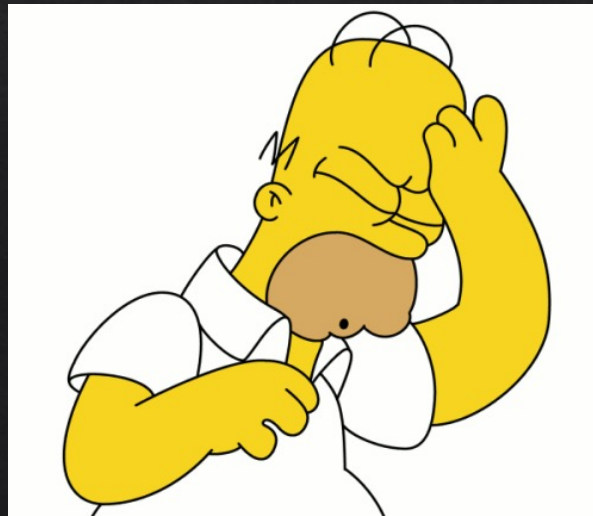
Surveys: Post-Graduates

- ◆ Employment information
 - ◆ Location of employment
 - ◆ Type of work (setting, call, admin, etc)
- ◆ Scope of practice
- ◆ Change of practice location?
 - ◆ Factors affecting decision to move
 - ◆ Reasons for staying
- ◆ Additional training since residency



Potential Limitations

- ◆ Survey format: likely unexpected findings
- ◆ Limited data set
- ◆ Correlational results
- ◆ Difficulty separating preexisting and curricular factors



Questions for the Studio

- ◆ What other ways might we gather this information?
- ◆ What additional limitations or information are we missing?
- ◆ What opportunities might there be to develop a larger/more robust data set across other programs?