

(Oral Presentation - Education Innovation)

Title: Multi-faceted approach to Developing and Delivering Family Physician Education on an Unperceived Learning Need: A Case Example from Clinical Genomics

Authors: Tunde Olatunbosun, BComm, Stephanie Ameyaw, MA, Bob Bluman, MD, CCFP, Brenna Lynn, PhD,
UBC Faculty of Medicine, Division of Continuing Professional Development

Key Words: genomics, unperceived, physician

Characters: 1,798 (excludes the headings)

Context/Setting:

Clinical genomics is an emerging and rapidly evolving field. As a result, many family physicians (FPs) are not fully aware of genomics relevance to clinical practice (e.g. risk assessments, informing prognosis, etc.). Further, the growing complexity of the field presents challenges to how FPs can integrate genomics to practice. To mitigate potential gap in care, CPD developers aimed to alert and engage FPs in clinical genomics, by developing educational content relevant and applicable to clinical practice.

Intervention:

Educational content development employed an iterative process: 1) focused needs assessments to identify FPs knowledge gaps in genomics; 2) key informant interviews for advice on educational content and format; 3) multi-disciplinary content developers (e.g. educators, medical geneticists, FPs naïve and informed on genomics). Content quality, relevance and practical tips for integrating genomics into practice was ensured by having a geneticist and FP co-present a two-part webinar series.

Observations:

Attendance (n=160) across both webinars indicated strategic marketing campaigns and format of educational delivery engaged FPs. Most (88%) completed post-webinar evaluations. 89% believed the content was relevant to at least one of their patients, 95% indicated they would share information learned with a primary care colleague. Familiarity with clinical genomics rose by over 50% in each topic area.

Discussion

To successfully engage and educate FPs on clinical genomics emergence in a manner relevant and applicable to clinical practice, special considerations during content development were required. The iterative strategy undertaken played was crucial to attaining program goals and similar strategies should be considered for other educational content development related to unperceived learning needs.