



Title	Engaging family doctors to participate in curriculum development of undergraduate community-based learning
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ENGAGING FAMILY DOCTORS TO PARTICIPATE IN CURRICULUM DEVELOPMENT OF UNDERGRADUATE COMMUNITY-BASED LEARNING

INTRODUCTION: The MBBS program at the University of Hong Kong (HKU) has been undergoing a curriculum review. One objective is to enhance community-based learning. Family doctors are the community's frontline healthcare providers, and many take students for attachments. They are well-placed to advise on curriculum. This study aimed to seek the views of family doctors regarding curriculum design and outcomes for undergraduate learning.

METHODS: This was a mixed-method semi-qualitative study. A questionnaire was posted to all doctors involved in Family Medicine teaching at HKU regarding curriculum content, structure, and barriers to teaching. Responses were analysed descriptively. Highly-rated teachers were interviewed to identify desired student outcomes and explore how to implement new teaching programs. Content analysis was used to identify themes. **RESULTS:** 73 questionnaires were returned (response rate 55.3%). Over 80% of the respondents preferred teaching pre-clinical or junior clinical students and focus on communication and interpersonal skills, common conditions and professional skills and attitudes. 68% preferred a longitudinal relationship with the same student. Lack of time and difficulty integrating teaching and service were the main barriers to teaching. 12 interviews were conducted. Emergent themes related to program design, scheduling and faculty support to facilitate teaching. A broad range of student outcomes were identified.

DISCUSSION: Experiential learning opportunities are necessary for medical students and there are many desired outcomes for learning in the community. Clinical teaching is a challenging but rewarding task for family doctors. A longitudinal mentorship program may be one approach which can benefit both our students and teachers.