

Introduction:

Cambridge University Pre-Hospital Care Programme (CUPHCP) is a regional academic teaching charity that delivers free, open-access prehospital medical education mapped to the national pre-hospital faculty curriculum. This programme has delivered over thirty monthly academic forums as of March 2018 and, in doing so, has developed from a local student society into an internationally-followed organisation. We describe feedback collected over three years and highlight some pivotal changes made and lessons learned over this time for dissemination, and demonstrate key successful topics for academic prehospital forums.

Methods:

Exposure consisted of monthly academic forums delivered by experts in prehospital emergency medicine, critical care, and specialist topics such as human factors. Longitudinal feedback was collected from the pre-hospital audience electronically in the form of Likert scoring for each forum with an average of 60 responses per forum.

Forum topics were prospectively categorised as ‘medical’ or ‘peripheral’ based on their targeted curriculum themes. Formal curriculum mapping began in January 2016 as a rolling set of twenty core topics was generated based on the national pre-hospital medicine curriculum. Forums were livestreamed internationally from March 2017. Unpaired t-tests were used to compare the primary outcome of weighted mean forum ratings.

Results:

The average forum rating was 4.41/5, with no statistically significant difference between average medical forum (20/30 forums, mean 4.45/5) and average peripheral forum (10/30 forums, mean 4.32/5). Curriculum mapping in January 2016 was associated with a significant increase in average forum score from 4.19 prior to mapping to 4.58 after mapping ($p=0.0001$). The advent of livestreamed forums in March 2017 was associated with a significant increase in average forum score from 4.33 prior to livestreaming to 4.67 after livestreaming ($p=0.0049$).

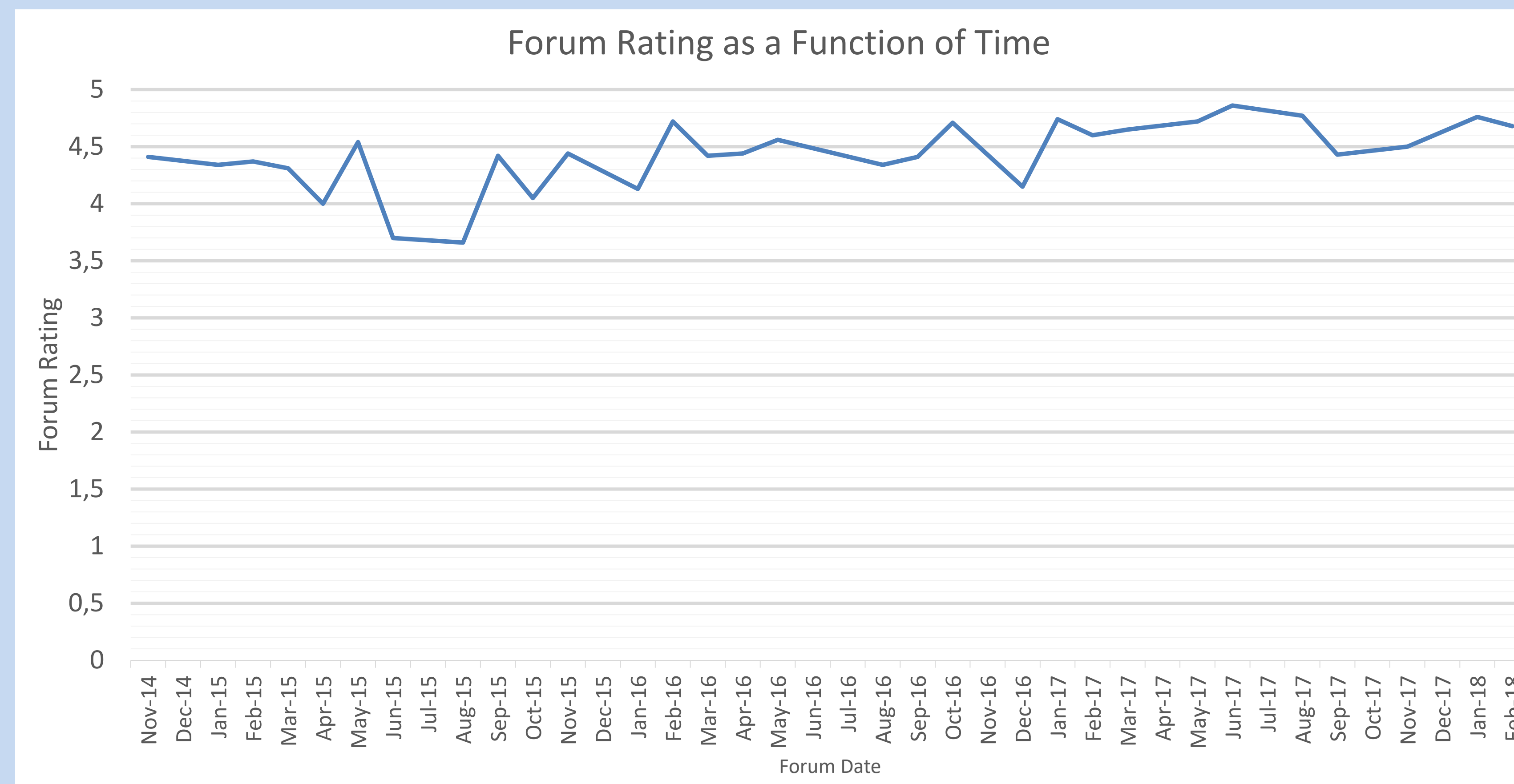


Fig 1: Forum Rating as a Function of Time

Discussion:

CUPHCP has delivered over thirty academic pre-hospital medical forums mapped to the national IBTPHEM curriculum with consistently excellent forum ratings. Key interventions of formalising curriculum mapping and livestreaming forums were associated with significant increases in forum rating. We propose that this may be due to improved relevance and accessibility to our target audience. A consistent and diverse committee with a passion for pre-hospital emergency medicine also helped the programme pitch its content to a wide range of backgrounds despite limiting funding.

Conclusion:

Based on the above results, we recommend that other organisations interested in delivering regular lectures identify their target audience’s key medical curriculum for examination with the intent of mapping their lecture topics to core elements of the respective curriculum. Carefully selecting content based on audience needs is correlated to improved forum feedback. We also recommend that these organisations also consider expansion into livestreamed medical education to increase scope of delivery.



Fig 2: Examples of recent forums from camprehosp.com

References:

- 1) Sub-speciality Training in Pre-hospital Emergency Medicine: Curriculum and Assessment System. Intercollegiate Board for Training in Pre-hospital Emergency Medicine, Faculty of Pre-Hospital Care. 2015.
- 2) Dean, J et al. Expanding PreHospital Emergency Medicine Teaching through Internationally Livestreamed Academic Forums. MedEdPublish, 2017-, 6, [4], 34, doi:<https://doi.org/10.15694/mep.2017.000203>

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