

HALLMARKS OF EDUCATION & LEARNING PROGRESS PROJECT: 2014 - 2015

EXECUTIVE SUMMARY

RESEARCH TEAM

Dr Rebecca Stewart, Professor Parker Magin, Dr Allison Turnock, Amanda Tapley, Dr Alex Kippin, Dr Nick Cooling, and Ms Smita Gupta

This project was funded by a Department of Health, Education Research Grant.

AIMS

The Hallmarks of Education and Learning Project (HELP) was completed in order to examine GP Registrar assistance during training. We wanted to know:

- are there early indicators of future training assistance needs;
- what assistance GP Registrars who have withdrawn from the AGPT program received;
- what GP Registrars experiences of training assistance have been;
- which educational activities are perceived to be useful indicators of progression through training according to GP Registrars, GP Supervisors, Medical Educators and Practice Managers.

METHODS

Mixed methodology was used during this study with a multivariate analysis of the data associated with the flagging system; realist evaluation of case studies into Context/Mechanism/Outcome Configurations (CMOCs) and Epstein's taxonomy; semi-structured interviews thematically coded; and an online survey.

FINDINGS AND RECOMMENDATIONS

1. Performance on External Clinical Teaching Visits (ECTVs) and country of training provide the greatest prognostic value for identifying GP registrars requiring formal remediation.
2. Performance on ECTV, Colleague Feedback and Evaluation Tool (CFET) and Doctors' Interpersonal Skills Questionnaire (DISQ) were prognostic for being placed on a Watchlist (i.e. monitoring); with performance on both ECTV and CFET being prognostic of needing formal remediation.

3. Medical training (basic medical degree) having been completed outside Australia and having taken >10 days of leave in Term 1 were associated with needing Watchlist (i.e. monitoring) or remediation; both of these, plus greater age were associated with needing remediation.
4. Interpersonal issues, professionalism concerns, mental health and cultural issues were predominant in remediation cases, rather than knowledge deficits
5. ECTV were widely regarded as the most useful educational activity and indicator of progression through training
6. More priority should be given to resources to support career pathway decisions and pastoral care during General Practice training and remediation.
7. Systems for data collection and monitoring across RTPs should be considered so that sample sizes and generalizability of findings are applicable across Australia.

Limitations of the Project

The systems and data collected by RTPs across Australia is not generic. Though some of the pre-training and in-training assessment measures included in our study are widely, or universally, used in Australian RTPs, others are specific to TMT. This limits to some extent the generalizability of findings.

CONTACTS

For a detailed report of the project, please contact:

Dr Rebecca Stewart: bec@Ngvaquero.net
Dr Allison Turnock: allison.turnock@gmail.com
Professor Parker Magin: Parker.Magin@newcastle.edu.au
Dr Nick Cooling: Nick.Cooling@utas.edu.au