Welcome to Beyond Medical Education

SMARTA – Supervisor Motivation and Related Teaching Activities

GP Supervisors - an investigation into their motivations and teaching activities

Dr Gerard Ingham, Professor Peter O’Meara, Ms Jennifer Fry, Ms Natalie Crothers

September 2014
SMARTA - Supervisor Motivations and Related Teaching Activities
Intro

- Funded by GPET as an Education Integration Project
- Thank you to GP supervisors who participated
- La Trobe University Human Research Ethics Committee – Approval No. FHEC13 020
- Accepted for publication in Australian Family Physician
Background

- Time of transition to outcomes based training
- Increase in the number of learners in General Practice (GP)
- Number of supervisors and teaching practices not increasing
- Paucity of literature on why and how supervisors teach
Research questions

- Why do GPs choose to be or stay being supervisors?
- What teaching activities do they report performing?
- Is there a relationship between their motivation and how they teach?

Are supervisors who are motivated by the need for additional workforce less likely to undertake the teaching activities promoted by medical educators as being of high quality?
Methods

- Questionnaire based survey

- Included GP supervisors
  - in regional, rural and remote practices in central and north-western Victoria and central and western New South Wales
  - attending an annual education workshop in 2013

- Questionnaire addressed
  - supervisor background/practice characteristics
  - supervisor motivation
  - supervisor teaching activities frequency
Results:
93 supervisors surveyed
84 responses (90% response rate)
Demographics (n = 84)

**Gender**
- Male: 65, 77%
- Female: 19, 23%

**Age**
- <40: 9, 11%
- 40-60: 15, 18%
- 60+: 60, 71%
Number GP Sup in addition to participant

Teaching cohort

- Teach GPT1 and GPT2: 82%
- Teach medical students: 83%
- Teach PGPPP: 13%

Teaching cohort

Number GP Sup in addition to participant

- 0: 22
- 1: 14
- 2: 15
- 3 plus: 33

Teaching cohort

- Teach GPT1 and GPT2: 82%
- Teach medical students: 83%
- Teach PGPPP: 13%
Location primary medical degree

- 59, 70% Australia
- 24, 29% Other
- 1, 1% No response

Practice location

- 44, 52% RA2 - inner regional
- 31, 37% RA3 - outer regional
- 7, 8% RA4 - remote
- 2, 3% RA5 - very remote
- 1, 1% No response
Motivation to supervise - agree and strongly agree n = 84

- I enjoy teaching: 88%
- Responsibility profession/community: 86%
- Adds variety: 80%
- Enough doctors locally/succession: 70%
- Reduces my clinical load: 30%
- Brings income to the practice: 18%
- Reduces my after hours load: 12%
- Supplements my income: 6%

Motivation to supervise - agree and strongly agree n = 84
Other motivations to supervise

- **Own skill /personal development**
  "I think it helps me to be a better GP and more well balanced person."

- **Challenge**
  "Become new supervisor as a new challenge"

- **Pride**
  "There is a certain pride in being a supervisor"

- **Professional responsibilities**
  "I love (to) give my knowledge and experience to registrars to make them into wonderful GP's"

- **Maintain currency of knowledge**
  "It stimulates me to maintain 'currency' of my medical knowledge"

- **Relationship**
  "I enjoy having a professional colleague"

- **Workforce responsibilities**
  "To promote my town as a viable teaching centre"
## Reported frequency of supervision/teaching activities

<table>
<thead>
<tr>
<th>Teaching Activity</th>
<th>At least Weekly</th>
<th>At least Monthly</th>
<th>At least 3 monthly</th>
<th>At least every 6 month term</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunistic clinical discussion</td>
<td>92.50%</td>
<td>7.50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Formal face to face teaching</td>
<td>60%</td>
<td>25%</td>
<td>8.80%</td>
<td>3.80%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Face to face feedback</td>
<td>28.40%</td>
<td>24.70%</td>
<td>28.40%</td>
<td>14.80%</td>
<td>3.70%</td>
</tr>
<tr>
<td>Direct observation of registrar consultation</td>
<td>6.20%</td>
<td>27.20%</td>
<td>30.90%</td>
<td>19.80%</td>
<td>16%</td>
</tr>
<tr>
<td>Random case analysis</td>
<td>18.50%</td>
<td>27.20%</td>
<td>21%</td>
<td>12.30%</td>
<td>21%</td>
</tr>
<tr>
<td>Review of recorded consultation</td>
<td>13.90%</td>
<td>24.10%</td>
<td>24.10%</td>
<td>15.20%</td>
<td>22.80%</td>
</tr>
<tr>
<td>Observation of a registrar clinical procedure</td>
<td>13.80%</td>
<td>26.30%</td>
<td>33.80%</td>
<td>15%</td>
<td>11.30%</td>
</tr>
<tr>
<td>Review of a registrar learning plan</td>
<td>4.90%</td>
<td>17.30%</td>
<td>24.70%</td>
<td>25.90%</td>
<td>27.20%</td>
</tr>
<tr>
<td>Development of a registrar learning plan</td>
<td>3.70%</td>
<td>21%</td>
<td>14.80%</td>
<td>30.90%</td>
<td>29.60%</td>
</tr>
</tbody>
</table>
## Results

- **Statistically significant associations**

<table>
<thead>
<tr>
<th>Supervisors’ reported teaching activities</th>
<th>Location of practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching medical students</td>
<td>location of practice</td>
</tr>
<tr>
<td>formal face to face teaching sessions</td>
<td>location of practice</td>
</tr>
<tr>
<td>direct observation of registrar consultations</td>
<td>location of the supervisor’s primary medical degree</td>
</tr>
<tr>
<td>face to face feedback on registrar performance</td>
<td>teaching medical students</td>
</tr>
</tbody>
</table>

- **No statistically significant association**
Discussion - motivation

- Motivation primarily intrinsic
- Financial or workforce motivations not strong
Discussion - teaching activities

- Teaching activities reflect close relationship
  - requirements
- Misunderstanding of term face to face feedback suspected
- RCA not being taught but used significantly
- DCO and video observation were polarised
Discussion - Associations 1

- Teaching activities did not vary with
  - location
  - international medical graduates
  - teaching medical students

- Suggests, no reduction in quality in rural/remote setting
Discussion - Associations 2

- Teaching medical students is associated with higher altruism

- Consistent with Laurence et al.’s cost analysis study (2010)
Discussion - Associations 3

- Expected negative association between workforce/financial motivations and higher quality educational activities not found
Limitations

- One RTP only
- Rural and regional only
- Self reporting
- Possible bias – supervisors who did not attend?
Recommendations

1. Further research: why do some GPs choose not to be supervisors?

2. Supervisor recruitment: strategies focused on personal benefit