Organising the Teaching Load in Urban General Practice

A study of single level learner and multiple level learner practices

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Participating GPs

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Background

Need to increase teaching capacity

Literature
- different methods and models of teaching
- very little about the organisation of teaching

Anecdotally – practices have different approaches to organisation of teaching
To identify the similarities and the differences in the organisation of teaching in urban general practices which host single level learners or multiple level learners
Definitions

**Single level learner** practices - at least one medical student *or* one registrar in previous 12 months

**Multiple level learner** practices - at least one student *and* one registrar in previous 12 months
Methods

Participants: 184 principal GP supervisors in Greater Brisbane (175 practices)

Questionnaire: quantitative & qualitative data mailed out June 2011 follow-up calls and faxes

Analysis: SPSS and thematic analysis
126 (68.5%) supervisors responded

111 supervisors = 108 (61.7%) practices were eligible

Practice size range = solo to 18 doctors

Years of teaching range = <1 year to >30 years
Practices by learner group

Single level learners = 59

Multiple level learners = 49

Med student only (50)
Registrar only (9)
Similarities

Size of practices – doctors, practice managers, practice nurses

Years of teaching

The management of appointments

Some rather than all doctors having a teaching role

Practice nurse involvement
Major significant differences

Involvement of practice managers

Existence of multiple factors which may indicate a practice “teaching culture”
Practice Managers – organisational involvement

- Arranges learner attachments (n=81, p=.043)
- Provides practice orientation (n=83, p=.023)
- Organises teaching roster (n=80, p=.003)
- Completes claim forms (n=83, p=.098)
Practice Managers - teaching involvement

- Specific teaching role (n=84 p=.012)
- Input to content of planned sessions (n=84 p=.010)
- Input to assessment (n=84 p=.007)

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Teaching culture - indicators

Presence of other learners in the practice

Involvement of practice staff in organisation and delivery of teaching

Patient focused information about teaching

Practice resources for learners
Teaching culture – overall
(n=108)

% of practices

0-5 responses  6-10 responses  11-15 responses  16 or more responses

Single level
Multiple learner
p=.000
Study Conclusions

Urban multiple level learner practices are more likely to:

Involve practice managers in organisation and teaching

Have more factors which suggest a “teaching culture”
Further investigation

The role of practice managers in organisation and delivery of teaching

Does creation of a “teaching culture” enable increased capacity?