Organisational change in becoming a multi-level teaching practice

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Research team

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Overview

1. Introduction and definitions
2. Study design
3. Selected Results
4. Framework for the RMLLGp
5. Developing the rural academic practice
1. Introduction
Drivers

• The need to increase the teaching capacity
• Growing appreciation of the value of general practice as a learning environment
• Increasing the rural exposure of learners for future rural recruitment
• Addressing the dearth of general practice research
My perspective

• As a practice principal
  – The ad hoc evolution of the private general practice into a teaching environment

• As a director of training
  – RTP training capacity
  – A framework for developing the teaching and academic general practice
Definitions

• Multi-level learner general practice (MLLGP)
• Academic practice
  – Service
  – Education
  – Research
2: Study design
Study questions

• For a rural general practice to develop into a multi-level learning environment
  – What are the presumed benefits and risks?
  – What are the actual benefits and costs?
  – What organisational changes need to be considered?
  – What is the impact on training capacity and health service delivery?

• What are the considerations for a MLLGP to become a mature academic practice?
Multiple case study method

• 6 general practices
  – 3 hosting none or one level of learner
  – 3 hosting three levels of learners
• 44 semi structured individual interviews with diverse stakeholders
  – Staff (practice managers, supervisors)
  – Learners and patients
• Unit of analysis - each practice
• Thematic analysis
3. Selected Results
Negative Preconceptions

• Loss of income
• Compromise to doctor-patient relationship
• Decrease in service capacity
• Exposure to scrutiny
• Disruption to the intra-practice community
• Organisational complexity
• Learner incompetence
Infrastructure needs

- Learner consulting rooms
- Teaching/learning spaces
- Educational equipment
Practice characteristics

- Practice size
- Practice culture/Educational champions
- Community engagement
- Sound communication within the practice
- Strategic vision
Educational structures and processes

- Supervision capacity and scheduling
- Internal educational administration
- Learner specific curricula
- Practice clinical governance addressing learner competency
- Support for learners to be teachers
- Professional development for teachers
4. Framework for the MLLGP
Core Components

• An organisational vision
  – What will it look like
  – Shared intent

• Funding
  – Infrastructure
  – Substantial educational based income

• Educational resources
  – Teacher time
  – Educational Administration
  – Infrastructure and teaching material

• An educational framework
Support for Becoming a MLLGP

• Exemplars and case studies
• Clarity of funding streams
  – Detailing of actual costs and necessary remuneration
  – Coordination of disparate funding streams
  – Greater certainty of funding streams
• Practice educational and governance frameworks
  – Models
  – Mentorship
  – Seconded educational administrator
Supporting an established MLLGP

• Professional development for
  – Practice educational administrators
  – Supervisors

• Links to educational institutions
  RTPs/Universities – joint appointments

• Mentorship and support networks for key personnel
5. Developing the Rural Academic Practice
Next steps within the practice

• Developing a research culture
  – Journal club

• Making a start
  – Engage in research activity
  – Develop research connections and support

• Consolidating
  – Develop internal research expertise
  – Secure research funding
Next steps supporting the Practice

• Funding support
• Research support
  • Research Supervisor who has an insight into service realities of a general practice
  • Researcher assistants
  • Minimise the barriers for the clinician becoming a researcher
What Now?

- A trajectory
- Decision support tools
- Publication
- Piloting the tools
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