GP teachers: The jewels in the crown

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The original research aimed to explore the following question:

What motivates GPs to become involved and stay involved with teaching medical students, junior doctors and registrars?
Methodology – Action research

- In depth interviews – 32 GP Supervisors
- Analysis of results
- Recommendations developed
- Focus groups testing of recommendations

This presentation is about the second phase in which we tested the recommendations with focus groups.
Common motivators

- Learning from students – update of clinical skills
- Enjoyment
- Passing on knowledge and skills
- Connection with students
- Promotion of general practice
- Responsibility to profession
- Support by patients and improving patient care
- Support and example of peers
- Life stage
Other common themes

- Finances – need to be adequate but were not motivator to teach
- Need to be valued
- Academic recognition was not seen as important
Limitations

- Local teaching environment may have affected results
- Many themes are universal – some may be local
- We probably found out what the really keen people think but sustaining them is crucial
- We didn’t focus on motivating people who aren’t interested
Second Phase–Focus groups

- The research team developed from the interview data a set of recommendations with practical examples
- Three focus groups– supervisors (25)
- They were asked to select their top five priorities 1–5 after a discussion about the themes
Piloted recommendations

- Recognizing and celebrating GP supervisor teaching
- Supporting GP supervisor teaching role
- Professional development (PD) for GP supervisors as teachers
- Expanding Teaching
- Expanding Teacher role
- Efficient teaching models
- Innovations
Recognising and celebrating GP supervisor teaching

- Linkage with past learners e.g. alumni, newsletters
Supporting GP supervisor teaching role

- Continue to ensure adequate funding
- Online materials and resource guides for GP teachers
- Provision of feedback to GP supervisors on their performance as teachers
- Increased relationship with and information from teaching organisations
- Workshops for practice managers and other practice staff involved in teaching
Professional development (PD) for GP supervisors as teachers

- GP supervisor workshops that enhance vertical integration of teaching and value GP supervisors (e.g. self-care workshop)
Expand Teaching

- Build practice based teaching teams involving more GPs in teaching as well as other practice staff (e.g. practice managers, nurses, allied health, GP registrars)
- GP registrars as teachers of medical students
Implement other time-efficient models more widely (e.g. wave consulting)
Summary – what we have learnt locally

1. Improve feedback to teachers
2. Consider long term feedback – eg alumni newsletter, good news stories
3. Value teachers – workshops, weekends, advocacy for adequate remuneration, practice visits to support teaching team
4. Online resources for easy access
5. Relationships and communication is crucial
6. Support registrars as teachers
Thanks

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