

Supporting best practice in vocational GP training: field testing a quality improvement tool

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Background

High quality clinical learning environments are the cornerstone of general practice vocational training. A co-designed General Practice Clinical Learning Environment (GPCLE) framework describes the key elements of high-quality learning environments in general practice. The GPCLE was developed in Australia where most general practice trainees work under the supervision of qualified GPs in private practices. The GPCLE framework has been translated into a GPCLE quality improvement tool for training practices to measure, self-reflect, improve, and monitor the quality of their learning environment.

This aim of this study was to field test the GPCLE as a quality improvement tool in various locations and practice settings across Australia.

Method

This mixed methods pilot study selected five training practices representing different levels of rurality and training contexts of nine expressions of interest. It comprised three components: 1) training practice GPCLE self-assessment; 2) independent GPCLE assessment (by two expert developers reviewing the practice), and; 3) training practice interviews. Training practice participants included GP supervisors, GP, practice nurses, practice managers, and registrars.

Results

Quantitative and qualitative pilot study data were triangulated to evaluate the relevance, feasibility and utility of the GPCLE tool in various GP training locations and contexts. This paper will report on the findings and considerations regarding generalizability of the GPCLE quality improvement tool across Australia, identifying enablers and barriers for achieving high quality GP training.

Discussion

This pilot study will enable insight into tools to assess the quality of Australian general practice training, the findings from which are expected to be more widely applicable to other countries, and to have scalability for other prevocational and medical student learners. This study will inform further development of the tool and supportive resources to foster quality improvement to enhance GP training experiences and outcomes.

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