

The PQRST framework for case discussion: a pilot evaluation

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Background

Case discussion is a very common activity in general practice training and is used for both clinical oversight and teaching purposes [1]. In 2021, a new framework for registrar-initiated case discussion in the general practice setting was published in Australia, the so-called “Problem, Question, Reason, Solution, Teach” (PQRST) model. It comprises five steps, namely:

P: What is the patient’s problem?

Q: What is the registrar’s question?

R: How well does the registrar reason?

S: What is the solution?

T: What can be taught?

Recent research has highlighted the value of the PQRST as a means by which to clarify areas of competency and learning needs in Australian general practice training [2], a setting where registrars consult independently with patients, but practice under the supervision of accredited GP trainers. This is analogous to the European context. It is of interest to evaluate the value of the PQRST as a tool to support case discussion for teaching in European general practice on the job learning activities.

Research question

What is the utility, acceptability, and value of the PQRST as a model for case discussion in European general practice training?

Method

Quasi-experimental, mixed methods pilot study involving GP supervisors, comprising a pre-post evaluation of a webinar-based educational intervention and demonstration of the PQRST framework both in practice teaching and assessment. Survey data will be imported into SPSS for analyses.

Conclusion

This project will produce new knowledge about the utility of the PQRST framework as a case discussion tool in GP supervision in European general practice clinical environments based training. This has potential to inform GP supervision, improve GP training, and improve patient health and safety.

References

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2. Morgan S, Toukhsati SR, Taylor CJ. It’s as easy as PQRST – a new tool for effective case discussion. Paper presented at ANZPME2023; 2023 Nov 15-15; Perth, Australia

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