

## **‘Putting the PQRST into PCD’ – a new tool for effective problem case discussion in GP training**

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### **Background**

The role of the general practice supervisor is broad, but two of the most fundamental aspects are provision of clinical oversight, to ensure patient safety, and teaching, to ensure registrar learning. The unifying activity to meet both these objectives is case discussion.

‘Learner-initiated’ case discussion is where the GP registrar specifically seeks advice on patient care. This can be either ‘on the run’ or part of a scheduled in-practice teaching time. The latter is commonly known as ‘problem case discussion.’

In 2022, a new framework for problem case discussion in the general practice setting was published, the ‘problem-question-reasoning-solution-teaching’ model, or PQRST.

### **Method**

We conducted a pilot study evaluation of the utility and acceptability of the PQRST framework for problem case discussion. Using a 4-point scale (0 = not at all to 4 = fully), there was broad agreement among GP supervisors and educators that the PQRST framework helped clarify areas of registrar competency and learning needs ‘very well’ during problem case discussion (mean= 3.36 ± .44).

We are undertaking a larger evaluation study in 2024. GP supervisors attending an educational update on the PQRST method will be invited to complete a pre- and post-intervention survey, exploring a range of aspects of the tool.

### **Results**

This presentation will compare and contrast different approaches to problem case discussion, including the new PQRST framework. Results of the evaluation will then be presented.

### **Conclusion**

The ‘problem-question-reasoning-solution-teaching’ model was developed as a simple framework for problem case discussion. It emphasises identification of the learner’s specific question and the assessment of clinical reasoning. It is adaptable for learners at all levels of training, all types of settings and all levels of competence.

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