



Collaborate, embrace, evaluate: strategic research in general practice training

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Research in medical education and training is important to increasing training capacity and to improving educational outcomes.¹ A vibrant general practice research culture involves participation at all levels of general practice training—medical educators, GP supervisors and GP registrars.²

General Practice Training Tasmania (GPTT) is one of nine Regional Training Organisations delivering training for medical graduates wishing to pursue a career in General Practice in Australia through the Australian General Practice Training (AGPT) program.³

Tasmania is the least centralised of the Australian states, with just over 40 per cent of the state's population living in the greater Hobart area. Twenty per cent of the population live in 92 small towns with populations of less than 10,000 people, the largest proportion of the Australian states. Tasmania also has the highest proportion of older people, with one in every five people aged 65 years or more at the 2016 census.⁴

So, how can GPTT do better together in how it shares knowledge and information of what works to help achieve healthy regional and rural communities?

GPTT's research plan to inform the development of education and training has three broad strategies (Figure 1).

Figure 1 GPTT research strategies



- Collaborate—we understand that doing research in partnership with other Regional Training Organisations, universities and stakeholders builds collective research capacity.
- Embrace—we believe that involving registrars in GPTT research projects and encouraging registrars to extend their skills by doing their own research and critiquing others' research helps create a positive research culture.
- Evaluate—we trust that evaluating our programs helps us to know that what we do, we do well. Medical educators have evaluated aspects of the training program that focus on improving educational outcomes for registrars.

The conference poster provides examples of this approach being used by GPTT to inform training and education for regional and rural general practice.

A multi-pronged approach to building research capacity is important when training and education for general practice is delivered across diverse regional and rural areas, which often have limited resources to support research activities.

References

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Presenter

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