

# Collaborate, Embrace, Evaluate: Strategic Research in General Practice Training

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General Practice Training Tasmania

## Background

Research in medical education and training is important to increasing training capacity and to improving educational outcomes.

A vibrant research culture involves participation at all levels of general practice training – medical educators, GP supervisors and GP registrars.

## Collaborate

- Research in partnership

## Embrace

- Involve registrars in research
- Encourage registrars to do/critique research

## Evaluate

- Know that what we do, we do well

## Examples of

### How we collaborate

- (Education) Research Grants with RTOs and universities
- Dementia Care Teaching and Education Program
- Interprofessional education and training roadmap

### Who we embrace

- Registrars as co-investigators on GPTT research projects
- Registrars undertaking Extended Skills Research
- Journal Clubs for critiquing research

### What we evaluate

- GPTT Assessment Preparation Series for clinical examination
- Are RPL essay scores linked with training success?
- Effectiveness of Entrustable Professional Activities

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ORIGINAL PAPER

WILEY WILEY THE INTERNATIONAL JOURNAL OF WILEY CLINICAL PRACTICE

### Prevalence and associations of general practitioners' ordering of "non-symptomatic" prostate-specific antigen tests: A cross-sectional analysis

Parker Magin<sup>1,2</sup> | Amanda Tapley<sup>1,2</sup> | Andrew Davey<sup>1,2</sup> | Simon Morgan<sup>3</sup> | Kim Henderson<sup>1,2</sup> | Elizabeth Holliday<sup>1,4</sup> | Jean Ball<sup>4</sup> | Nigel Catzikiris<sup>1,2</sup> | Katie Mulquoney<sup>1,2</sup> | Neil Spike<sup>5,6</sup> | Rohan Kerr<sup>7</sup> | Mieke van Driel<sup>8</sup>

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AJGP > 2018 > January–February > eReferrals Why are we still faxing?

RESEARCH

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### eReferrals: Why are we still faxing?

Christopher A Hughes Penny Allen Michael Bentley

### GPTT Assessment Preparation Series (GAPS)

Dr Sarah Freeman, Dr Abby Rundle  
General Practice Training Tasmania

Since 2013, GPTT have run an OSCE preparation program (GAPS), with high registrar satisfaction and examination success.

#### Objectives

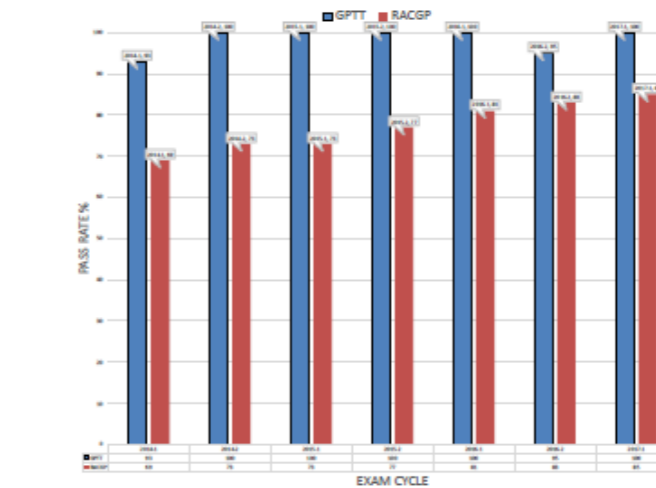
- Demonstrate GPTT's current approach to clinical examination preparation
- Review the program performance and registrar satisfaction

#### Summary

- GAPS**
  - 8 weekly sessions of structured OSCE practice - each session comprises 3 rounds of cases
  - Registrars learn through providing feedback as an examiner, as well as participating as a candidate
  - Medical Educators facilitate and provide feedback
  - Registrars have opportunities to debrief/network - facilitating study group formation
- MOCK**
  - Occurs a fortnight prior to RACGP exam
  - 4 short 15 min and 2 test stations - exam conditions
  - Each station has a Medical Educator as the examiner and a paid actor as the patient
  - At the conclusion of the cross-registrar cycle back through for feedback

#### Outcomes

OSCE performance: GPTT v RACGP



"Helped me with performance anxiety"  
"Good feedback from colleagues and facilitators"  
"Helped me learn how to structure an OSCE"  
"Good to see how other people approach clinical situations"  
"The sessions helped to recognise areas of weakness"  
"I was mentally well prepared for the real exam"  
"A standard activity in the time spent in General Practice training"

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## Relevance

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



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Abbreviations GP: General Practice

GPTT: General Practice Training Tasmania

RPL: Recognition of Prior Learning

RTO: Regional Training Organisation