



UL – GEMS

General Practice Quality Assurance Initiative

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WHY?



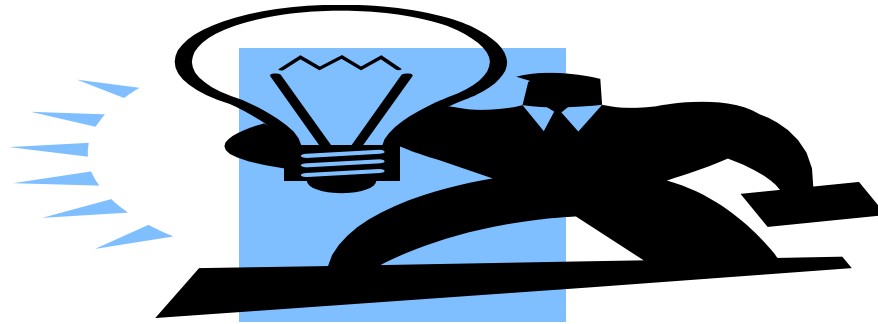
- To ensure a similar standard of teaching and educational activity occurs across all UL – GEMS general practice teaching sites.
- To provide evidence to the UL – GEMS and other external agencies that the educational standards in UL – GEMS teaching practices are sufficient and appropriate to meet current education criteria for teaching medical students.
- To help GP tutors to maintain and enhance their teaching skills.
- To safeguard patients , students, mentors and the practice.
- To enable medical students from UL-GEMS become good doctors.

The Longitudinal Integrated Clerkship at UL-GEMS -LIC



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HOW?



- UL –GEMS Proposal 1.6 (*The UL accredited teaching general practice/primary care centre - including the criteria and standards required*)
- Informal Discussions with UL GEMS staff, GP Tutors and Co-ordinators
- Previous Research – 2 papers in particular (Jones R, Cotton P)
- Australian National Guidelines to assist GP Clinical Supervisors, Medical students and Medical school to achieve optimal GP placements

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THE CRITERIA



UL-GEMS Proposal 1.6

- Learning environment – structure, computer, room,
- Tutor characteristics – teaching experience, commitment to teaching, assessment , peer review ,
- Learning Schedule – parallel consulting, procedural skills

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Quality Assurance of Community Based undergraduate medical curricula – Roger Jones

- Teachers help develop curriculum
- Written material provided to teachers
- Teacher training / induction
- Feedback from students
- Feedback from teachers
- Feedback from external examiners
- Feedback from patients
- Results of student assessments
- Practice visits
- Teaching observation/peer review
- Dispense with poorly performing teachers.



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- ***National Guidelines to assist GP clinical supervisors, medical students and universities achieve optimal GP placements.(AMSA)***
- ***A. Medical School – orientation, type of placement, educational infrastructure & support for clinical teachers***
- ***B. Recommendations for GP tutors – orientation, educational support ,educational activities in practice, community integration,etc***
- ***C. Recommendations for students – pre placement, on placement and post placement.***

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- RESEARCH + DISCUSSION
- VISITATION TEMPLATE
 - Letter
 - Aims & Objectives
 - Self assessment form
 - Agreed visit schedule
- SUPPORT V's FORMAL EVALUATION

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Dear Dr

The General Practice teaching programme of UL-GEMS is now in its 4th year.

During that time students have consistently reported high levels of satisfaction with their clinical placements. GP tutors for their part have indicated that they enjoy the experience of having students in their practices and that it has contributed to their own CME and professional standards and wish to participate in a formal feedback process on their practice-based teaching.

Thus from early 2013 onwards, we aim to visit practices every two years. The overarching aim of these visits is to support the GP tutors as they strive to provide UL –GEMS students with optimum learning experiences.

The document accompanying this letter sets out in more detail the aims of these visits, procedures to be followed in advance of and during these visits and outlines a structured form which will guide the meeting.

We hope that this initiative will enable medical students from UL-GEMS become good doctors, help GP tutors to maintain and enhance their teaching skills, ensure a similar standard of teaching and educational activity occurs across all UL–GEMS general practice teaching sites and provide evidence to the UL–GEMS and other external agencies that the educational standards in UL-GEMS general practice teaching practices are sufficient and appropriate to meet current education criteria for teaching medical students.

We thank you for your support with this endeavour and welcome any feedback you might have on this process.

Yours sincerely,

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Aims:

- To discuss GP Tutor's experience of being involved with the programme.
- To determine their engagement in core activities that facilitate student learning on placement (especially parallel consulting).
- To review the practice facility and its suitability for clinical placements (especially room availability).
- To help the GP tutor identify what s/he is doing well.
- To help the GP tutor identify what s/he might develop and to agree follow up.

Procedure for Practice Support Visits:

- GP tutors will be visited by GP Coordinator / faculty member at least once every two years.
- Evaluation form for GP tutors to guide GP co-coordinators during their visits.
- GP Tutor completes the evaluation form in advance of scheduled meeting.
- Meetings take place in the practice and the GP Tutor allows 60 minutes for each (though most meetings will conclude at 30 minutes).
- During the meeting, we will endeavour to:
 - help you identify what your practice is currently doing well where student teaching is concerned and identify ways in which this can be made even better
 - clarify any issues related to the curriculum aims / delivery / assessment about which you may be uncertain
- Upon completion, we will leave a copy of this document with you and return one to UL-GEMS.
- Other members of the practice team who are involved in teaching may also attend the meeting; at the discretion of the Tutor.
- As meetings will involve review of practice-based activity, they may be used for internal / other CME activity.



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<i>Activity</i>	<i>Always</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Never</i>
Student attends practice for 5 session per week - the main focus of which should be parallel consulting				
GP tutor / student feedback form is used as part educational activity in practice regularly				
ITA forms are completed and returned in accordance with guidelines				
Student spends time with other allied healthcare professionals in the practice +/- wider community				
Student participates in a regular formal tutorial with GP tutor				
Student gets broad clinical experiences consistent with the Anthology of Medical Conditions				
GP tutor and student regularly review electronic logbook				
GP tutor refers to tutor manual for guidance in his educational activities with his student				
GP tutor regularly attends tutor workshops on an annual basis				
Student has use of own room whilst in the practice				
GP tutor has participated in end of year exams as a clinical examiner				

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Please list any other learning activities in which students participate while on placement at your practice

Please list ways in which you hope to develop practice based teaching

Coordinator's constructive feedback to GP Tutor in respect of teaching environment / activities

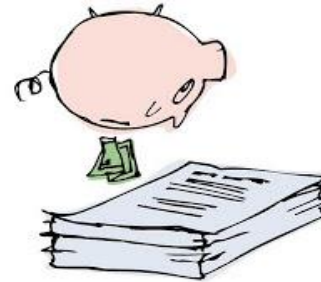
Plan for implementing agreed objectives and agreed timeframe for next visit

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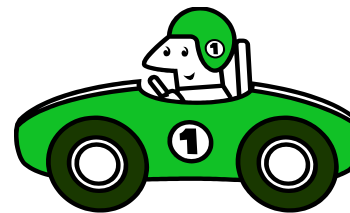
Implementation

Documents

- Formal letter
- Visitation Template in advance



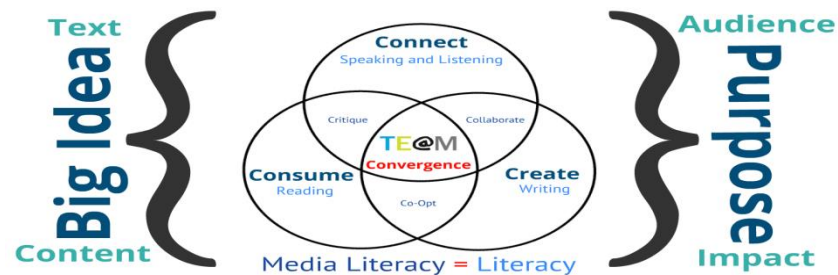
The Support Visit!



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FINDINGS

<i>71% of 6 hubs(n =73)</i>	<i>Always</i>	<i>Usually</i>	<i>Occasionally</i>	<i>Never</i>
Student attends practice for 5 session per week - the main focus of which should be parallel consulting	85%	15%		
GP tutor / student feedback form is used as part educational activity in practice regularly	26%	34%		40%
ITA forms are completed and returned in accordance with guidelines	96%	4%		
Student spends time with other allied healthcare professionals in the practice +/- wider community	70%	30%		
Student participates in a regular formal tutorial with GP tutor	50%	20%	30%	
Student gets broad clinical experiences consistent with the Anthology of Medical Conditions	95%	5%		
GP tutor and student regularly review electronic logbook		20%	60%	30%
GP tutor refers to tutor manual for guidance in his educational activities with his student	20%	25%	30%	25%
GP tutor regularly attends tutor workshops on an annual basis	60%	30%	20%	10%
Student has use of own room whilst in the practice	95%	5%		
GP tutor has participated in end of year exams as a clinical examiner	20%	40%	10%	30%



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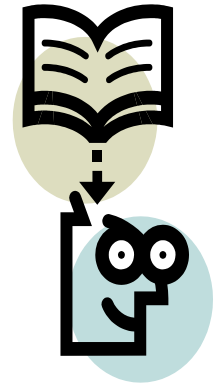
RESULTS

- 85% of students attend the practice for 5 sessions a week and have parallel consulting ✓
- 96% of ITA forms are nearly always completed on time ✓
- 95% of students always get experience consistent with the *Anthology of Medical Conditions* (The core course handbook) ✓
- 70% of students always spend time with other professionals ✓
- 60% of students always attended a tutor workshop on an annual basis – (8% never attend an annual workshop) ?
- 60% of tutors have participated in end of year exams – (30% of tutors have never been to end of year exams) ?
- 50% of tutors always have a one on one tutorial with their students ?
- 26% always use the two way feedback form – (40% of tutors never use the two way feedback form) ✗
- 20% of tutors always refer to the tutor manual for guidance in their teaching activities –(25% of tutors never refer to it) ✗

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GP narrative generated by support visits

- A need for more regular visits to GP tutors
- A more reflective log diary
- Alignment of Wednesday morning teaching sessions and small group tutorials with teaching in general practice
- The conditions in the main handbook need to better reflect problems encountered in Irish General Practice
- Vary the times for GP tutor workshops and make them more interactive
- A more extensive induction course for new GP tutors with guided instruction in their first year as a mentor
- More educational resources from UL –GEMS to GP tutors so that there is a more consistent educational approach to giving tutorial to students
- Need more innovative to encourage use of the two way feedback form and GP handbook.



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Summary

- Key factor in our QA initiative – Process!
- The structural environment for learning in the practices was good
- The learning environment was good
- The extent to which students learnt was variable
- ?Hidden curriculum – what else did they learn
- ?Motivators and barriers to learning

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THE FUTURE



- Direct observation of teaching
- GP tutors videotaping teaching sessions
- Linking GP examination/3rd examination performance with practice attachments and /or ITA assessments
- More formal assessment of student feedback
- Continued practice visitations
- Peer review
- Student / GP tutor involvement in curriculum design post LIC completion
- More formal practice based curriculum / GP tutor
- **ESTABLISHMENT OF UNIVERSAL AND LOCAL SET OF QA CRITERIA**