



Mind the Gap

Using EBL as a platform for transition in General Practice training

Rachel Owers¹ Samantha Scallan² Kelly Thresher¹ Johnny Lyon-Maris⁴

GP Education Unit, South Academic Block, Southampton General Hospital, Tremona Road, Southampton, SO16 6YD, UK

^[1] GP Programme Director; ^[2] Wessex GP Education Research Lead; ^[3] Associate GP Dean

Background

General Practice (GP) trainees in their first two years of training attend monthly educational sessions focused on their needs as a future GP.

We introduced a new programme using Enquiry-Based Learning (EBL), which blends aspects of facilitated small group work used in the final year of GP training with problem-based learning approaches.

Summary of work

EBL sessions took place for 68 trainees, divided into five groups across two centres.

Learning was through case-based discussion and scenario-based role play. Groups were encouraged to identify their own learning needs and to develop team working skills to do so and a self-directed approach to learning in order to resource the needs identified. Participants were also encouraged to share own experiences relevant to the topic.

Topics covered were:

- women's health,
- respiratory,
- men's health,
- screening,
- metabolic,
- adolescent health,
- common GP problems.
- diabetes,
- professionalism /burnout,
- mental health,
- genetics,
- child health,
- prescribing /safety,

Evaluation

We distributed questionnaires to all participants after each session and at the mid-point and end of the year.

A response rate of 78% was achieved: 106/136 for monthly questionnaires and 28/36 for mid-point questionnaires

Summary of results

The sessions were well received by the trainees:

- 94% agreed or strongly agreed that sessions improved their understanding of the GP role and holistic approach to patient care;
- 92% of respondents agreed or strongly agreed that sessions improved their skills in reflection and ability to learn in a group; and
- 71% agreed or strongly agreed that sessions improved their skills in self-directed learning and using resources.

The majority of trainees reflected on EBL sessions afterwards or used them in clinical practice.

Themes from trainee comments highlighted the relevance of the sessions to general practice, peer support and their interactive nature. Comments included:

- interesting to hear others views /opinions /experiences;
- differences in opinions /ways of thinking insightful;
- sharing knowledge and discussing own cases valuable; and
- developed shared sense of peer support.

In addition to the clinical topic of each session, trainees recognised strands of the curriculum embedded vertically across all sessions, consultation skills, for example.

Conclusions

EBL can be used to help GP trainees on their educational journey by bridging the gap between hospital-based education and GP training. This is both in terms of the educational style and content, with vertical GP-focussed curriculum strands embedded across sessions.

Next steps

- To extend EBL into a two-year rolling programme, and
- To develop the self-directed learning aspects.