EDUCATIONAL RESEARCH & RESEARCH EDUCATION

An overview on EGPRN Research Agenda

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Acting Chair

EGPRN - is a network organisation within WONCA Region Europe - ESGP/FM
- Evidence base of the European definition
- Intends to complement the EURACT Educational Teaching Agenda, which addresses academic and vocational training
- Research needs and evidence gaps
- Improving GP research in low capacity countries
The starting point for developing the Research Agenda was the domain of general practice in Europe, as described in the six core competencies (and the eleven characteristics comprised therein) of the WONCA definition (4).

A second framework was the core domains of GP/FM research, summarised as:

- Clinical research
- Health services research
- Research on education and research on teaching in general practice (1, 5)
Some articles in RA on Educational research


Some articles in RA on Educational research

- Education - Effect of training programmes


Education in Research Agenda

- Educational research in those fields below comprises management skills at a health system- and practice-level, as well as education for collaborating medical professionals with a range of backgrounds and expertise.
  
  a) defined disease management programmes
  b) ways of organising care within a practice and/or
  c) ways of organising care within a PHC team

- Also related with some competencies in the same time such as
  
  d) community orientation,
  e) patient centred care and
  f) specific problem solving (skills)
Research Agenda

- There has been a **limited amount of educational research** on **primary care management** aspects.

- Of the studies performed, the vast majority focuses on **educational interventions aimed at doctors** to implement specific service approaches, for example:
  - prevention activities,
  - inter-professional collaboration,
  - care strategies for specific diseases, detection of disease, and prescribing.

Most studies show either small or insignificant effects; **sustainability of these effects** has not been studied yet !!! (54-58)
Research Agenda indicates the need for research on:

- Effective methods of inter-professional education
- Teaching management skills to (future) GPs
- Effective methods of (future) GP training to practice a person-centred approach and
- The sustainability of training/education effects
Educational Research

In Research Agenda

- Education of students and trainees
- Continuing medical education/professional development.
- Evaluation of methods to teach clinical problem solving competencies skills in primary care with regards to effectiveness and sustainability.
- Instrumental research on methods to measure clinical and problem solving competencies
In Research Agenda:

- Regarding educational research, there are several descriptive studies on the teaching of students.
- In those educational research studies the content of educational programmes or teaching experience was described,
- But very few of those educational studies evaluated the teaching!
- The majority of studies were not controlled (44-51)
Educational research: These searches retrieved a very large body of literature, including many meta-analyses and RCTs, so only a rough overview can be given.

While most studies were not done within the context of primary care/family medicine; they are relevant to this theme as they addressed teaching methods and educational interventions to enhance clinical competence.

Early experience in primary care helps medical students to acquire professional attitudes and skills and it can influence career choices.
Educational interventions in the context of continuous professional development (CPD) appear to have a small to medium effect on physician knowledge; however, the effect size is generally small with respect to behavioural change (which seems to be a central obstacle to quality improvement) (41, 42), performance and (much more rarely studied) patient outcomes, across many individual educational methods.

Dissemination of material, didactic lectures, but also uncommented feedback seems to be largely ineffective (43, 44).

Interventions are somewhat more successful when they are interactive, use multiple methods and are designed for a small group of physicians from a single discipline.
Needs for further Research

- On education of Community Oriented Primary Care-COPC regarding
  - evaluation of programs,
  - validated instruments, with a clear methodology and
  - adequate statistical analysis

- On observational cohort studies comparing different approaches/models in education
There is very little research on the sustainability of teaching or learning effects, in particular on interventions targeting practising physicians.

Observational and interventional research on the impact and sustainability of educational interventions

Instrumental research on assessment methods for educational studies is needed. There is a marked gap.
There is limited material on medical education for a comprehensive approach (20-23).

In a review of educational interventions in primary care, the authors concluded that there are only 2 articles, which met the criteria for good research in this field.

One of these studies was conducted in Zambia. Almost all existing research on a comprehensive approach is either cross-sectional or prospective with relatively short follow-up time.

In the longer term need to make an effort to ensure that research skills are part of medical education both at the undergraduate level and in continuous professional development.
Conclusion on Education & Research

In the longer term make an effort to ensure that research skills are part of medical education both at the undergraduate level and in continuous professional development.

Developing methods of education and training for components of the different GP/FM competencies, and evaluating their effectiveness, including the impact on health care and health outcomes, in the short and long term (sustainability) is/must be in the research agenda for EURACT.

Prospective cohort studies or case control studies can be good options to assess risk or effects, or implementation of educational programmes.

Use your expertise in EGPRN, ACCEPT EGPRN Network as EURACT’s RESEARCH DISCUSSION MEDIUM.
YES WE CAN DO IT !!!

What is the expert opinion on? Do EURACT members have any suggestion?

Is there a need for a needs assessment in EURACT to see which research questions to be asked?

EURACT and EGPRN E Boards may have a joint EB in WONCA conference setting to set the priorities for PHC and GP/FM educational research and also to organize a common Research Education curriculum/program to lead the Research in Education in various levels.

FINALLY the ongoing “EGPRN Research Course” Announces the need for teachers to meet the applications in the que!
Theme: ‘Risky Behaviours and Health Outcomes in Primary Care and General Practice’.

Deadline to send in Abstracts 15 January 2013.
ACCESSIBILITY – Direct

COME TO KUŞADASI
## Fees (1ST JUNE 2011 - 31ST MAY 2014)

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2. CONFERENCE FEES: 2 DAYS, INCL. CATERING, EXCL. SOCIAL NIGHT
   a. Non-members: €300
   b. Reduced Non-members Conference Fees: €150
      - First time participants from countries listed in the Appendix, Students, Vocational Trainees and Members of the Vasco da Gama Movement
   c. All Members: €150

3. SOCIAL NIGHT (OPTIONAL):
   - for those who want to join the Social Evening €40

4. FEES FOR PRE-CONFERENCE WORKSHOPS (OPTIONAL)*
   a. Non-members: €50/workshop
   b. Members: €25/workshop
The EGPRN’s “Researcher Database” is under construction, containing information from all researchers.

- Will be highly interactive. Wording and content is done. At this moment, working on the information technology.

- A database like this never existed before, also not in other networks, so we are happy with this initiative.

EGPRN project funding: Currently 3 are running and 2 proposals are to be decided until the end of November.
Any country needs an EGPRN research course

Contact To Educational Comitee…via website

Announce a new initiative Research consultancy workshop:

- Pilot at Turkey meeting
- Approx 7 participants
- 2 tutors ( each meeting )
- All Friday parallel session
- Work interactively on their research proposals
- Specific direct call for proposals from those interested
Themes and methods of research presented at European General Practice Research Network conferences

Carsten Kruschinski\textsuperscript{a,*}, Maaike Lange\textsuperscript{a,b}, Christos Lionis\textsuperscript{c}, Chris van Weel\textsuperscript{b}, Eva Hummers-Pradier\textsuperscript{a} and EGPRN\textsuperscript{d}

Setting priorities and identifying barriers for general practice research in Europe. Results from an EGPRW* meeting

C Lionis\textsuperscript{a}, HEJH Stoffers\textsuperscript{b}, E Hummers-Pradier\textsuperscript{c}, F Griffiths\textsuperscript{d}, D Rotar-Pavlić\textsuperscript{e} and JJ Rethans\textsuperscript{f}

Lionis C, Stoffers HEJH\textsuperscript{b}, Hummers-Pradier E, Griffiths F, Rotar-Pavlić D and Rethans JJ. Setting priorities and identifying barriers for general practice research in Europe. Results from an EGPRW meeting. \textit{Family Practice} 2004; 21: 587–593.
Added value of EGPRN

- Learning environment for FP researchers
- Platform to discuss and present
- Sustainable network of friends

- Development of academic primary care
- Capacity building
- International competitiveness and mobility
- Visibility of European research in GP/FM

www.egprn.org
- WONCA Eu‘s research network
- Generic international organisation for GP/FM research in Europe
- 29 countries
- 148 individual members
- 30 institutional members
Organizational structure

- Executive Manager: Hanny Prick, Maastricht
- Executive Board (8)
- Council of national representatives (29)
- Standing committees
  - Educational Cee: research courses, feedback, mentoring
  - Research Cee: research agenda, collaborative research, funds
  - Communications Cee: website, EJGP
Meetings

- Each May & October, every 6 months
- Pre-conference workshops
- 2 days Scientific Presentations and Conferences
  - Key-notes each day 1 or 2
  - Oral Presentations
  - One slide-5 minutes (I have a research proposal, need help, advise on methodology, need partners….)
  - Poster Session
  - Feedback

Workshop style, ongoing studies, Focused on discussion & feedback
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Thanks to Hanny Prick for providing a summary from her previous reports.

Overview of Submitted Abstracts and Participation of the last 10 EGPRN meetings. Antwerp still to be completed.

Hanny Prick, 31 August 2012.
HP/2012.061