



Support for supervisors and mentors of junior doctors in rural teaching settings: promotion of high quality educational outcomes

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Medical Training Review Panel Grant Project

Scope and objectives

- **Conducted between October 2007 and June 2008 - Piloted from 2000**
- **Clarification of the support mechanisms for rural supervisors and teachers**
- **Generation of support data for the roll-out of the Australian National Curriculum Framework**
- **Development of greater understanding of the contributors to excellence in rural teaching**
- **Input to more effective use of existing rural support networks and organisations**



Project Advisory Committee: Supervision and review

- **Participating organisations**
 - **Department of Health and Ageing**
 - **Confederation of Postgraduate Councils**
 - **AMA Doctors in Training**
 - **Practice Managers and Administrators**
 - **Supervisors Association**
 - **Federation of Rural medical Educators (FRAME)**
 - **Australian College of Rural and Remote Medicine**



Method: Stage one

- **A consultation framework consisting of:**
 - **An initial consultation with rural practices, teaching sites and junior doctors**
 - **A review of the literature on teaching and support**
 - **An inventory of initiatives by regulatory bodies and State jurisdictions**
 - **Survey and structured interview schedules with current teaching and support organisations**



Method: stage two

- The major consultation round in rural regional settings
- The development of issues papers for circulation and comment
- Distribution of findings to participants as a validation round
- Incorporation of comments
- Consultation with Department of Health and Ageing and CPMEC Curriculum Project personnel
- Development of final report, support framework and recommendations



Participants

- **Postgraduate Councils**
- **Current interns and PGY2 doctors training rurally**
- **State Health and hospital jurisdictions**
- **Rural Clinical Schools**
- **University Departments of Rural Health**
- **AMA and AMA Doctors in Training**
- **GPRA and the Supervisors Association**
- **Rural Workforce Agencies and Rural Doctors Associations**
- **Regional Training Providers**
- **Rural practices training junior doctors**



Outcomes: basic principles

- **Essential link between workforce shortage and teaching capacity**
- **Need to look more widely for teachers and mentors including junior staff and students**
- **Notable consensus across disciplines and professional levels as to what constitutes a good teaching and learning environment**
- **Genuine willingness to extend current rural partnerships in the service of a vertical integration of training and of retaining good doctors within the learning region**



Factors in support and extension of rural teaching

- Identifying and expanding the private practice and small rural hospital teaching cohort
- Fostering a well informed and enthusiastic junior doctor cohort
- Developing a well informed and supported rural teaching site
- Identifying and enhancing resources for rural teaching
- Providing broader training options within the hospital and private practice setting
- Expanding options for rural partnerships across levels of training



Challenges

- Addressing the perceptions of metropolitan students in terms of resources and career opportunities
- Recognition of the cultural variations within the hospital cohort
- Acknowledgement of the increased rural cohorts coming through via rural programs and the impact on teaching
- The adjustment of rural hospital terms to ensure accreditation
- Creation of consistent IT policies and procedures within regions
- Recognition of the competing administrative and teaching roles of rural clinicians



Outputs

- **A comprehensive consultation framework of elements contributing to excellence in rural teaching and learning**
- **Co-ordination of work with the implementation of the Australian Curriculum Framework**
- **Recognition of the potential for the extension and blending of roles for current rural bodies**
- **A framework of over 60 detailed recommendations for support, co-ordination and resources by rural teachers, administrators and junior doctors**



Thank you

For further information, email
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