



GEM
General practice Evidence for Modern
day practice.

GEMs offer brief updates from general practice research tackling the challenges of front-line practice.

Facilitator and barriers to teaching undergraduate medical students in general practice

Hugh Alberti and Sophie Park

The clinical problem tackled by this research

We need to recruit more medical graduates in to General Practice. We know that undergraduate exposure to general practice teaching and practice is important. But with many competing pressures on modern general practice, how can we enhance and optimise undergraduate teaching? This study used Community of Practice theory in a qualitative study to understand enablers and barriers to undergraduate teaching in the UK setting.

What the research tells us about this problem

Undergraduate teaching can be an integral part of everyday general practice, or a 'bolt-on' activity in tension with the usual activity. How undergraduate teaching fits in to a practice depends largely on practice level factors - workload, availability of teaching space and remuneration issues. Opportunities were identified for Medical Schools to work differently with their GP tutors, to help build a wider sense of a shared community of teaching with improved professional rewards for teaching involvement.

The research team (* are GPs or Primary Healthcare Scientists)

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Suggested WISE action

Consider establishing tutorials across your Primary Care Network, where students from several practices can regularly meet for dedicated teaching time within primary care.

Where you can read more about this work

Barber JRG et al. Facilitators and barriers to teaching undergraduate medical students in general practice. Medical Education 2019; 53: 778-787. doi: 10.1111/medu.13882

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