

Annex 3

Taskforce reports

**EURACT Council meeting
April 25-29, 2009
St. Petersburg, Russia**

a. Report of the Educational research taskforce meeting in Saint-Petersburg

Present: Sandra, Ruth, Adam, Wolfgang, Bernhard, Bernard, Elena, Marina, Monica, Mladenka, Jan

During this short but productive meeting two items were discussed:

1. The EURACT Journal Club.

Aim: to make a compilation of carefully selected relevant publications as they appear in one of the important journals, to summarize them, to comment them and to evaluate potential implications for trainers and educators in FM.

Journals that will be screened: Medical Education, Medical Teacher, Academic Medicine, Advances in Health Sciences Education, BMC Medical Education. (group 1) BMJ, JAMA, Lancet and New England Journal of Medicine (group 2), Scandinavian Journal of primary care, British Journal of General Practice, European Journal of GP, Family Practice, Canadian journal of FP, Journal of Family Medicine, (Group 3)

Procedure:

The group reached consensus on a procedure (worksheet) and on a template for the abstracts. The aim being to produce 3 times a year a new compilations of 4-to 5 contribution.

The journal club reports could be part of the content of a “EURACT newsletter” or be diffused as a separate publication to all of the EURACT members. (exclusively). It is suggested to experiment with a format in which the headers are visible and the full text can be reached via hyperlinks on the password protected area of the Euract website.

All of the members of the task force agreed to contribute to a four stage process:

Step: 1 flagging of publications on the basis of titles and abstracts of articles that look interesting enough to be looked closer at. If necessary (on request) full text of the article can be provided.

Step 2. A ranking of selected articles will be made. And the top 10 articles will be selected in a queue of files to be analyzed and discussed. Each of the selected articles will be sent at random to one of the members of the Task Force with a request to write an original summary (abstract) as well as personal comment in which the study is analyzed and commented and the potential educational implications are discussed. Each member will be invited to write *two abstracts* a year.

Step 3. Dispatching, final editing and professional proofreading and will be assured by the secretarial services in Leuven.

Note 1: This “screening” process will be complemented by a “case-finding” strategy i.e. whenever task force member would have knowledge of another relevant article published in other journals (or by themselves!).

Note 2: Our primary focus will be: Speciality Training in Family Medicine and everything that might be related to it. (for our targeted readers will be trainers and educators in Family Medicine).

Note 3: Selected papers can relate to good *Descriptive* research, *Clarification* research or *Justification* research

Our aim is to produce a first issue for the 1st of September and a second in december 2009.

2. A paper on the role of Research Skills in the Speciality Training program

We decided to write a paper starting from the following questions:

- Why should research skills or research experience be part of the educational objectives of the Speciality Training program in Family Medicine?
- Are residents that have participated in a research and/or acquired minimum research competencies better clinicians?
- What is the “added value” for trainees, for trainers, for patients?

Can we dig into the justification of this thesis as well as into the precise description of desired minimum experience ?

A few arguments were forwarded:

- Are we talking about critical reading skills (knowledge of EBM framework) or about more elaborated knowledge of research methodology and /or a personal research experience ?
- Physicians with research experience have a better understanding of the limits of clinical guidelines and of the real nature of “medical knowledge” and are therefore better “lifelong learners”.
- Residents with research skills might get interested in becoming real researchers. (ST as “incubator” programme)
- Physicians with research skills contribute to the development of the discipline.
- Having a background in research facilitates rational organization of effective quality improvement actions in the practice.

What will be the focus the paper?

A position paper? A “research” paper i.e. results of a Delphi round and/or focus group type qualitative research amongst Euract members ?

It was decided that Adam, Wolfgang and Monica would make a first bullet list of ideas, exchange them and send them to Jan who will try to make a first summary.

To do list and time table:

What	Who	When (dead line)
Send proposal of that scenario for the Journal clubs that was agreed on to members of the task force	Jan	15 th of May
Send first of table of contents of journals that have to be screened to members of the task force	Jan	31 st of May
Send list with “flagged articles back”	All of the task force members	21 st of May
Write an summary and comment of one article .	All of the task force members	31 st of July.
Prepare bullet list of Key feature ideas for the article	Adam , Monica & Wolfgang	31 st of may
Send first skeleton of	Jan	1 st of June

**article (not a draft)
around**

First draft of the article	? + Jan	1 st of October
-----------------------------------	---------	----------------------------

Jan Degryse

b. Brainstorming group.

The group that discussed future developments concluded that no taskforce should be installed at this moment for two reasons:

1. we should concentrate on finishing current tasks.
2. future developments is a subject that is suitable for plenary discussions.

It might be a good idea, though, to let individuals come up with ideas in a 1 slide 5 minutes presentation, next time in Witten

Tasks unfinished are:

- performance agenda: finishing touch, seeing whether the whole is a well balanced document.
- discussion about implementation of the performance agenda.

Tasks that may be picked up:

revision of older documents, e.g. the profile of the medical teacher (see also proposal Egele).

Furthermore: we should investigate the results of what has been done till now (the 'harvest'):

- how widespread is the use of the European definition and the performance agenda?
- are there striking discrepancies among countries?
- how could we improve implementation?

We should come in closer contact with medical teachers from the country that hosts us and organise a serious exchange (not only socializing). They could perhaps do some presentations during one of our plenaries.

So, in conclusion, we think that picking up new tasks as Jan Degryse suggested is only suitable after having checked whether current tasks are unfinished or should be extended.

We may however, start thinking and discussing future tasks in Witten, in a plenary session.

If good suggestions come up, a new taskforce may work them out.

YvL 4-5-09

c. Teaching expertise taskforce.

Present: Egle Roar Peter Alma Roger Janco Stefan Natalia

Why we are interested in this topic?

Logical addition to what we have done in EURACT already

Selection of trainers and trainer's practices (Ed Agenda)

It is in accordance with our aims as an organization

There is no international framework of GP trainers professional development

In some countries there is no structure for selection of trainers, for monitoring the progress and assessment the teacher trainers

It is relevant for solving problems of trainers and teaching process

Proposed name of taskforce:

The EURACT framework of GP teaching expertise

Future plans:

1. The group will meet and continue with preparations at the next meeting. New Council will decide how to go forward with that initiative.
2. Roger will facilitate work from now until new council meeting in 2010
3. 4 questions to look before next meeting and to share any existing documentation
 - How we choose people to be involved in GPs teaching
 - What to be provide for initially training of trainers/teachers
 - What to be provide for continuous support
 - How it will be assessed, the monitoring process
4. Group is going to do preparation work for the next meeting
5. Everyone who is interested to join the preparation process is welcome.

Reporter: Natalia.