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Title: ***Teaching quality in family medicine: Preliminary results of a European cross-sectional study.***

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Abstract

Background and aim

Very little is known about the inclusion, content and outcomes of teaching quality assurance topics within the curriculum. The aim of this study was to get an overview of how quality is taught in European countries and to find out perceived importance of selected topics on teaching quality.

Methods

The survey was web-based. The link to the questionnaire was sent to the national representatives of EQUiP, EURACT and Vasco da Gama with the request to answer it and/or send it to appropriate persons from their countries. The questionnaire consisted of the questions about the country and institutes, about the inclusion of teaching quality in the curriculum, the level of teaching and the importance of specific quality subjects on a scale from 1 to 5 points.

Results

We got 176 answers from 29 countries. Respondents who answered the questionnaire were medical teachers (49.4%), coordinators (29.5%), qualified family doctors/general practitioners (28.4%), doctors in family medicine vocational training (23.3%), medical students (6.8%) and administrators (4.5%). Quality improvement was included in the curriculum of most countries (79.3%). Different quality improvement topics were, in general, included in the undergraduate, graduate, vocational and continuous medical education curriculum, but mostly in vocational training. Dealing with critical incidents or medical mistakes was perceived as the most important teaching quality topic (4.0 ± 0.8) and a plan-do-check-act strategy as the least important one (3.5 ± 0.9).

Conclusion

Teaching quality is included in the majority of European countries' family medicine curricula on all levels of education. The inclusion of specific quality subjects in family medicine curriculum and their perceived importance indicates the existence of different perceptions about teaching quality. An international consensus on a standard curriculum for teaching quality can stimulate and support implementation.