TEACHING QUALITY IN FAMILY MEDICINE:
PRELIMINARY RESULTS OF A EUROPEAN CROSS-SECTIONAL STUDY

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BACKGROUND (1/2)

- Family medicine is nowadays taught in the majority of European countries on different levels.
- The content varies considerably among European countries\(^1\)
- Educational agenda\(^2\)

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\(^1\)Specialist training in general practice/family medicine. Available at: http://www.euract.org/index.php?folder_id=44

BACKGROUND (2/2)

- The ability of quality assurance is one of the family doctors’ core competencies\(^3\).
- Very little is known about the inclusion, content and outcomes of teaching quality assurance topics within the curriculum.

\(^3\)Wonca – Europe definition of Family Medicine (2005) Available at: http://www.woncaeuropa.org
AIM

- 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

- Cross-sectional web-based study
- National representatives of EQuIP, EURACT and Vasco da Gama
- The questionnaire:
  - country and institutes,
  - the inclusion of teaching quality in the curriculum,
  - the level of teaching,
  - the importance of specific quality subjects on a scale from 1 to 5 points.
RESULTS (1/14)

- 176 answers from 29 countries
RESULTS (2/14)
More than 50% (55.7%) of the respondents reported that they had a role in QI.

Quality improvement was included in the curriculum of most countries (79.3%).
RESULTS (4/14)

- Dealing with critical incidents
RESULTS (5/14)

- Measuring practice performance
RESULTS (6/14)

- Learning to use information
RESULTS (7/14)

- Learning how to use EMR
RESULTS (8/14)

- Learning to implement guidelines
RESULTS (9/14)

- Learning to use PDCA strategy
RESULTS (10/14)

- Learning to work patient-centred
RESULTS (11/14)

Learning to work with practice population
RESULTS (12/14)

- Learning to work in a team

![Bar chart showing percentages of European countries in various training types.](chart.png)
RESULTS (13/14)

- Learning how to take leadership
RESULTS (14/14)

- Perceived importance of TQ topics
CONCLUSIONS

- TQ is included in the majority of European countries’ all levels of education.
- The inclusion and the perceived importance of topics indicates the existence of different perceptions about teaching quality.
- An international consensus on a standard curriculum for teaching quality can stimulate and support implementation.