OBJECTIVES

Using the Scan of Postgraduate Educational Environment Domain (SPEED) tool, this study examined the perceptions of GMT registrars and overall satisfaction with their training environment with the aim of evaluating the conduciveness of the learning environment and identifying areas in need of improvement.

METHODS

A mixed method approach was employed in this study. All enrolled GMT registrars in 2016 and 2017 were invited to complete a 15-item validated SPEED tool. Two open-ended questions were included to collect qualitative data. Participation in the study was voluntary. Multivariate analysis was conducted to determine effects of age, gender and level of training on participants’ responses. The level of significance was set at P< 0.05. Emerging themes from the qualitative data were identified using thematic analysis.

RESULTS

Response rate was 60%, mean age of the respondents was 33.82 ± 5.74 years and 60% of them were females. Cronbach’s alpha coefficient for the measurement scale was 0.95. Participants’ overall satisfaction score was 92.3%. There was a positive linear correlation between the overall SPEED score and the overall satisfaction score (r = 0.746; p<0.001). Registrars were most satisfied with the learning atmosphere (Figure 2). Two main themes emerged in relation to the registrars’ perception of the strengths of the educational environment – access to excellent clinical supervision and supportive work environment. In terms of areas for improvement, the registrars requested for more formal/structured teaching.

CONCLUSION

The GMT program provides its registrars with a clinical educational environment that emphasises the importance of teamwork and a supportive environment. Registrar satisfaction levels are continuing to improve over time.

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FOR FURTHER INFORMATION

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