

Becoming a GP – The lived experience of GP registrars and implications for Training Organisations

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Introduction/background:

Becoming a GP means becoming competent and confident in managing patients of any age presenting with undifferentiated illness, but it also involves the formation of an identity as a GP. This process is a complex one as learning and “becoming” involves not only individual factors, but social; cultural; relational and institutional. A research study conducted in 2018-19 followed the audio-diary reflections of a cohort of GP registrars through their first six-month term in general practice.

Exploring and more fully understanding the lived experience of this journey will enable improvement of the GP teaching program for subsequent GP registrars.

Purpose/objectives:

Findings from the project will be presented under a number of headings including research methodology/reflective process; professional identity formation; transformative learning experiences; and the emotion of learning. The registrar reflections will inform the work of a number of small groups within the workshop. Using those reflections, small groups will discuss the findings and generate ideas around implications for general practice training and broader health professional training, then regroup to collate a vision for training.

Issues/ questions for exploration or ideas for discussion:

Can we use the reflections to better understand the “metamorphosis” of becoming a GP?

Is the emotional side of “becoming a GP” dealt with adequately in the training process?

How can the reflective process authentically communicate the early career experiences of registrars and be used to inform training programs for General Practice, and more broadly for health professionals?