Measuring the primary care educational environment

K Eggleton[★], F Goodyear-Smith[★], M Henning[★], R Jones[★], B Shulruf[☆]

1 INTRODUCTION

The purpose of this study was to develop a questionnaire with robust psychometric properties that measured the educational environment of primary care. Current educational environment questionnaires do not capture the unique aspects of primary care, including the teaching of cultural competency.

2 METHODS

We followed a structured consensus process to develop a preliminary list of 55 questions. These questions were refined with a small pilot. Between 2014 and 2015 all year 5 and 6 medical students, completing a primary care attachment at Auckland University, were invited to complete the refined questionnaire. We analyzed the results using exploratory factor analysis and confirmatory factor analysis. This resulted in a 16-item instrument – the UAGREE.

@kseggleton

k.eggleton@auckland.ac.nz

More information

UAGREE: University of Auckland General Practice Report of the Educational Environment

Learning

Teaching

Cultural competency

Student centered

One-to-one

Cultural competency

Teacher friendliness

Trust, Empathy

3 FINDINGS

Three factors were identified explaining 53% of the variance. The items' reliability within the factors were high

Factor	Reliability
Learning	0.894
Teaching	0.871
Cultural competency	0.857

UAGREE had robust psychometric properties. There were no significant differences when multiple group analysis was performed by gender and across ethnicities.

4 DISCUSSION

UAGREE is a specific and robust instrument that measures the undergraduate primary care educational environment. From a theoretical standpoint its questions fit within established educational environment frameworks in particular the concept of socio-emotional space. The incorporation of cultural competence questions reflects the importance of teaching cultural competence within primary care.

★ University of Auckland
☆ University of New South Wales