The Learning Environment Health Check
Element 3 - Environment

The Learning Environment Health Check is a self-assessment tool which is used to identify gaps and solutions to support supervisors in comprehensively structuring the learning environment.

The Health Check ensures that GP supervisors can be confident that their learning environment is best practice. It also helps new GP supervisors to Prepare Your Practice for the quality training of GP registrars.

Module Three consists of 18 questions, taking no more than 10 minutes to complete.

AVAILABLE ONLINE
The online version of this self-assessment tool includes links to resources and tailored one-on-one support.
Click here

The questions in this third self-assessment module align with Element 3 of the Learning Environment. Select responses to the statements and questions below that best suit your practice context and operations. Feedback contained in this self-assessment can be used to improve teaching and learning at your practice.

⊘ ELEMENT 3 - A POSITIVE LEARNING ENVIRONMENT

A positive teaching and learning environment is essential for high-quality learning in general practice.

3.1.1   The practice plans registrar orientation and induction for new registrars arriving to the practice:

> Yes - we provide a comprehensive orientation and induction program
>
> Unsure - we would like to see what would be an appropriate orientation checklist and program of activities for registrar orientation and induction

> **Feedback:** It is important to plan for the arrival of a new registrar so that they feel safe, welcome, and ready to start on their first day. It is a complex undertaking with many forms and tasks to be completed.
>
> Before the Registrar Starts - GPSA has developed a simple yet comprehensive timeline and checklist for practice managers and supervisors which outlines the key tasks that need to be performed, alongside the supporting resources, from 2-3 months before a new registrar starts through to their fourth week in-practice.
>
> View the website or download the checklist.

3.1.2   All staff at the practice are involved in orientation/induction activities and have a positive and welcoming attitude towards learners:

Strongly disagree   1   2   3   4   5   Strongly agree

> **Feedback:** The GPSA [Team Leadership in General Practice](#) guide provides ideas as to how you can successfully lead your team, ensuring everyone is involved in making a new registrar feel welcome.

3.2.1   The practice is meeting all WorkSafe obligations, including having an OHS noticeboard:

   Yes

   Unsure

> **Feedback:** The GPSA website page on [Bullying and Harassment](#) contains a list of resources relevant to your State or Territory, as well as resources offered by GPSA. It includes a list of WorkSafe contacts along with links to posters that are mandatory to display in the workplace in each jurisdiction, if required.

3.2.2   The practice has a clearly defined zero tolerance approach to bullying and harassment with appropriate policies and procedures in place to reduce and/or manage such:

   Yes

   Unsure - we would like more information

> **Feedback:** The GPSA [Bullying and Harassment](#) guide explains how to recognise and manage bullying and harassment behaviour, fostering a healthy work culture which benefits staff and patient care. Use this as a tearoom, team building and induction resource to complement your other educational activities.
>
> Download an [Incident Reporting Form](#) template to appropriately manage concerns at your practice. Ensure it is available to all staff.

3.2.3   The practice has an Employee Assistance Program (EAP) available to all staff

   Yes

   No

3.2.4   The practice is confident in providing a culturally safe environment to staff and patients, especially for persons who may identify as Aboriginal and/or Torres Strait Islander.

Yes

Unsure - we would like to learn more about building cultural safety at our practice.

Feedback: GP Supervisors strive to create a culturally safe workplace, teaching, learning, and practicing environment. GPSA has a range of resources to assist you in this goal:

GPSA Website - Aboriginal and Torres Strait Islander Health

GPSA Guide - Aboriginal and Torres Strait Islander Health: Teaching and Learning

Template - Cultural Inclusion Policy

Checklist - A welcoming practice: Cultural Inclusion

Teaching Plans - Aboriginal and Torres Strait Islander Health Series

3.2.5   The practice has the right tools and processes in place to provide quality care for LGBTQIA+ individuals

Yes

We would like to learn more about providing quality care for LGBTQIA+ individuals

Feedback: GPSA's dedicated website page contains a collection of resources aimed to support GP supervisors in their teaching and supervision of registrars who are providing medical services to lesbian, gay, bisexual, trans and non-binary, queer, intersex, asexual and other (LGBTQIA+) patients in general practice.

In addition there are two core resources to download containing all the information you need:

GPSA Guide: LGBTQIA+ Health and Inclusive Healthcare in General Practice

Clinical Guideline for the Health Needs of People with Intersex Variations.

3.2.6   The practice utilises an open disclosure framework so mistakes or concerns can be identified and discussed

Yes

No

Unsure

3.3.1   Registrars are assisted to plan their learning, using the right tools and methods, at the right times, to identify the right learning needs.

Strongly disagree   1   2   3   4   5   Strongly agree

> **Feedback:** Each registrar undertaking GP training comes with a completely different clinical and educational background, and consequently no two registrars have the same learning needs. While learning is ultimately the responsibility of the registrar, the GP Supervisor has an important role to play in helping the registrar identify, clarify, prioritise and address their learning needs for general practice training.
>
> Learning needs identification is the process of using tools and methods to identify the learning needs of the registrar, both known and unknown.
>
> The GPSA Helping Your Registrar Plan their Learning guide contains a useful toolkit which you can download to support the planning of learning.

3.3.2   The practice has access to a sustainable and diverse patient load for the registrar to address their minimum clinical hours and learning needs

Strongly disagree   1   2   3   4   5   Strongly agree

3.3.3   Teaching and learning is beyond just the clinical, and encompasses professionalism, teamwork, communication, business, and administrative domains to help learners become practice-ready

    Yes

    Unsure, we would like further resources with respect to teaching non-clinical elements of general practice

> **Feedback:** The GPSA Teaching Professionalism guide aims to support supervisors to identify, assess, and facilitate development of skills in professional and ethical practice of their registrars.
>
> The GPSA Managing Uncertainty guide aims to support GP supervisors to identify, assess, and facilitate development of skills in managing uncertainty.

3.4.1   Supervisors feel confident that the continuing professional development they have access to supports them to be best practice teachers:

Strongly disagree   1   2   3   4   5   Strongly agree

3.4.2   Supervisors feel adequately equipped and utilise a wide range of resources to support teaching (such as guides, teaching plans, etc.):

Strongly disagree   1   2   3   4   5   Strongly agree

> **Feedback:** The GPSA [Practice-based Teaching in General Practice](#) guide is the comprehensive resource for GP supervisors that guides the formal aspects of supervision - 'what to teach' and 'how to teach'. Teaching methods described in the guide include but are not limited to: case-based discussion, random case analysis, audit, direct observation, and role modelling, etc. The focus of the guide is on the dedicated, quarantined, structured forms of practice based teaching.
>
> GPSA also has a range of [Teaching Plans](#) which support quality teaching across a diverse range of topics.
>
> Random Case Analaysis is an important methodology for teaching and learning, and even preparing for exams. Download the GPSA [guide](#) to and [template](#) for performing random case analyses.

3.4.3   Practices roster quarantined teaching and supervision time between supervisors and registrars, consistent with their stage of training:

Strongly disagree   1   2   3   4   5   Strongly agree

3.4.4   The supervisor and practice take a 'whole of team' approach to supervision of the registrar:

Strongly disagree   1   2   3   4   5   Strongly agree

> **Feedback:** The GPSA [Team Leadership in General Practice](#) guide provides ideas as to how you can successfully lead your team, ensuring everyone is involved in making a new registrar feel welcome.

3.4.5   Problems related to teaching, learning, and supervision are routinely identified, discussed and resolved with registrars:

Strongly disagree   1   2   3   4   5   Strongly agree

3.4.6   Supervisors are able to competently identify and assist at-risk learners:

Strongly disagree   1   2   3   4   5   Strongly agree

> **Feedback:** The GPSA [Identifying and Supporting GP Registrars at Risk](#) guide aims to assist GP supervisors to appreciate some of the potential causes of difficulty for GP registrars, address these issues with the GP registrar and develop appropriate supports to assist improvement.

3.5.1   The practice supports learners to (select all that apply):

Develop and demonstrate professionalism relevant to the business

Adapt their learning style to the general practice environment

Prepare, reflect, and respond with professional accountability

Understand the differences between general practice and other clinical settings

Connect learning experiences from other environments to develop learning continuity

GPSA members can receive personalised support to structure their learning environment for general practice training. Contact memberservices@gpsa.org.au for more information