

An ecological approach to improving Public Health CME for GPs: application of a foundational theoretical framework to guide research



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THEORIES

BIGGS' CONSTRUCTIVE ALIGNMENT

- Constructivist Learning
- Curriculum Alignment
- Encourages 'deep learning'

BRONFENBRENNER'S BIOECOLOGICAL MODEL

- Influence of ecological systems on individual
- Learning result of increasingly complex interactions

FRAMEWORK

Biggs	Presage Factors existing before learning experience	Process Factors facilitating learning experience	Product Outcome/purpose of learning experience
<u>Bronfenbrenner</u>			
<u>Micro-system</u> (Individual)	THE SETTING CONTAINING THE INDIVIDUAL, E.G. GPs		
<u>Meso-system</u> (Interrelators)	THE INTERRELATIONS BETWEEN MICRO-SYSTEMS, E.G. ICGP		
<u>Exo-system</u> (Influencers)	EXTERNAL SYSTEMS THAT IMPINGE ON MICRO-SYSTEMS, E.G. ACADEMIA		
<u>Macro-system</u> (Ideologues)	OVERARCHING SYSTEMS THAT DEFINE CULTURE OF UNDERLYING SYSTEMS, E.G. DoH		

← Direction of CME Development

↑ Direction of Interactions

→ Direction of Learning

APPLICATION

RESEARCH PROJECT

- Delimits scope of enquiry
- Provides concrete definitions

SYSTEMATIC REVIEW

- Directs grey literature search
- Provides *a priori* framework for mapping of findings

STAKEHOLDER INTERVIEWS

- Identifies key stakeholders
- Focuses interview topics for discussion

“Moving [medical education research] forward involves the use of theories to frame and generate our questions, using the resulting scholarship to support or modify the theory” (Bordage, 2007; pg. S127)

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Reference:

Bordage, G. (2007) 'Moving the Field Forward: Going Beyond Quantitative-Qualitative', *Academic Medicine*, 82(10), pp. S126-128.