



# 2017 GPTEC

Building communities: Bricks | Mortar | Imagination

## Research Presentations Submission Template

### Formatting:

- Font: Arial 12, black
- Word count: 300 words
- Line spacing: 1.5

### Criteria: all submissions will be reviewed against the following criteria:

- Audience – relevance to this conference audience
- Themes – relevance to the conference themes
- Quality – appropriate educational, evaluation or research methodology and clarity
- Content – presenting new work or building upon existing work (new news; not old).

<b>Presentation Style</b>	<input type="checkbox"/> Academic Paper <input checked="" type="checkbox"/> Pitch Paper
<b>Paper Title</b>	<b>GP research for GPs @ GPDU</b>
<b>Sub-Theme</b>	<input type="checkbox"/> The communities in which we work <input type="checkbox"/> The registrars' communities <input checked="" type="checkbox"/> Learning communities
<b>Keywords</b>	Research, social media, humour
<b>Background / Rationale</b>	<p>“Are you a member of Australia’s underground GP college?”. Thusly proclaimed “The Medical Republic”, a GP news periodical, that the Facebook group, “GPs Down Under (GPDU)” was the “national powerhouse of direct digital GP engagement in Australian and New Zealand”.</p> <p>GPDU has about 4,000 GP and GP registrar members, half of whom engage directly via posting, with about 200,000 direct engagements per year. Within this vibrant peer-to-peer environment, would it be possible to conduct GP research, for the GP community?</p>
<b>Objective</b>	To describe the journey of the first research project (“How do doctors interpret p-values?”) developed through, by, and for, GPDU members. To explore the possibilities and issues this



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	method of research represents.
<b>Approach</b>	A reflective narrative of the research journey, and the seeking of comments and feedback from the audience.
<b>Findings</b>	<p>One of the authors, dejected by a rejection for publication of his paper on p-values that he considered awfully clever, wrote a post on the GPDU Facebook group in October 2015 about p-values. This triggered an incredible 107 post discussion on statistics from 42 individual GPs, punctuated by memes and nerdy webtoons.</p> <p>Later, the authors, including the GPDU leadership, set out to build on the learning themes that emerged from that thread. We developed a research project that sought to understand how experienced clinicians conceptualised p. Our goal was to disseminate this knowledge back to GPDU members, and thus closing the loop. The co-investigators were a group with varying levels of research and teaching experience, joined by their common desire to identify a way to provide statistical education that is better targeted to clinicians, and for it to be respectful to GPs.</p> <p>Results, impacts, and reflections of the study will be reported in August 2017.</p>
<b>Discussion</b>	We present an example of how research could be performed at GPDU. What other research questions could be asked? How do we keep such research respectful to the members?
<b>Which audiences do you think the session would be suitable for?</b>	<input checked="" type="checkbox"/> <b>Academics/researchers</b> <input type="checkbox"/> <b>Aboriginal Health Training Post Staff</b> <input type="checkbox"/> <b>Board/CEOs</b> <input type="checkbox"/> <b>Cultural Educator</b> <input checked="" type="checkbox"/> <b>Medical Educator</b> <input type="checkbox"/> <b>Practice Manager</b> <input checked="" type="checkbox"/> <b>Registrar</b> <input checked="" type="checkbox"/> <b>RTO Staff</b> <input checked="" type="checkbox"/> <b>Supervisors</b> <input checked="" type="checkbox"/> <b>Other (please specify)</b> <b>Clinical GPs</b>