Title: A Scoping Review on Generalism: core concepts to inform clinical training

Problem: The need for generalist clinicians is well endorsed by professional bodies across the specialties and educating graduates with a generalist skill base is a key outcome at an undergraduate level. However, the pragmatics of educating for generalist practice remains unclear. Therefore, the objective of this systematic scoping review was to examine the literature on generalism, as applied to clinical practice in family medicine and, more broadly, across medical disciplines'. The aim is to better understand the key skills and concepts required to be a 'generalist' and hence how best to integrate these into medical education of undergraduates and postgraduates.

Approach: We conducted a systematic review of Medline, Psycinfo, Socindex, Scopus, and ERIC databases, using the following search terms for generalism: generalism and/or generalist and/or generalist approach and/or general practice and/or primary care and/or family practice and/or primary health care and/or secondary care and/or physician. Only literature relating to the clinical practice of generalism was selected for inclusion.

Findings: The papers that met our inclusion criteria were collated and studied using a framework analysis approach. Three core concepts associated with generalism recurred in the literature: 1) breadth of knowledge, 2) continuity of care, 3) patient-centred practice. Within the literature, we are also exploring the contradictions in what are considered challenges and facilitating factors in generalism.

Implications: Having conducted a framework analysis, we are currently mapping the core concepts to the Threshold Concept (Meyer and Land 2003) to highlight some key characteristics of generalism and how it might be approached in medical education. With the ageing population and a rising number of patients with comorbidities, there has arguably never been a more important time to incorporate generalist teaching into the medical curriculum.

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