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Professional Support Unit

Emergency Medicine Regional Faculty Development Day

Supporting Trainers in difficulty

Scale of the Concern

- Clinical performance, knowledge and skills
- Professional Behaviour and attitudes
- Health and Social issues
- Engagement with education and training
- Training environment support issues

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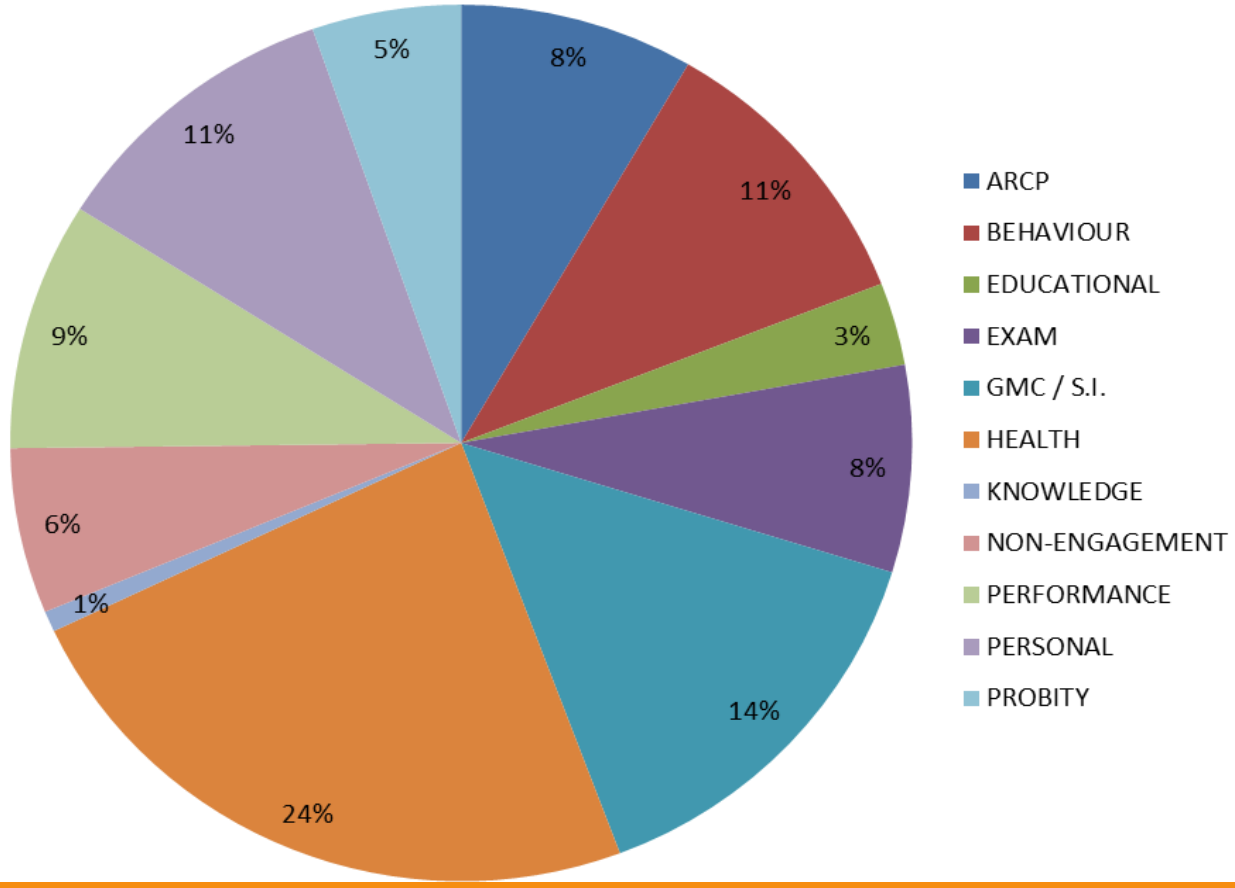
HEE, EoE Breakdown *Scale of the concern*



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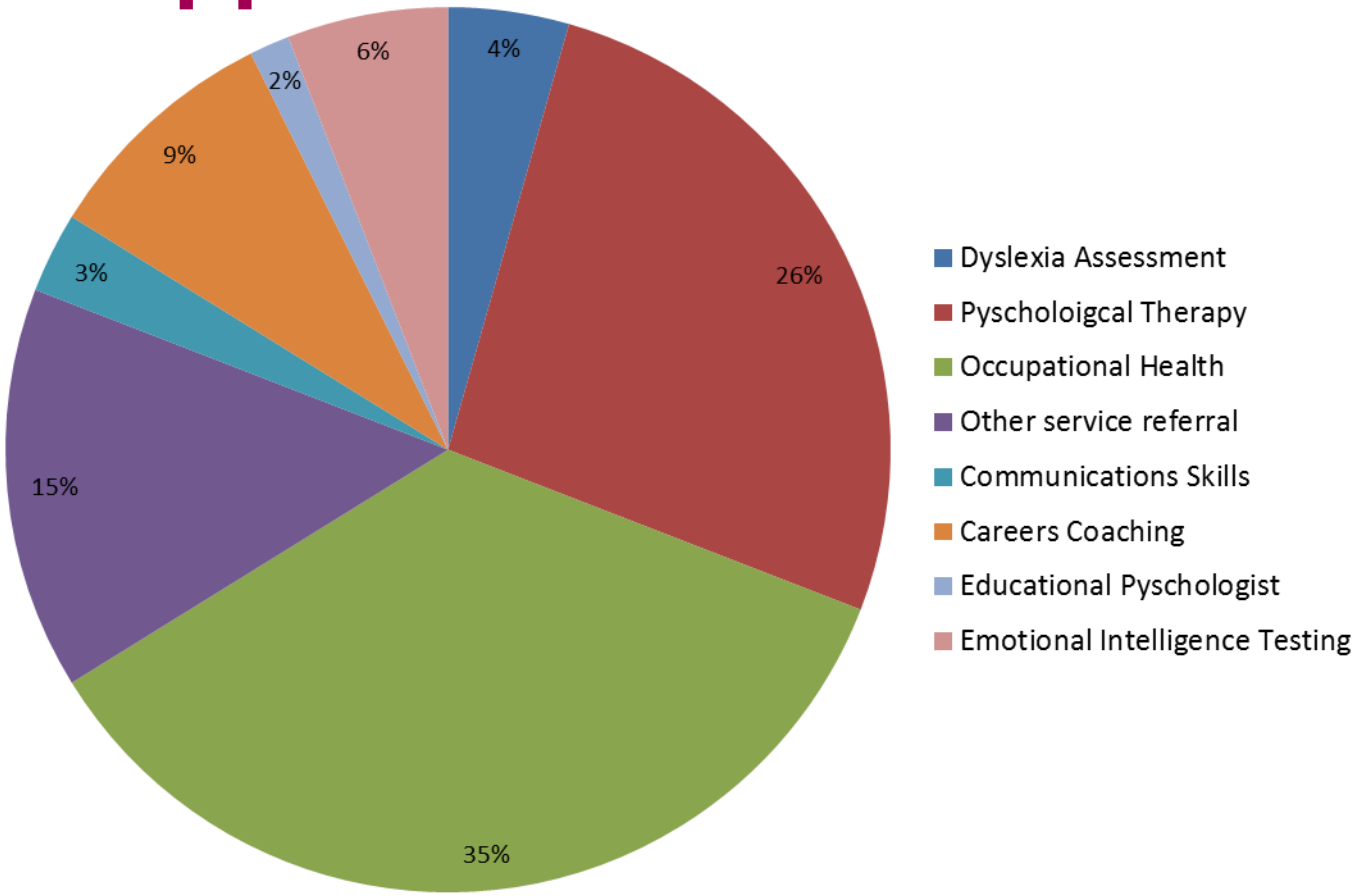
Support Services accessed



External services accessed

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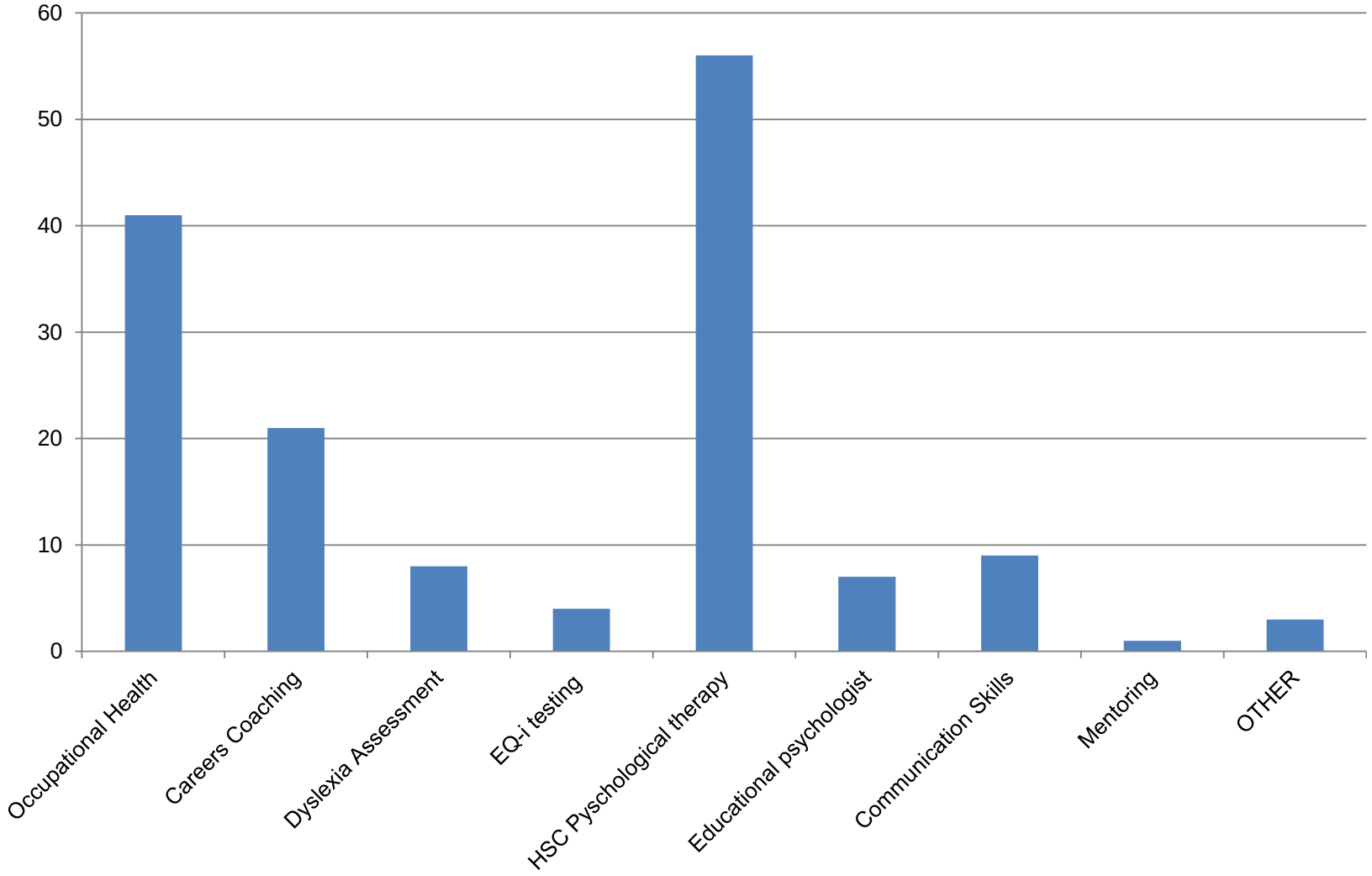

Trainees referred to the PSU by Speciality between June 2012 and June 2016

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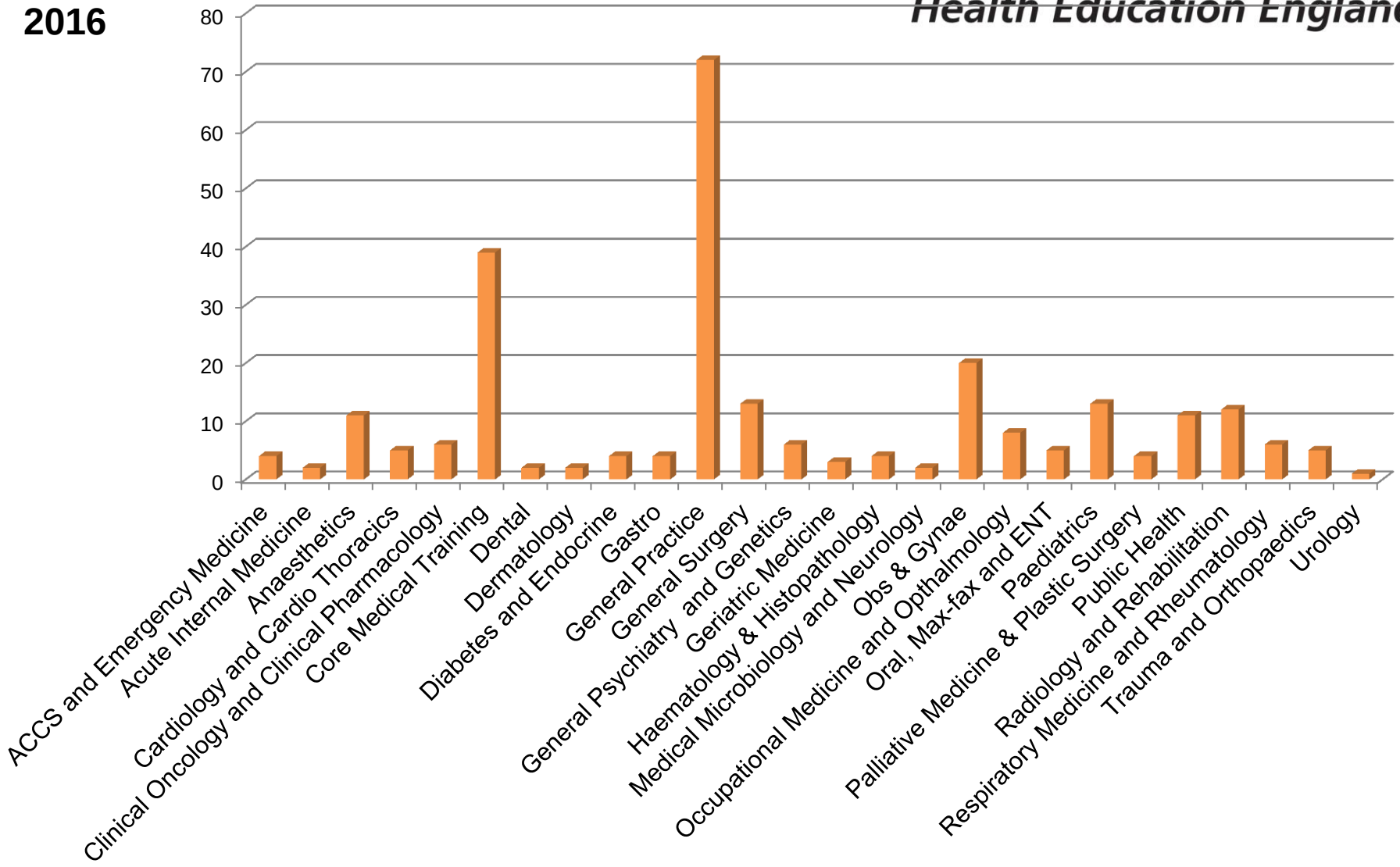

Trainees referred to the PSU by Grade between June 2012 and June 2016

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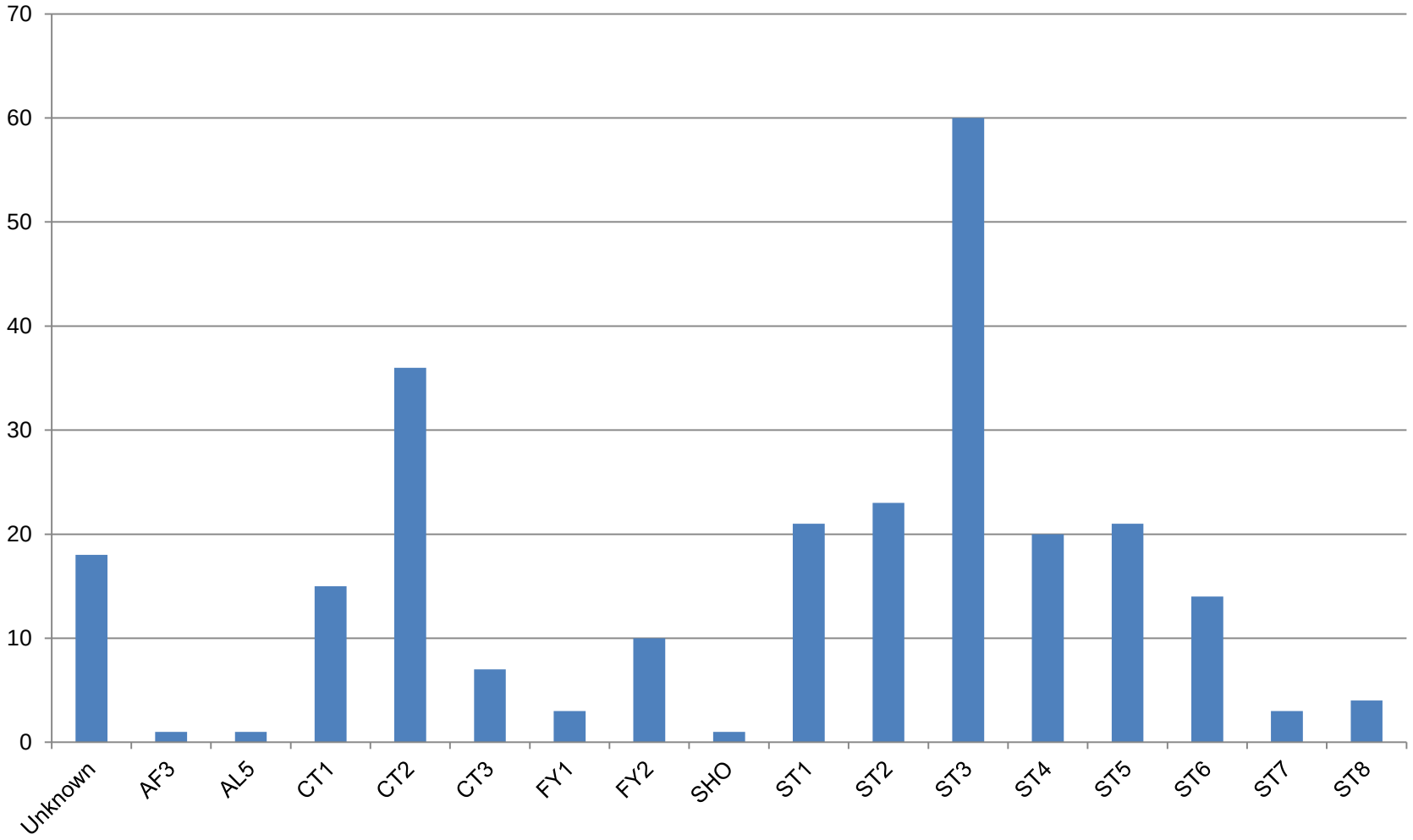

The Trainer in Difficulty

"We as trainers struggle because we don't have the techniques, we don't want the challenge of dealing with those difficult conversations, it doesn't feel culturally acceptable to identify failure rather than success, and it's easier to put your head in the sand and let it be somebody else's problem rather than acknowledging the issue and taking on what is extra work"

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Supporting the Trainer

- Early intervention
- Strategies for resolution
- What happens when things go wrong

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Group Work

1. What are the barriers to reporting and tackling underperformance?
2. What are the risks and to whom ?

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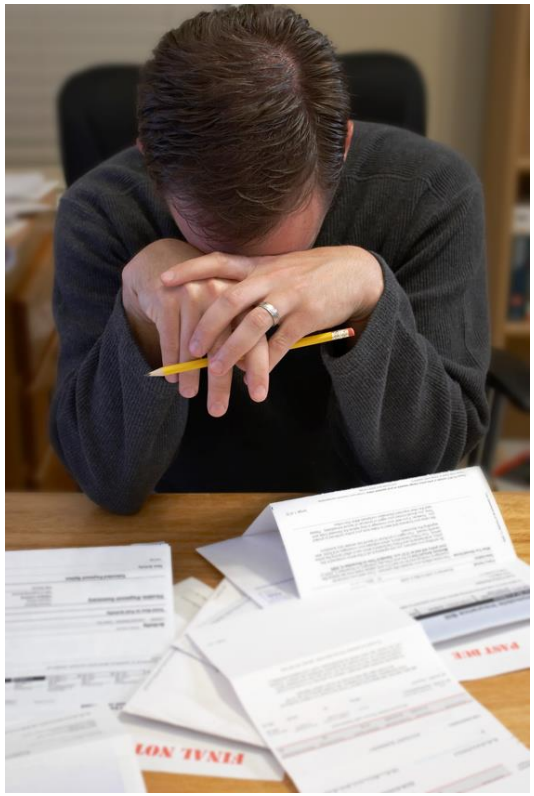
Barriers to reporting/dealing with professional concerns

- Time
- Transfer of information
- Equality
- Challenge
- Concern of effect on team
- Requires support from colleagues
- Avoidance / Escalation
- Difficulties of performance assessment
- Confidence of the trainer
- Labelling
- Conflict of interest



Why don't these issues get tackled earlier

- Fear of confrontation
- Fear of retaliation
- Denial
- Lack of confidence in skills
- Lack of "evidence"
- Desire to rescue or protect
- Avoidance
- Frustration
- Helplessness

Steinert, 2008 "The problem junior: whose problem is it?" BMJ, Vol.336,pp.150-153)

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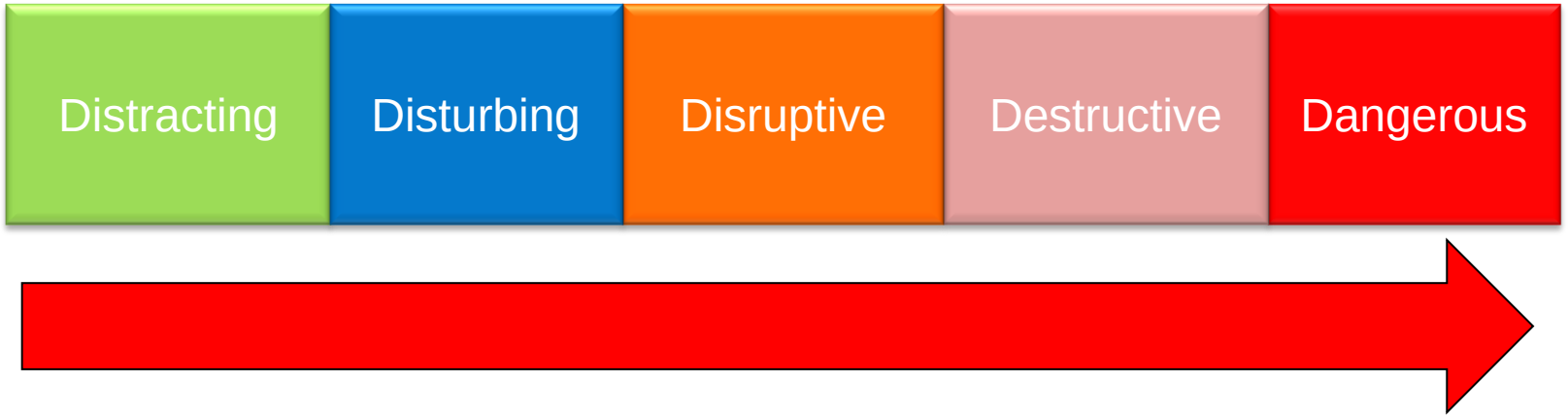
Establishing Risk

- What is the risk to:
  - Patients?
  - Self?
  - Team?
  - Organisation?



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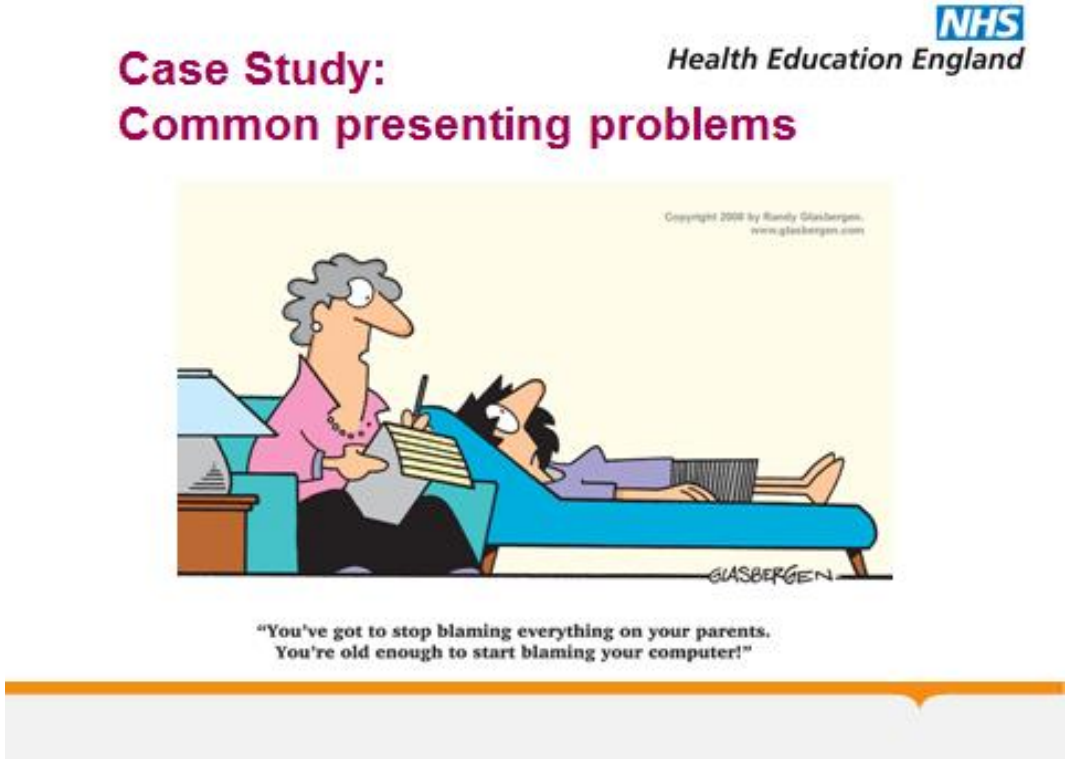
Case Study



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Common Presenting problems

- Difficult relationships with colleagues
- Social and communication skills
- Ineffective management of stress and emotions
- Poor organisation
- Lack of clinical leadership / complex clinical decision making

… and of course

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7 Early Warning Signs

- The ‘Disappearing Act’
- Low work rate
- ‘Ward Rage’
- Rigidity
- ‘Bypass Syndrome’
- Career problems
- Insight failure

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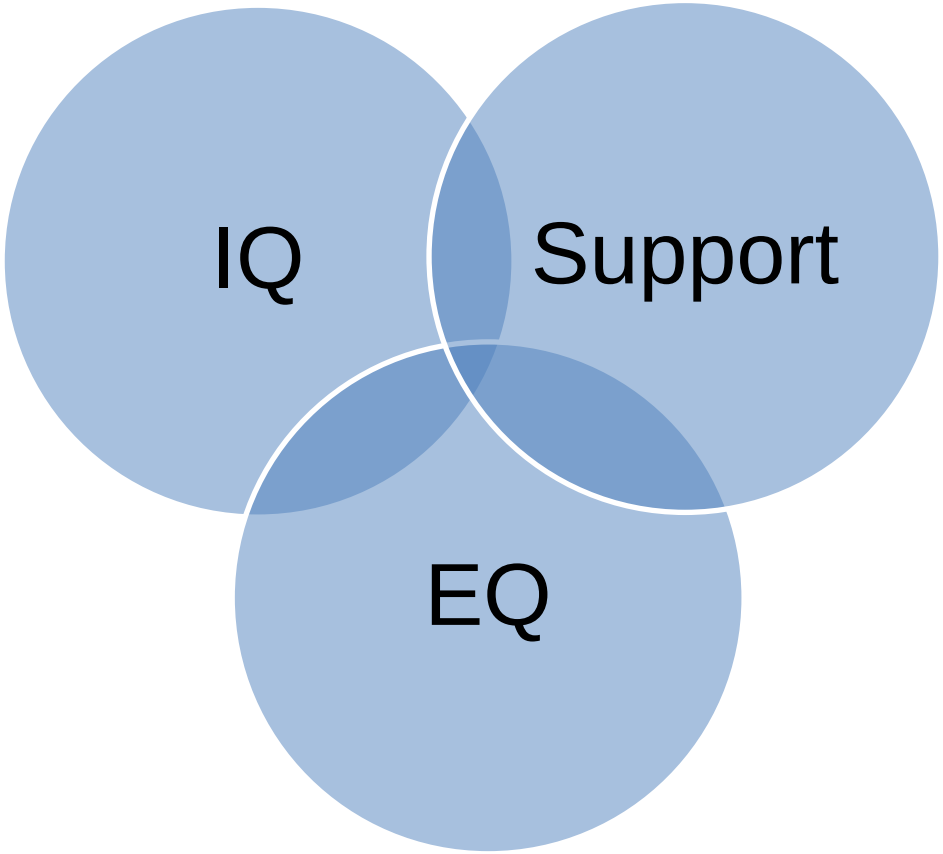
Capacity for Change



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Emotional Quotient

Do they have the right skills?

Do they have sufficient insight?

- Emotional stability - Are they **stable** enough?
- Conscientiousness - Can they **persevere?**
- Determination - Are they **motivated?**
- Perseverance - **Resolve / Intention?**

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Behaviour Change

- **Are they bright enough?**
  - Intelligence
- **Are they stable enough?**
  - Emotional stability
- **Can they persevere?**
  - Conscientiousness
- **Do they have insight?**

  Are they psychologically minded?

  Do they want to act on the insight?

  Do they have the necessary skills?

- Do they **want/intend** to change?
- Have they a **history** of successful change attempts?
- What will **motivate** them to change?
- What kind of **environment** will they be working in?
- What **support** is available?

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What difficulties are encountered?

- Confidentiality
- Transfer of Information
- Requirement to inform GMC
- Employment issues v education
- Potential consequences of outcome 4 / removal of NTN

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Existing PSU support

- Development of expertise within the PSU:
  - ✓ Helps recognise early warning signs
  - ✓ Provides expertise in analysing complex cases
  - ✓ Ensures equality of resources
  - ✓ Supports the management of performance support processes

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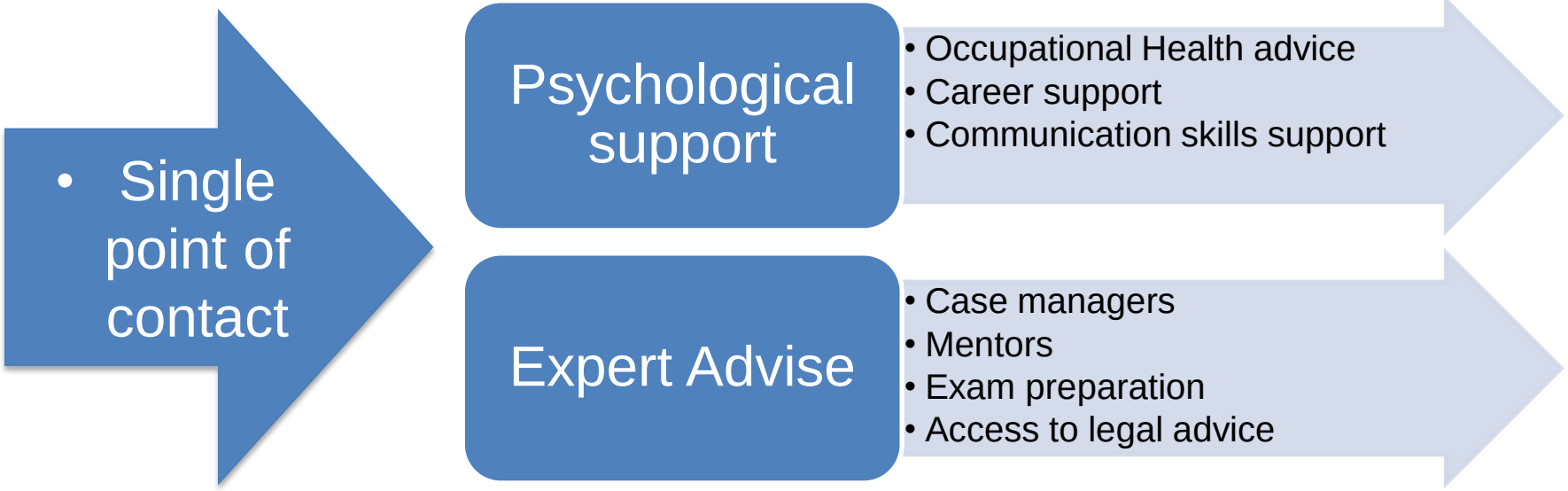
What do we offer?



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Thank you!

Any Questions..?