Developing Clinical & Educational Supervisors

PROFESSIONAL DEVELOPMENT DAY
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Lead tutor</th>
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<tbody>
<tr>
<td>10:00</td>
<td>Introduction and plan for the day to include intro to DTPD</td>
<td>Veena/Alistair</td>
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<tr>
<td>10:15</td>
<td>FPH e Portfolio – training session</td>
<td>Martin Seymour</td>
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<tr>
<td>11:15</td>
<td>Comfort break (Tea/ coffee will be provided)</td>
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<tr>
<td>11:30</td>
<td>Public Health Speciality Training Curriculum 2015</td>
<td>Rebecca Hams</td>
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<tr>
<td>12.00</td>
<td>Introducing new Centre Director for PHE East of England</td>
<td>Prof Aliko Ahmed</td>
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<td>12:15</td>
<td>Lunch (DIY) Facilities on ground floor of Deakin Centre, or Addenbrookes Food Hall in Concourse. FLAC meeting</td>
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<tr>
<td>13:15</td>
<td>Doctors in leadership positions and management – GMC guidance and practical applications</td>
<td>Jo Wren, Lead Regional Liaison Advisor, GMC</td>
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<td>13:15</td>
<td>Raising and acting on concerns</td>
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<tr>
<td>14.00</td>
<td>Coaching of trainees</td>
<td>Helen Adcock</td>
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<td>14:30</td>
<td>ES/CS Liaison re tricky trainees – case studies and performance assessments and interventions; leading into table top discussions</td>
<td>Veena and Alistair</td>
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<td>15.15</td>
<td>Comfort break</td>
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<tr>
<td>15:30</td>
<td>Developing PDPs, to include: Criteria for Clinical Supervisors; Review of 7 standards; Practical suggestions</td>
<td>Veena</td>
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<tr>
<td>16.00</td>
<td>Sum up, evaluation sheets &amp; close</td>
<td>Veena/Alistair</td>
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Standards for Clinical Educators

1. ensuring safe and effective patient care through training
2. establishing and maintaining an environment for learning
3. teaching and facilitating learning
4. enhancing learning through assessment
5. supporting and monitoring educational progress
6. guiding personal and professional development
7. continuing professional development as an educator.
Role of the clinical supervisor?

Trainee progress: early warning signs, assessing competence

Learning agreements, remediation, skills development & career guidance

Meeting with trainee to discuss feedback

Trainee portfolio, prep for ARCP; ES reports

Annual cycle of learning: Role of the Educational Supervisor

ARCP
Assess learning needs of trainees

Current Performance → Learning needs → Expected Performance

Personal Development Plan
Assessing Learning Needs

Can be assessed formally/informally using:

- Professional ‘conversations’
- Audit
- Portfolios
- Significant event analysis
- WPBAs
- SWOT
- Johari’s windows/ 360° feedback
Personal Development Plans

- **Learning objectives and strategies** are **Specific, Measurable, Achievable, Relevant and Timely**.

- **Milestones** to help trainee assess progress towards achieving the objective/goal.

- Include **timeframe, activity & expected outcomes & date for review**

- **Activities**: formal/informal training, reading, attending meetings, observing colleagues, practising clinical skills, refreshing or learning new study skills, developing new skills, etc.
The Effective Supervisor

- Has up-to-date knowledge & skills
- Provides guidance to trainees as appropriate
- Plans learning & teaching opportunities
- Uses a range of teaching-learning methods
- Facilitates self-directed learning among trainees
- Facilitates clinical service delivery in line with trainee competence
Delivering the curriculum

Evidence-informed methods

- Large/ small group teaching
- Service projects – HNA, HIA, policy development, data analysis, etc
- Reflective learning
- Simulation
- Peer teaching
- One-to-one developmental conversations, coaching & mentoring
Encourage/support trainee-led training

The quarterly journal club has been arranged by your ST2 trainee. You have gone through the learning outcomes with them and told them that appraising and presenting the paper would be a good way to prepare for their Part A exams.

When you turn up for journal club, you are surprised to find the FY2 trainee delivering the session. The FY2 is terrified as the whole dept and DPH have turned up for the session and nervously reads off the slides. Everybody feels sorry for them and nobody asks any questions or attempts any discussion.

Afterwards, everybody complains that they learnt nothing from the session. Your trainee did not attend the journal club.

Please reflect on this scenario & consider all relevant issues. How would you approach this situation?
Seven Principles to Guide Teaching Practice

- Encourage active contribution from learners in the educational process.
- Learning should relate to understanding and solving real problems.
- New learning should be based on what learners already know.
- Give learners the opportunity to be self-directed learners.
- Support learners by providing opportunities for self-assessment, and constructive feedback from peers and tutors.
- Encourage and support reflective practice so that learners improve self-assessment and self-evaluation skills.
- Be a good role model and inspire learners to become more effective and safe practitioners.
Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others: 

Source: National Training Laboratories, Bethel, Maine
Trainees in Difficulty

In each case discuss the possible nature of the difficulty being experienced and any steps you might need to take to address this.

Trainee A joined the department 2 months ago and appeared to be settling in well and adapting to the nature of work of your Public Health Team. In the past few weeks, you have noticed them coming in late on a few days and one of your colleagues tells you that they didn’t turn up to a meeting.

Trainee B has come to speak to you because they feel they have been a victim of sexual harassment – the alleged perpetrator is a consultant colleague in your department.

Trainee C had told you that they have a mental health problem but they are on treatment for it and want no ‘special treatment’ from you. You later hear from colleagues that the trainee was behaving erratically.

Trainee D was observed during a presentation at a meeting with other stakeholders and their performance appeared well below expectation.
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Suggestions

- CPD courses
- Massive open online course (MOOC)
- Journal Clubs
- Social media
- FOAMed sources
- Accredited PG courses
FutureLearn MOOC: ‘Clinical Supervision with Confidence’

https://www.futurelearn.com/courses/clinical-supervision-with-confidence

CLINICAL SUPERVISION WITH CONFIDENCE
UEA (UNIVERSITY OF EAST ANGLIA)

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In this episode: In today’s paper Jason discusses if milestones are good for assessment?

Authors: Bartlett KW, Whicker SA, Bookman J, Narayan AP, Staples, BB, Herling H, McGann KA.

Journal: Milestone-Based Assessments Are Superior to Likert-Type Assessments in Illustrating Trainee Progression. Journal of Graduate Medical Education. 2015 Mar;7 (1):75-80

Length: 22:50 min

http://www.royalcollege.ca/portal/page/portal/rc/canmeds/keylime/podcasts
Inspired by the Harvard Business Review Cases and led by Dr. Teresa Chan (@TChanMD) and Dr. Brent Thoma (@Brent_Thoma), the MEdIC Series puts difficult medical education cases under a microscope. On the fourth Friday of the month we will pose a challenging hypothetical dilemma, moderate a discussion on potential approaches, and recruit medical education experts to provide “Gold Standard” responses. Cases and responses will be made available for download in pdf format – feel free to use them!

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