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Developing Clinical & Educational Supervisors

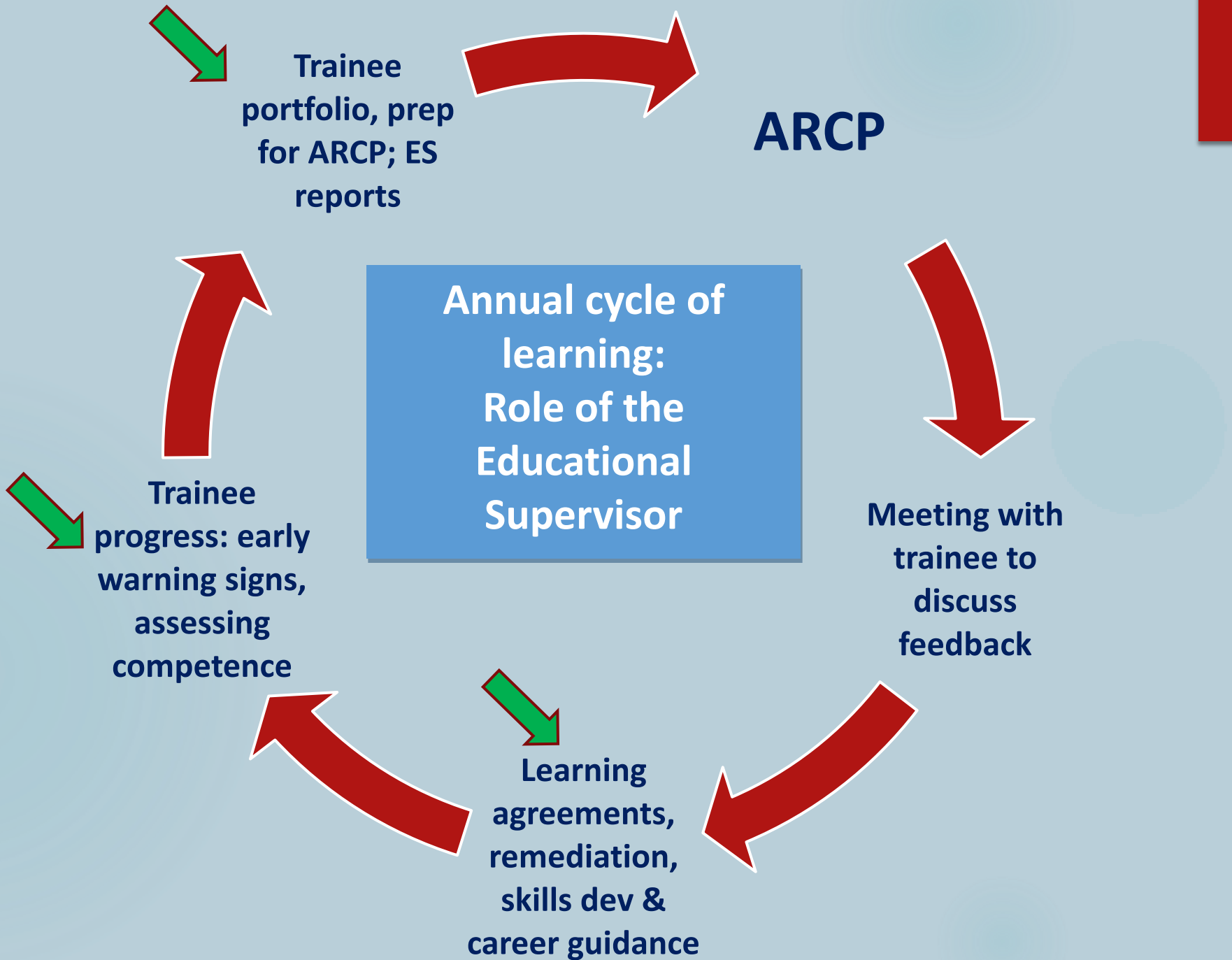
PROFESSIONAL DEVELOPMENT DAY

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

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?



Assess learning needs of trainees



Personal Development Plan

Assessing Learning Needs

► Can be assessed formally/ informally using:

- Professional 'conversations'
- Audit
- Portfolios
- Significant event analysis
- WPBAs
- SWOT
- Johari's windows/ 360⁰ feedback



Personal Development Plans

- ▶ Learning objectives and strategies are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely.
- ▶ **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.

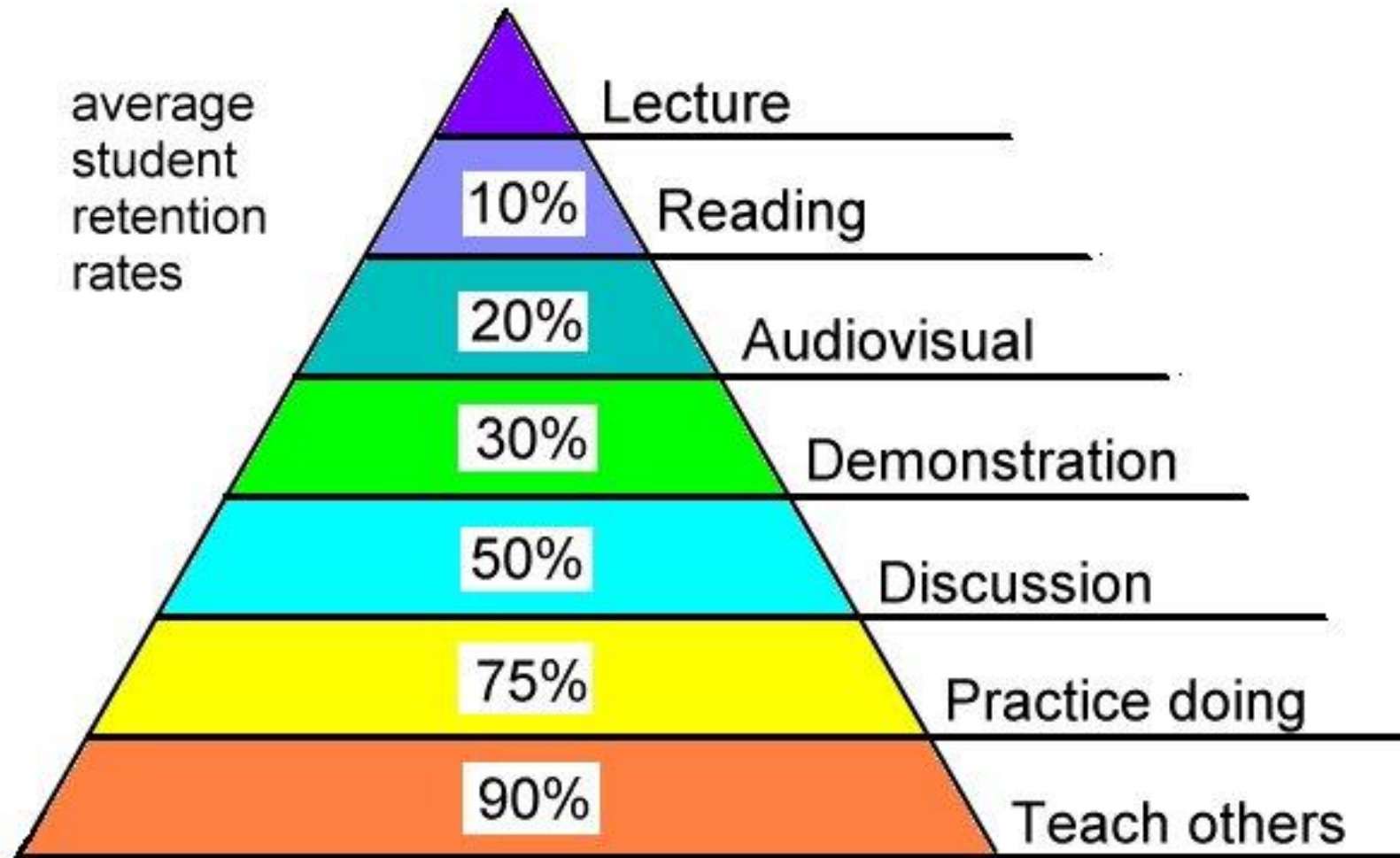
Afterwards, everybody complains that they learnt nothing from the session. Your trainee did not attend the journal club.

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



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.

Standards for Clinical Educators



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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)

This course is designed to enhance the supervision skills of clinical and educational supervisors of trainee doctors.

 30 Nov  2 weeks  4 hours pw  Certificates

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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, Hering 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

Episode Abstract | [Play Podcast](#) »

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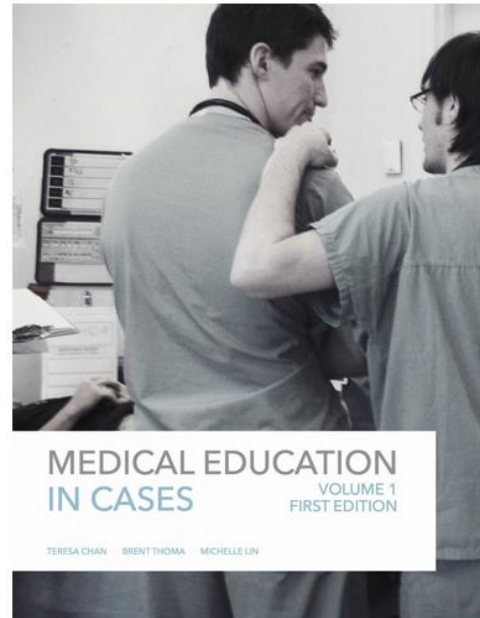
MEDICAL EDUCATION IN CASES (MEDIC) SERIES

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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	Duration 1 years				School of Study Health Sciences	
	Attendance Full Time				Course Organiser Dr. Kelly Walker	
	Award Degree of Master of Clinical Education					

CLINICAL SUPERVISION

COURSE OVERVIEW
Are you a new clinical or educational supervisor? Or are you an existing supervisor looking to refresh your knowledge and skills for educational appraisal and accreditation as a clinical supervisor?

COURSE INFO
Course Director: Vera Rodriguez
Start date: 1 November 2018
Duration: 12 weeks total (including end of course assignment)
Course type: 20 credits at Master's level
Cost: £1000
Hours: 200 effort hours which include synchronous/ asynchronous e-learning, blended learning, case scenarios for discussion, workplace based reflective learning and personal study.

IS THIS COURSE FOR YOU?
Suitable for doctors and other healthcare professionals who are current or potential supervisors of junior doctors and postgraduate medical trainees. The course is also suitable for medical and non-medical specialty registrars looking to build their expertise as clinical educators.

WHAT WILL I LEARN?
By the end of this module you will be able to:

- Provide safe and effective patient care through teaching
- Facilitate and monitor an educational environment
- Teach, facilitate learning and assess learners competently
- Develop your skills as a clinical educator

<https://www.uea.ac.uk/medicine-health-sciences/continuing-professional-development/health-online/clinical-supervision>