

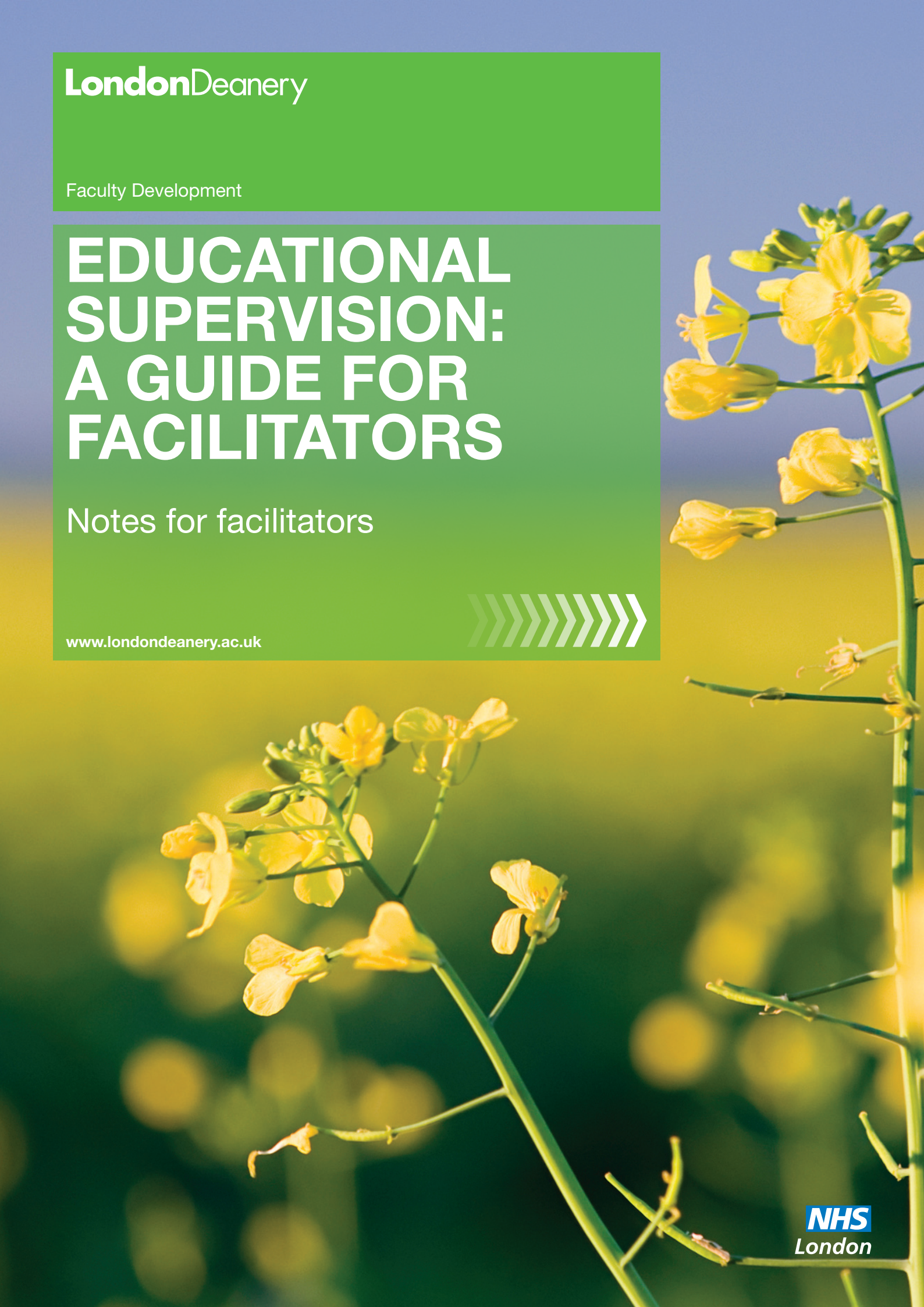
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Faculty Development

EDUCATIONAL SUPERVISION: A GUIDE FOR FACILITATORS

Notes for facilitators

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EDUCATIONAL SUPERVISION: A GUIDE FOR FACILITATORS



NOTES FOR FACILITATORS

ABOUT THIS GUIDE

The purpose of this brief guide is to help you facilitate the educational supervision workshops. Contained within it should be all the information you need to run the workshop on the day. The notes contain copies of the slides that are provided with the course. The slides and notes are suggested approaches to sessions. However, you may decide not to use some of the slides and develop your own slides or activities instead.

PREPARATION

Prior to running their own course it is recommended that facilitators attend a workshop as an observer, and during that day annotate a copy of this guide. Ideally, this course is delivered by two facilitators working together throughout the day, although it is possible for the day to be delivered by one facilitator.

This guide should also be seen as a 'starter for 10' – a way of getting going. But it's not intended to be narrowly prescriptive. Workshop facilitators will probably have their own examples from practice which will be useful to the groups they work with.

The NHS Institute for Innovation and Improvement has developed two guides that can be used in conjunction with the facilitators' notes to help you think about how you would like to deliver this course and how you may adapt your delivery after you have run the course several times. 'A Handy Guide to Facilitation' provides guidance on facilitating groups and workshops.

'The Facilitators' Tool Kit' contains 'tools, techniques and tips' for those who are new to facilitation (NHS Institute for Innovation and Improvement 2009 a, b). Both guides can be accessed via the following link:

www.institute.nhs.uk/fundamentals

THE FACILITATOR ROLE

It is essential that this role is one of facilitation and not that of a lecturer. It is not essential to have expert knowledge of the topic (educational supervision), such as that relating to models of adult learning, or of the research literature on educational supervision.

What is essential in a facilitator of this workshop are the following.

- A robust understanding of what educational supervision is, how it differs from clinical supervision and the sorts of skills that underpin effective educational supervision.
- The ability to draw effectively on the experience within the group in order to make full use of the knowledge and understanding that different participants bring to the workshop.
- The ability to present clearly the different activities contained within the workshop and manage the time effectively so that the necessary material is covered.
- The confidence, if necessary, to challenge participants if they are unduly cynical about educational supervision or about wider changes in medical education.

ATTENDANCE

A minimum of 80% attendance at short courses is compulsory.

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THE COURSE

Purpose

By the end of this one-day course the participants will be able to develop their supervisory skills and explore theoretical perspectives of educational supervision in clinical practice.

Format

The course uses a variety of learning modes. Participants will take part in workshops and discussion groups, there will be short lectures and individuals will be asked to supervise one another and to give feedback to one another on supervisory skills.

Course objectives

By the end of this course participants will have:

- evaluated theory, professional practice and research in educational supervision
- clarified the roles of the educational and the clinical supervisor
- reviewed the trainee's perspectives – what do they look for in an educational supervisor?
- practised supervision skills
- considered some of the issues relating to supporting trainees in difficulty.

PRACTICALITIES

Preparation

To facilitate this workshop it is important to be familiar with the London Deanery Professional Development Framework. In particular it is useful to have read the reference material cited on the slides, and given as handout specifically: Kilminster et al. (2007), Lloyd and Becker (2007) and Paice and Orton (2004). The references can be found at the end of this guide.

WHAT TO DO ON THE DAY

If the workshop is being run locally (at a trust) as opposed to centrally (at the Deanery), it is a good idea to have researched local information about who the educational supervisors can contact if they have particular problems with trainees. For example, you might want to know the names of the Directors of Medical Education, Foundation Programme Training Director, etc.

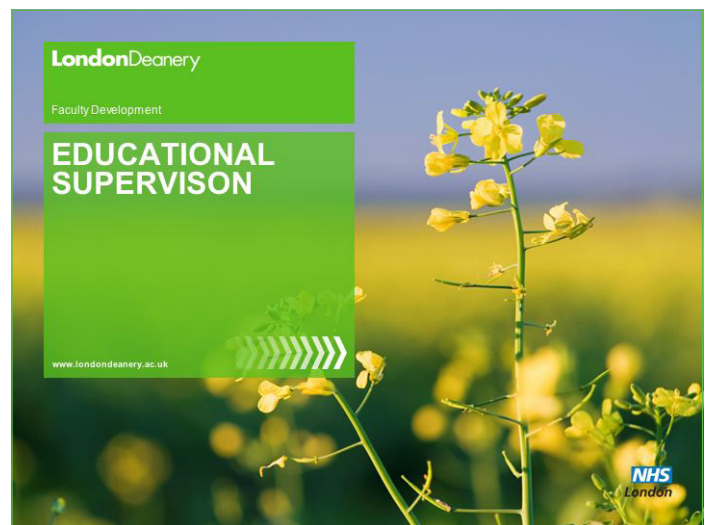
It is useful to arrange for packs to be made available to each participant on the day, with copies of relevant materials (e.g. the London Deanery Professional Development Framework, timetable for the day, relevant handouts, copies of slides and

evaluation forms). It may also be useful to have name tags for each participant.

Facilitators should get there at least 30 minutes before the first session is due to begin. You need to check that the room has been arranged appropriately (i.e. in a way that allows for small group discussion) and that the audiovisual aids are working. Make sure there is plenty of paper on the flipchart and marker pens that work.

Also draw out on a piece of plain paper the arrangement of tables/chairs, so that you can quickly do a seating plan to help you recall the names of participants.

SLIDE 1: Educational supervision.



AT 9.30 BEGIN PROMPTLY

SESSION 1: 9.30–9.45 INTRODUCTION AND COURSE AIMS

The function of this initial session is to set the scene for the day so that participants are clear about the objectives of the day.

Start by welcoming everybody.

If people have seated themselves far from the front in tiny clusters, politely ask them to move, because you will be having small group discussions during the day. Try to arrange equal-sized groups, in even numbers, so that pairs can be formed easily later on.

Introduce yourself briefly, giving your name, your role and any other immediately relevant background information. Provide a brief overview of the day (see page four for a suggested programme).

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ONE-DAY COURSE PROGRAMME

- 09.00** Registration/coffee
- 09.30** Session 1: Introduction and course aims
- 09.45** Session 2: The role of educational supervision in postgraduate training
- 10.15** Session 3: Theoretical underpinnings and relevant research
- 10.45** Coffee
- 11.00** Session 4: Structuring the supervision session
- 11.45** Session 5: Brief for practical sessions
- 12.00** Session 6: Preparation for practical
- 12.20** Session 7: Practical supervision 1 and feedback session
- 13.00** Lunch
- 13.45** Session 7: Plenary of first supervision practical session
- 14.00** Session 8: Practical supervision 2 and feedback session
- 14.40** Session 8: Plenary of second supervision practical session
- 15.00** Tea
- 15.15** Session 9: Early warning signs of the struggling trainee
- 16.15** Session 10: Course content to professional practice
- 16.30** Evaluation and close

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Explain that you want to draw on the collective experience within the group, and also to make sure that the discussion is as relevant as possible, so it would be helpful to know:

- who they are providing educational supervision for
- what they want to get out of the day.

Ask them to introduce themselves to each other on each table and to discuss these two questions.

Start with the table nearest to you and, using the table plan you have drawn out in advance, and the list of participants, ask individual participants to introduce themselves, stating their role in supervision and what they want to get out of the day.

You may need to encourage the participants to speak up a bit as you want everybody to hear.

You also need to do this in quite a speedy and purposeful way, or it can drag on. However, having the names of the participants is very helpful in terms of managing the questions, and breaking barriers, so it is a useful exercise.

Latecomers

It is rare for a medical education course to start on time, with all participants present.

It is generally recommended that one doesn't re-cap what has been covered when a latecomer arrives. It is preferable to just smile and direct them to a suitable seat. If they choose to sit on their own, and this will make small group activity difficult, ask them to join a table where people are already seated. If they arrive at the point where you are still going through names, then when you have finished working your way round the tables go back and ask them to cover the same four points (i.e. name, role, who they supervise and what they want to get from the session). If they arrive after that, simply ask their name.

If necessary, when you get to a suitable break (when the group is doing small group discussion), go over, introduce yourself and briefly review the points that were covered before they arrived.

SLIDE 2: Learning objectives.

LEARNING OBJECTIVES

By the end of the course participants will have:

- Evaluated research related to educational supervision
- Clarified roles
- Reviewed the trainee's perspective
- Considered issues related to trainees in difficulty

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When you have gone round the whole group, show the learning objectives for the day.

Go through these with the group and ask them if there are any other issues that they want to have an opportunity to discuss.

If there are, write them up on the flipchart with their other stated expectations.

Possible early concerns

The sorts of issue that typically get raised at this point include the following.

a. Paperwork

Explain that you have educational supervisors from different specialties and educational supervisors who are supervising trainees at different points in their training. This means that the paperwork differs, so it will not be possible to talk about paperwork in any depth. However, one of the outcomes of the workshop for a given participant might be that they go and find out more about the paperwork for their particular specialty.

b. The trainee in difficulty

Explain that this is not the focus of the day and that there are additional training courses available on this issue. Also explain that this is not the focus of the day because you want the participants to take on board the notion that educational supervision can benefit all trainees, not just the small percentage of trainees who are struggling. And finally, say that there will be a little bit of time at the end of the day to consider some 'early warning signs' of the trainee in difficulty.

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SESSION 2: 09.45–10.15 THE ROLE OF EDUCATIONAL SUPERVISION IN POSTGRADUATE TRAINING

This session is about clarifying the role of the educational supervisor and ensuring that all participants understand what educational supervision is, and how it differs from Clinical supervision.

Explain that the next task is to clarify what educational supervision is, and what it isn't.

Ensure that participants each have a copy of the London Deanery Professional Development Framework. Ask participants in their tables to discuss the following questions using the Framework as a source of information.

- What are the roles and responsibilities of an educational supervisor?
- How do the roles and responsibilities of educational supervisors differ from those of clinical supervisors?
- What knowledge and skills does an educational supervisor need to fulfil their role?
- What do trainees expect from an educational supervisor?
- Give them approximately 10 minutes.

Plenary

- Ask for feedback from each group in turn and clarify any misunderstandings. In terms of facilitating this process, take each question in turn.
- Ask the first table for a 'couple of points' in answer to the first question. Discuss these with the whole group, and then move on to the next table.
- You need to ask for a 'couple of points' or otherwise some 'over-zealous' participants will give you 10 different points in terms of the 'functions' of an educational supervisor.
- Then go through the answers to the remaining questions in the same way. You might want to ask different tables to go first for these different questions. That is, you don't need to go round the room the same way for each of the questions.

You may want to collate comments on a flipchart.

Ensure that the differences between an educational and clinical supervisor are clarified. Key points to cover include the following.

- Although the two activities involve an overlap of skills, the role of clinical supervisor is to provide the day-to-day line management of the trainee, in the context of providing safe clinical care. In contrast, the role of the educational supervisor is broader, involving a discussion of all aspects of their training and professional development.
- There is also a difference in timescale. The clinical supervisor is focused on the day-to-day clinical supervision of the trainee while the educational supervisor wants the trainee to reflect backwards (i.e. what have they learnt from previous placements?), offer in-depth current reflection (i.e. what are their aims for the current placement?), and then project forwards (i.e. where do they see their career going?).

It is also important to point out that some supervisors are both the clinical supervisor and the educational supervisor to a given trainee, while with others the roles are split.

Stress that if a participant is both educational supervisor and clinical supervisor to a given trainee, then when they are sitting down with that trainee for an educational supervision session, they need to make it explicit that in this particular session what is going on is educational rather than clinical supervision.

The group might want to discuss some of the advantages/disadvantages of having the role split or residing in one person. This is fine as long as it is brief – and would be an example of where you need to use your facilitation skills, i.e. drawing in the points of view of the participants.

You might also need to discuss the special arrangements in psychiatry, as in that specialty trainees have weekly supervision. The structure for educational supervision that will be outlined in the next session is not intended for this weekly meeting – but rather for the educational supervision sessions that take place at the beginning, middle and end of a clinical placement.

Summarise the session with an agreed understanding of the role of the educational supervisor, how it differs to that of the clinical supervisor, and the knowledge and skills required to undertake the role. Point them to the suggested job description in the back of the Framework.

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SESSION 3: 10.15–10.45 THEORETICAL UNDERPINNINGS AND RELEVANT RESEARCH

This session reviews some of the literature on educational supervision and looks at the recommended way of giving feedback for learning and development.

Review two recent studies in order to expand on their understanding of the role of the educational supervisor. Explain that the participants have been given copies of two relevant papers, Kilminster et al. (2007), and Lloyd and Becker (2007) (see reference list at the end of these notes.). They can read the whole papers in their own time if they are interested, but you should go over some of the main findings.

Kilminster et al. (2007), Lloyd and Becker (2007)

Stress that this is a comprehensive review of the literature. Draw their attention to the guidelines listed in the summary and summarised a handout in their course packs.

It is important to bear in mind that the Kilminster et al. paper refers to clinical and educational supervision. So for example, the issue of direct supervision will probably not be appropriate for an educational supervisor who is not a clinical supervisor. But it is always relevant for the educational supervisor to consider who in the system is carrying out direct supervision of the trainee – and whether they are receiving an assessment from that person – as part of the educational supervision process.

SLIDES 3 TO 13: Provide an overview of the literature.

SLIDE 3: This raises concerns about the tension between training and service often cited by doctors.

CONFLICT?

Supervision should ensure patient/client safety and promote professional development.

(Kilminster et al 2007)

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SLIDE 4: Look then at the three functions of supervision, which include ensuring patient care/safety.

3 FUNCTIONS OF SUPERVISION

- Educative
- Supportive
- Managerial (inc guiding patient management)

(Kilminster et al (2007)

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SLIDE 5:

Review the Kilminster et al. (2007) study which found differences in how trainees and educational supervisors saw the functions of supervision.

Trainees saw it as more educational. Supervisors saw it as more supervisory (service focused).

DIFFERENT PERSPECTIVES (1)

Respondents asked about **educative, supportive** and **managerial** functions of supervision:

Significant differences:

Specialist Registrars (SpRs) trainees placed more emphasis on **educative** functions of supervision.

Where as Educational Supervisors prioritised **managerial** and **support** functions.

(Kilminster et al 2007)

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SLIDE 7:

Looks at strengths and weaknesses of educational supervisors.

STRENGTHS & WEAKNESSES OF EDUCATIONAL SUPERVISORS (Lloyd and Becker 2007)

Most helpful	Concerns
Constructive honest feedback	Not straight with feedback
Setting objectives & planning	Form filling exercise
Career planning advice	Sessions difficult to arrange
Pastoral support	Lack of time to talk
Non clinical advice – articles etc	Poor listening skills
Commitment from Educational Supervisor	No real commitment
Protected time	No interest in trainee

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SLIDE 8:

Looks at the skills and qualities required by educational supervisors.

SKILLS & QUALITIES NEEDED

Supervisory – clinical guidance, joint problem solving, theory-practice, feedback, reassurance, role model

Clinical – good clinician, up to date knowledge and skill

Teaching – providing opportunity to do, directing, feedback, teaching and learning resources, individualised teaching, availability, evaluation skills

Interpersonal – involving trainees in patient care, negotiation, assertiveness, counselling, appraisal, listening skills, self awareness, empathy, own emotions, positive support, enthusiastic

(Kilminster 2007)

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SLIDE 6:

Continues the view.

DIFFERENT PERSPECTIVES (2)

21 supervision activities were evaluated by a group of Educational Supervisors and SpRs

On all elements the Educational Supervisors thought they provided **more** than did the SpRs

Particularly weak were the elements of **monitoring performance, feedback, planning learning and supporting the trainee**

BUT all thought that supervision activities were moderately effective; there just needs to be more

(Kilminster et al 2007)

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SLIDES 9 AND 10:

Look at the recommended way to provide feedback to trainees by both clinical supervision and educational supervision.

GIVING EFFECTIVE FEEDBACK

- Central to develop competence & confidence
- Works best when based on observable behaviour
- Is the 'training' element of Workplace based assessments
- Informal or formal?
- Two way

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GIVING EFFECTIVE FEEDBACK (Kilminster 2007)

When? Agreed Immediate	Where? Private Who? Trust / respect
What? Observable behaviours Specific Positives / alternatives	How? Here & now Use 'I' Open Qs

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SLIDE 11:

The session ends with a summary of the empirical evidence.

Before you stop for coffee ensure that everybody is clear about what educational supervision is and how it differs from clinical supervision. Explain that after coffee you are going to be getting down to practicalities of carrying out educational supervision effectively.

SUMMARY OF EMPIRICAL EVIDENCE

- Direct supervision helps trainees develop more rapidly
- Quality of relationship strongly affects effectiveness of supervision (continuity, control)
- Behaviour changes quicker than attitude (continuity)
- Self supervision is not effective

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10.45-11.00 COFFEE

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SESSION 4: 11.00–11.45 STRUCTURING THE SUPERVISION SESSION

This session outlines how to structure a supervision meeting, in preparation for the group to use the structure when conducting their own meetings with one another and subsequently with trainees.

Ask the participants to refer to the sheet 'Basic guidelines for an educational supervision session'.

If necessary reiterate that the structure you are outlining is not intended for the weekly supervision sessions carried out in psychiatry.

You will be talking through the basic guidelines sheet in some considerable depth as feedback suggests that participants find this particularly useful.

Begin by drawing an analogy with learning the skills of patient consultation; this is something that they now do automatically – but when they began their clinical years in medical school, they really had to think very hard about how to structure a patient consultation. Nowadays they are also able to be very flexible with the different steps involved in patient consultation – so, for example, if a patient comes in in a state of great anxiety and blurts something out, they don't feel it necessary to go back to the first steps (introducing themselves) but will run with what the patient brings and then go back at some appropriate time in the consultation to cover the earlier steps.

Similarly, an experienced educational supervisor may go about the stages of an educational supervision session in a different way, and be able to be more flexible. But having a structure can be very useful to guide you through the process.

SLIDE 12: Considers the practical issues before starting the actual supervision structure.

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION

Initial practicalities:

- Frequency?
- Time allocation?
- Number of trainees to supervise?
- Pre meeting preparation?

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SLIDE 13: Outlines the steps (reinforce that this is a guide for the new educational supervisor and can be flexible for the more experienced educational supervisor.)

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION

1. Contracting
2. Reviewing Progress
3. Summarising Discussion & Feedback
4. Setting Learning Objectives
5. Completing the cycle
6. Post meeting

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PREPARATION FOR AN EDUCATIONAL SUPERVISION MEETING

Ask participants if they use a pro forma of questions to structure the content of their educational supervision meetings. It is not essential that they do this – but it can be helpful. Suggest they draw up a list of questions they would like the trainees to think about before coming for their first meeting.

SLIDES 14 – 20:

Discuss the main steps of the educational supervision process. The following notes provide guidance on key points to cover and slides (14 – 20) that can be used if needed to highlight points as they emerge.

SLIDE 14:

Contracting (or you could call it 'Scene setting').

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION - Contracting

Purpose: Agree the aim & format of the session

Roles: You lead, they contribute

- Purpose of session
- Time available
- Confidentiality
- Areas to be covered
- LOs from previous session/placement
- Note taking

Stress that it is always good practice to go through this contracting or scene-setting process at the beginning of an educational supervision session. And the first time an educational supervisor sits down with a new supervisee it is essential that they spend sufficient time on this.

a. Purpose of session

A good way of covering the 'purpose of the session' is to ask the trainee. So, for example, the educational supervisor can say to the trainee something like:

'Thank you for coming for your educational supervision session. It is helpful to begin by thinking about what you want to get out of this session. So, could we begin with your understanding of the functions of educational supervision.'

b. How much time is available

You can ask the group how long they typically set aside for an educational supervision session?

Suggest that they allow an hour for the first meeting and then at least 45 minutes for the follow-up sessions.

This may prompt some very lively discussion!

In turn, this may make some participants reconsider how many trainees they are able to educationally supervise. Sometimes on courses participants have said that they are the educational supervisor to 15 trainees. By the end of the day they have realised that it is not possible to provide educational supervision in the way we have outlined on the course to this number of trainees.

c. Confidentiality

If trainees are to be able to bring potentially sensitive issues to their educational supervision session, they need to know about the limits to confidentiality.

In reality there are some limits to the confidentiality of an educational supervision session; if you thought that the trainee was putting patients at risk, or if you thought the trainee was themselves at risk, you would have to consider breaking confidentiality.

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d. Areas to be covered

You need to explain to the trainee that educational supervision provides an opportunity for them to reflect on all aspects of their work – so all areas covered in the relevant curriculum might be discussed. It also allows them to think about longer-term career goals, and tasks they need to attend to that will assist them with these (e.g. exams, publications, audit, teaching, etc.).

Having outlined in general the potential breadth of the discussion, the educational supervisor can ask the trainee what areas in particular they would like to focus on during the session.

Then, if there are areas that you want to discuss with them (e.g. if you have received some negative feedback from the clinical supervisor), flag them up at this point, unless the trainee has already indicated that this is something they need to talk about.

If this is not the first session remember to allow time to review progress on the learning objectives set in the previous session. It is really demoralising for the trainee if objectives have been set and they have been working towards them and the educational supervisor forgets to review them in the subsequent session.

e. Note taking

Most supervisors need to jot down bullet points during the educational supervision session. The first time you have an educational supervision session with a particular trainee explain that you will be jotting down bullet points and that these will then be used to complete the summary documentation (either paper, or electronic, depending on requirements).

At the end of the session when the necessary summary has been completed, you can give the hand-written notes back to the trainee.

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION - Reviewing Progress

Purpose: Trainee to reflect on progress to date

Roles: They lead, you question

- **Start with issues trainee raised in contracting phase**
- **Listening is key**
- **Questioning:**
 - Open & paired
 - Avoid closed, judgemental Questions
 - Confront difficult issues early
- **Ask for Specific examples**

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SLIDE 15: Reviewing progress.

Explain to participants that this is the main chunk of the educational supervision session. The aim of this part of the supervision session is to help the trainee reflect on their progress to date.

a. Where to start

Start with the issues that the trainee has raised in the contracting phase.

Each of these issues need to be explored in depth.

b. Listening is key

Point out to the participants that with educational supervision the person who should be doing most of the talking is the supervisee not the supervisor.

In the main, if you ask good questions the overwhelming majority of trainees will want to engage in the discussion of their work with you.

c. The quality of questions

You need to stress to the participants that what is important is the quality of the questions that they pose to their trainee.

Ask the group for an example of the sort of issue that they might discuss in an educational supervision session. And then demonstrate the sorts of question that it can be useful to ask.

For example, someone might say that they want to discuss the fact that a trainee seems to be very slow at seeing patients in A&E. You could suggest that they ask the trainee the following sorts of questions.

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Open

- Give me a sense of a typical shift in A&E?

Paired

- In terms of this issue of the speed of your consultations, when are you able to manage the consultations relatively quickly?
- And in contrast, can you tell me about a clinical situation where you were aware that the consultation took a particularly long time?

Specific

With reference to the two paired questions above, you would want to find out specific details about these two situations. So if they gave you a general answer to the second question you would need to persist, and ask them about one or two particular clinical examples with particular patients where they received feedback that they were too slow.

Questions to avoid

Closed: Do you enjoy A&E?

Judgemental: You are struggling in A&E, aren't you?.

Overly complex: To what extent would you say that it was the pace of work, anxiety about making a clinical mistake, or lack of effective team-working that is the major factor in the feedback that you have received that your slow speed of work in A& E is a problem?.

It is important to stress to participants that in order to pose the sorts of question that lead to enhanced insight on the part of the trainee, the educational supervisor may need to slow down.

This means that the pace of dialogue in an educational supervision session is slower than that of social conversation.

d. Don't shy away from early difficulties

Within medical education culture there is often a reluctance to discuss difficult issues with trainees. But early intervention on a particular issue can sometimes prevent difficulties escalating.

You can ask the group for an example of an early manifestation of a difficulty that was picked up and promptly dealt with.

If there are none, then say you will return to this issue when you get on to the early warning signs of a doctor in difficulty.

SLIDE 16:

Summarising the Discussion and Feedback

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION – Summary & Feedback

Purpose: Overview of progress to date

Roles: You lead, they contribute and confirm

- Involve the trainee in this summary – use Pendleton
- Describe behaviours, patterns not personalities
- Refer to specific examples
- Be sensitive – watch for emotional overload
- Perhaps prioritise most important issues first

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It is important to explain that the summarising and feedback should flow seamlessly from the review of progress.

The aim of this part of the educational supervision session is to recognise what has been going well, which will have an effect on motivation, and also to highlight areas that the trainee needs to focus on.

a. Involve the trainee

Refer back to Pendleton's rules for involving trainees in feedback and reflection on their practice. Pendleton's rules were derived from the psychologist David Pendleton's research on how best to give feedback to GP trainees (using videos of their patient consultations), in order to have the maximum effect on the development of their consultation skills. What he found was that two things were important.

- It is important to involve the trainee in the educational dialogue.
- You are more likely to keep the 'educational alliance' going if you start with the positive, and then move on to the negative.

Keeping these two principles in mind you then come up with a four-stage structure for giving feedback.

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Say to the trainee:

'In summary, what do you think are key areas that have been going well over the past three months (or whatever is appropriate).'

You then add in any other points that the trainee has not mentioned, that relate to what has been going well.

Say to the trainee:

'And turning the coin over, how would you summarise key areas for development over the next three months (or whatever timescale is appropriate).'

You then add in any areas for development that have not yet been mentioned. But very often, if you structure the feedback discussion in this way, the trainee will mention the points themselves.

b. Describe behaviours not personalities

When giving negative feedback to trainees try to focus on behaviours that they can alter, rather than giving feedback in terms of personality traits.

c. Refer to specific examples

When giving feedback you always need to refer to specific examples. If you are the educational supervisor but not the clinical supervisor, this means that you may need to have obtained relevant information from the clinical supervisor.

In terms of negative feedback, you always want to be able to refer to specific examples – otherwise you are likely to get involved in a game of feedback 'ping-pong'.

For example, rather than feeding back to a trainee that they are 'lazy' you should specify some of the actual tasks that they need to be doing that they are currently omitting to do. Or talk about needing to complete specific tasks in greater depth.

For example:

ES: You need to take care that when communicating to nursing staff, you manage to bring them on board, rather than inadvertently putting their backs up.

T: I don't understand what you mean – I have good working relationships with the nurses.

ES: I have heard that sometimes they feel you are talking down to them.

T: That's not true at all...

'ES' = educational supervisor, 'T' = trainee

As opposed to:

ES: Feedback from the clinical supervisor has been that on a number of occasions nursing staff have felt that you talked down to them. For example, a nursing student felt quite upset when you said that they had to stop what they were doing and attend to what you wanted them to do because you were the doctor.

Perhaps more surprisingly this issue of specific examples is also important when giving positive feedback. Without specific details trainees may well not believe the positive comments.

So for example, if you say to a trainee: 'Your team-working skills are good' it is likely to have less of an effect on their motivation than if you say: 'Feedback from the clinical supervisor, and also from all members of the team, has consistently shown that you are a real team player. And this is reflected on your multi-source feedback (MSF).'

d. Be sensitive

e. You may have to prioritise

Just as in clinical consultations you may sometimes have to decide which issues can reasonably be addressed in a particular appointment and which may have to be addressed subsequently, so too with an educational supervision session.

If there are a lot of points for the trainee to take on board you may have to decide which are the most important priorities and which might need to be discussed subsequently.

There are no hard and fast rules here – the main point is to ensure that the trainee leaves the session feeling that the objectives that have been set are manageable, even if it is going to be a lot of hard work.

You don't want the trainee to feel defeated by the list of things to be getting on with before they have even got started on implementing some of their objectives.

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SLIDE 17: Setting learning objectives

Structuring an Educational Supervision Session – Setting Learning Objectives

Purpose: Identify areas for focus & development

Roles: You lead, they contribute and confirm

- Involve trainee by asking first what to focus on
- Use system for Learning Objectives definition (SMART)
- Plan: how to meet Learning Objectives, evidence required, timescale
- Documentation of Learning Objectives

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This should lead on from the summary/feedback.

a. As with giving feedback, involve the trainee

Begin the process of identifying objectives by asking them what needs to be included on their learning plan for the next phase.

SLIDE 18: Be SMART

SMART

Specific – what exactly?

Measurable – how will it be demonstrated? Observation, evaluation, feedback, Workplace based Assessments?

Achievable – syllabus/stage related

Relevant – to the placement and the workload

Time framed – with specified timescale

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The **SMART** acronym can be helpful. This means that objectives that are put down on the learning plan should be: **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime framed.

In order to demonstrate this, ask for an example and then work through it.

For example, 'Improving my IT skills' is not SMART.

But 'Improving my use of Medline in order to prepare the rationale for the audit project' is a SMART objective.

And if you have a really keen participant who asks where SMART comes from, then here is your answer:

Locke, E. and G. Latham (1984) *Goal Setting: a motivational technique that works!* New Jersey: Prentice Hall.

Even if you don't like SMART you still need to discuss with the trainee, what they are going to do for each learning objective. What will be the evidence that they have done it? And what is an appropriate timescale? And you need to write this down.

SLIDE 19: Complete the cycle.

STRUCTURING AN EDUCATIONAL SUPERVISION SESSION – Completing the Cycle

Purpose: Review the contracting phase and record meeting

Roles: You question, they evaluate

- Ask trainee to review the contracting phase and raise outstanding issues or questions
- Agree a method of recording the conversation
- Share notes if you have taken any
- Arrange next session

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Go back to Stage 1 (Contracting/Scene setting).

Check that everything you both wanted to discuss has been covered.

Fill out any necessary paperwork (or electronic records). Give any hand-written notes that you have made during the session to the trainee.

Finally, arrange the date/time for the next session.

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STRUCTURING AN EDUCATIONAL SUPERVISION SESSION – Post Meeting

- Document the meeting if necessary
- Spend a few minutes reflecting on what went well and what could have been better
- Perhaps document your thoughts

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SLIDE 20: Post meeting.

Ensure that you complete any record keeping required, raise any concerns with relevant parties and have made clear to the trainee what their next steps need to be.

Possible issues from the group

If the supervisee then says educational supervision is the time when forms get filled out this gives the educational supervisor an opportunity to say that whilst there is a paperwork component, filling out the forms is not the main purpose. Instead, the main function is to give the supervisee an opportunity to take stock, to get some feedback, to reflect on how things have been going and to set appropriate objective for the next three months (or whatever the appropriate period of time is).

Point out that even with a trainee who seems to be getting on fine, they can bring a difficult issue to the session that you weren't expecting. So allowing enough time, rather than getting half-way through a tricky discussion, and having to arrange for a follow-up meeting to finish of the discussion, is probably wise.

One way of handling this is to say to the trainee: 'the rules of confidentiality that we both use when seeing patients applies here'.

If the trainee asks you to expand, then you can explain that in the unlikely event they were to say something that made you feel that patients were at risk, or they were at risk of harming themselves, then you would have to consider breaking confidentiality. But beyond these two situations, it is an entirely confidential discussion. You can also add that even if confidentiality did have to be breached you would always attempt to get them to take the necessary actions themselves, e.g. the trainee going

to occupational health and saying that they thought they were not safe to work at this point in time. But typically trainees will understand what the limits to confidentiality are and won't ask you to expand on them.

Participants in the workshop often ask whether it is appropriate to question the trainee about personal issues. The answer is that personal issues, e.g. serious illness in a family member or the breakdown of a marriage, are only relevant if they are impacting on the trainee's work. If they are impacting on the work, that is your 'way in' to discussing the issue. And even here, as an educational supervisor your role is to steer the trainee to suitable help, rather than trying to get involved with solving the actual family or relationship problem.

If the supervisee is being monosyllabic then the supervisor needs to feed that back to the supervisee. For example, they could say:

'I have a sense that perhaps you are a bit wary of discussing your work in this way with me.'

Depending on time constraints, ask if there are any further questions about the structuring of a supervision session.

SESSION 5: 11.45–12.00 BRIEF FOR PRACTICAL SESSIONS

The purpose of this session is to clearly explain the information participants need so that they can prepare for the educational supervision practical.

Explain to the participants that they are now going to have an opportunity to put this structure into practice. You need to take quite a bit of time explaining the practical because some people in every session seem to struggle with what it is that they are required to do. The basic idea is as follows.

- They are going to have an opportunity to put the guidelines into practice by having a 25-minute supervision session with a colleague.
- The content of this supervision session will be their role as an educational supervisor. This is what they will be discussing.
- During this discussion they will reflect on different aspects of their educational supervision role – what is going well? And in contrast, what areas do they need to develop?
- By the end of the 25 minutes they should have identified one or two appropriate learning objectives, relating to their role as an educational supervisor.

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In other words, they are going to have an educational supervision session on their role as an educational supervisor!

You will need to explain the mechanics of the practical by reading through (and clarifying) Side A of the practical sheet. You need to explain all of this sheet before they go off and do their individual preparation.

All participants need to realise that the first practical involves having one not two educational supervision sessions. In this first practical one member of the pair will be the supervisor and one will be the supervisee. They will have a 25-minute conversation, followed by a 10-minute conversation in which the supervisee gives feedback to the supervisor on how helpful they found the supervision session. There will then be a whole group plenary, before the second practical takes place.

SLIDE 21:
Explains the organisation of time for the practical activities.

SUPERVISION - Practical

WHAT? 20 minutes practical supervision session with partner

CONTENT? Their role as an educational supervisor – what is going well?
What are they struggling with?

AIM? Identify 1-2 appropriate Learning Objectives for their Educational Supervision role

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SESSION 6:
12.00–12.20 PREPARATION FOR PRACTICAL

This session gives the participants time to look through the Faculty Development Portfolio and to fill in the form in preparation for their supervision with a partner.

In order for the practical to work it is vital that they have completed the preparation for their educational supervision session before lunch, so that everybody is ready to kick off with the actual supervision session that follows.

SLIDE 22:
Clarifies what they need to prepare.

SUPERVISION - Practical

Preparation: 20 mins

Review your supervision practice in light of the role as discussed this morning use the Educational Supervision Practical Preparation document to do so.

Swap documents with your partner and read through theirs, thinking of questions you might ask when supervising them.

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You should encourage participants to use all the space available so that they can break up into 'private' paired conversations, rather than attempting to have groups of pairs round the same table.

The remaining time involves the following.

1. Getting into pairs.
2. Doing their own private preparation by writing key bullet points in the portfolios.
3. Giving their portfolios to their partner so that they have time to read it.

SESSION 7:
**12.20–13.00 PRACTICAL SUPERVISION 1 AND
FEEDBACK SESSION**

Participants conduct their first supervision session with one of them taking the part of the supervisor and the other being supervised on their role as an educational supervisor. They use the preparation they have just done, the Faculty Development Framework and Portfolio, and the form they have completed.

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SLIDE 23:

Will help remind them what they are doing.

There are 25 minutes for the supervision and 10 minutes for the supervisee to feed back to the supervisor on their structuring of the session.

SUPERVISION - Practical

Practical: 20 mins

Discuss with your partner their role as an Educational Supervisor using:

1. Structure given in previous session (contracting etc)
2. Information they give in Practical Preparation document.

SLIDE 24:

Will help guide the feedback.

SUPERVISION - Practical

Feedback: 10 mins

Person who has been supervised should give feedback to the supervisor:

- What did they find useful?
- What did they take away from the session?
- What was less useful?
- How did the supervisor conduct the session?

LUNCH 13.00–13.45

The timetable gives 45 minutes for lunch. If the course is in a venue where a hot lunch is served, then this amount of time is needed. If it is a buffet lunch 30 minutes is typically sufficient. If it is a buffet lunch you may wish to ask the group whether they would like a shorter lunch and to finish a bit early, and almost inevitably they would like this.

SESSION 7: 13.45–14.00 PLENARY OF FIRST SUPERVISION PRACTICAL SESSION

This is an important way to start the afternoon as it helps to clarify and summarise the key learning points arising from the morning. It also gives an opportunity to suggest additional ways to conduct the second practical supervision session.

- Ask them what worked well.
- What did they find useful?
- How might they do things differently when having an educational supervision session with trainees, in the light of this practical?
- Ask them what didn't work so well.
- Have they identified skills they need to develop?
- What might not work so well with trainees?
- Did they manage to identify any objectives for their personal development plan?
- See if anybody will volunteer an objective – and submit it to the SMART test.
- Ask if any pairs didn't identify an objective. What stopped them? What might they need to do differently with trainees?
- If any pairs found it difficult to implement the educational supervision structure ask them to explain their difficulties and then use the experience of the group to come up with suggestions as to how they might do it differently in the second practical.

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SLIDE 25:
May help to kick start the questioning.

SUPERVISION - Practical

Whole group plenary:

Supervisees?	Supervisors?
What are you finding helpful?	How easy is it to use the structure?
What kinds of questions are being used?	How do you involve the supervisee in reflecting on their practice?
How far does your supervisor follow the structure for supervision?	What do you think you did well?
What could they improve upon?	What do you think you need to work on?
What else would you like to do in your session?	What else do you think is needed?

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SESSION 8: 14.00–14.40 PRACTICAL SUPERVISION 2 AND FEEDBACK SESSION

This is the same as the first practical session, with 25-minutes for the supervision and 15 minutes for feedback. The only difference is that the pairs swap over roles and the supervisor now becomes the supervisee and vice versa.

SESSION 8: 14.40–13.00 PLENARY 2 OF SECOND SUPERVISION PRACTICAL SESSION

In this brief plenary do not revisit the points that were discussed in the plenary after the first practical.

Instead, explicitly ask for additional points or observations that were not raised in the plenary after the first practical.

Try to relate the key learning points to their workplace with trainees.

Some of the following questions may be useful to encourage discussion.

- What can you transfer to your educational supervision role with trainees?
- What might not work so well with trainees?
- What might you do differently when having such sessions with trainees?
- Have you identified skills you need to develop?
- Did you identify any learning outcomes for your professional development portfolio (PDP). If so, can you give examples?
- What may have stopped you from identifying learning outcomes?

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TEA 15.00–15.15

Tea is often taken on the hoof, i.e. they collect tea and, if possible, bring it back into the room. But again this depends on the venue, and the energy levels in the group.

SESSION 9: 15.15–16.15 EARLY WARNING SIGNS OF THE STRUGGLING TRAINEE

This session continues the theme of applying theory to practice, using examples of practice from the group's daily work. Most educational supervisors are concerned about struggling or difficult trainees, and so although this seems a negative way to end, it is responding to the concerns of the group as well as contextualising the theory covered so far.

Ask the group to think about a particular trainee (or trainees) who struggled with their training. What were some of the early warning signs (even if you didn't recognise them at the time) that they were in difficulty?

Get them to discuss this in their small groups for 10 minutes.

You can explain that in effect you are asking them to apply that interesting instrument the 'retrospectroscope' to think about signs that were there – but perhaps they didn't adequately appreciate at the time – that the trainee was not coping.

Collate their idea on the flipchart and then show:

SLIDE 26:

STRUGGLING TRAINEE – Early warning signs?

- Disappearing act (late, sick, unavailable)
- Rigid thinking
- Very slow
- Inappropriate emotional outbursts
- Failure to gain trust
- Colleagues don't want to be on call with them
- Lack of insight
- Probity

(Paice & Orton. 2004).

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Go round the group, table by table, asking for a couple of early warning signs from each table.

Discuss their comments with those on the screen.

- The disappearing act (you can't find them when you need them; high rates of sick leave; arriving late; leaving early)
- Rigidity in their thinking
- Very slow
- Inappropriate emotional outbursts
- Failing to gain the trust of others (patients, carers, other medical and non-medical staff)
- Colleagues don't want to be on call with them
- Lack of insight
- Problems with probity

This demonstrates to the group that actually (and particularly collectively) they know many of the early warning signs already.

Many educational supervisors are quite concerned about how to cope with trainees in difficulty and it is worth taking a few minutes to reassure them that there is a system and the system works.

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You also want to stress four further things.

- They are not alone. As an educational or clinical supervisor with a trainee who is causing you (or others) concern, you need to utilise the educational governance structure relevant to that particular trainee. So for example, with a foundation trainee you should be talking to the Foundation Training Programme Director (FTPD) in your trust. With a specialty trainee you need to be talking to the local representative of that specialty training programme. And a useful objective that might emerge at this point to add to their PDP, is to find out who they could talk to if they are concerned about a trainee.
- Take early action if they have concerns. In this way you can (sometimes) nip potential problems in the bud. Refer back to the example you asked for earlier about the importance of early action, or refer to the case study in the pack.
- When you have a supervision session with a trainee who is causing you concern (and this might be one of the regular sessions at the beginning, middle or end of a placement, or it might be a special session that has been convened for the purpose), write down what was discussed and what was agreed. You should both sign and date this agreement and you should keep a copy, and the trainee can also keep a copy.
- If the trainee doesn't agree with what you are suggesting, then what you write down is that you have had a discussion about the relevant issues, you have suggested certain courses of action and they felt that they were not necessary. This piece of paper is then signed and dated.

In the unlikely situation that they don't agree to your suggested course of action then not only should you keep a signed and dated copy of the fact that you couldn't agree, but you should also inform the FTPD, or specialty training programme director of this fact.

SLIDE 27:

RESOURCES AND SUPPORT

London Deanery website:

- Mednet (confidential, self referral)
- The London Deanery Coaching and Mentoring service
- Careers unit
- Language and Communication Resource Unit

Be aware of local resources including occupation health, trainee's GP

See London Deanery 'Framework for Managing a Trainee in Difficulty' for a comprehensive list of resources

The Medical Professional Support Unit for London....coming soon

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Use this slide to highlight sources of support. Highlight the London Deanery 'Framework for the Management of Trainees in Difficulty' available to download on the Deanery's website.

However, it is important not to end the workshop on a negative note so you can go back to the fact that:

- most trainees are not difficult trainees
- all trainees can benefit from good supervision
- with some struggling trainees, good supervision can be of enormous benefit and help turn the situation round.


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SLIDE 28:

EFFECTIVE EDUCATIONAL SUPERVISION CAN HELP TO PREVENT POOR PERFORMANCE

- Clarity of purpose/role with clear objectives
- Clear induction programme
- Mentoring
- Regular review of progress with effective feedback
- Encourage reflective practice
- 360 degree appraisal
- Early identification of difficulty

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If needed, use this slide to re-cap on key skills used in educational supervision that can help to prevent poor performance.

Remind participants to keep this issue in perspective, as:

- most trainees are not in difficulty
- all trainees can benefit from good supervision
- supervision can be of great benefit to a trainee that is struggling.

SESSION 10: 16.15–16.30 COURSE CONTENT TO PROFESSIONAL PRACTICE


This final session ties up the progress made during the day.

Review the aims and learning outcomes of the day. Ask them what they will do as a result of the day and record those suggestions on the flipchart.

SLIDE 29:

FINALLY

What one thing will you do as a result of attending this session, in your role as an Educational Supervisor?

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Ask them if there are any remaining questions, and if there are, obviously answer them.

Highlight suggestions for continuing professional development (see next page). Also encourage them to make use of the different workshops and e-learning modules available through the Faculty Development Programme.

Thank them for their participation and ask them to fill out the evaluation form.

Close proceedings.

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CONTINUING PROFESSIONAL DEVELOPMENT

Explain to participants that now they have completed the educational supervision course it is useful to receive feedback on their performance as a supervisor and to reflect on the skills they are developing. The London Deanery has an online multi-source feedback tool specifically designed to enable supervisors to receive feedback on the quality of supervision they provide to their trainees.

Use of the tool enables educational supervisors to receive a structured report containing mean scores and anonymised written comments from their trainees. Reflection on the report can enable you to further develop your skills as an educational supervisor. The report can also be used as evidence for your portfolio, NHS appraisal and re-validation. The tool can be accessed via the link below:

<http://faculty.londondeanery.ac.uk/supervisor-MSF>

Another useful resource is the DVD 'Performance in Practice'. This can be accessed in Synapse under the Faculty Development 'Synapse only resources' section.

Other resources are available on the Faculty Development website including a range of e-learning modules which can be accessed by the following link:

<http://www.faculty.londondeanery.ac.uk/e-learning>.

The Coaching and Mentoring and the Careers sections of the London Deanery website also contain useful resources.

For additional suggestions on continuing professional development the following areas of the London Deanery website contain information on relevant resources and opportunities:

- Supervision
- How to give feedback
- Careers support
- Coaching and mentoring
- Faculty development courses.

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