

Supervisors@RACP

Supervisor Professional Development Program

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Monday, 16 May 2016



Acknowledgement of country



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I would like to acknowledge the Custodians of the Land on which we meet today here in Adelaide - the Kaurna people and also acknowledge the Custodians of the lands on which our (other) State offices are situated.

I would like to pay respect to the Elders, both past and present, and extend that respect to other Aboriginal and Torres Strait Islander people who are present.



Supervisors@RACP

Teaching and Learning in Healthcare Settings Supervisor Workshop



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Tell us about you.....



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- Your work...
- Your teaching...
- Your challenges and strengths in teaching 'at the bedside'

- Outline the challenges supervisors face in the healthcare setting
- Discuss the strategies supervisors can use to maximise teaching opportunities
- Evaluate personal attitudes, beliefs and behaviour and its influence on supervisory practice
- Assess workplace culture issues that can affect education experiences

Our case study.....



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- *Alison and Spencer embark on the post take ward round...*



The RACP wishes to advise that the physicians and trainees in this production are depicting characters for the purpose of filming this video.

Our case study....



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Discussion



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- *Thoughts on how this went?...*

Key points



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- What is a 'good' bedside teacher? enthusiasm? skills? attitude?
- How do we balance our workload between teaching and assessment?
- Having a 'teaching plan'
- Using questions to involve learners of different levels
- Giving feedback in real time

Activity 1 – ‘Socratic what?...’



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1. Read “**Socratic what?.....**” scenarios 1 and 2
2. Discuss these two scenarios
3. Consider the following questions:
 - What are the differences between how the RMO and GP approached the situation?
 - What did you think of the questioning techniques?
 - What suggestions do you have for improving the questions asked by the RMO and GP?

Our team a few days later.....



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Discussion



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- *Thoughts on the second ward round?...*

- **Curriculum** the stated, intended, and formally offered and endorsed curriculum (e.g. the "this is what we do")
- **Informal curriculum** an unscripted, predominantly ad hoc and highly interpersonal form of teaching and learning that takes place among and between faculty and students
- **Hidden curriculum** a set of influences that function at the level of organisational structure and culture.

Key points



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- More on teaching learners at different levels
- Involving the patient more in the teaching mission?
- Role modelling...
- Hidden curriculum and strong messages about 'our tribe'

Activity 2 – role play



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1. Review “Activity 2 – role play guide”
2. Form groups of three and nominate the following roles:
 - Supervisor (Alison)
 - Intern (Viet)
 - Observer
3. Role play the teaching scene at the bedside. Think about questions that can be used in the role play to improve the educational experience for the intern.



- *Thoughts on questioning?...*



- *The ward round ends in the tea room for some more relaxed teaching and learning...*

The tea room



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Discussion



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- *Thoughts on the tea room?...*

Key points



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- Using 'downtime' for teaching?
- Dealing with underperformance
- Delegating teaching and feedback
- Registrars as teachers



- *What did our actors think of the scenarios?...*

Spencer on 'The Dark Side'



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"Spencer on 'The Dark Side'"

'Alison on role modelling'



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"Alison on role modelling"



- *Mrs Jones has a further syncopal episode in the ward and fractures her hip...*
- *How does the team deal with (and learn from) the adverse event?*

An adverse event



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Discussion



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- *Thoughts on this scenario?...*

Key points



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- Teaching and learning from adverse events - are we brave enough?
- Teaching in 'non medical expert' domains
- Role modelling negotiation
- Integration of professional and communication messages with 'clinical' ones



- *What did Alison think of the supervisor?...*

'Alison on consultant teaching performance'



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"Alison on consultant teaching performance"

'Alison on how to improve'



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"Alison on how to improve"



Summary



- *What will you take away?*