

Training the trainers

Nick Beeching
Liverpool, UK

President European Board of Infectious Diseases (UEMS)
Chair, UK Specialty Certificate Examination Board (ID)

<http://www.uems-id.eu/>

ESCMID PAS/UEMS Workshop Ljubljana June 2014

Not just teaching



What makes a

- Good trainer?
- Bad trainer?

ESCMID Online Lecture Library
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How many here are?

- Trainees
- Trainers

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How many here are trained?

- To teach – lectures, small groups etc
- To teach at bedside
- To do formal bedside/clinic assessment of trainees
- To identify/assist trainees in difficulty

UK practice

- All who supervise/train others should have training
- This includes trainees supervising others or assessing others
- Compulsory for specialists



'On-the-job teaching' workshop

Text size: [A](#) [A](#) [A](#) [Print](#)

Non-clinical CPD

Book now

Assessment

E-learning (non-clinical)

03 Jun 2014

London

SOLD OUT

Medical leadership

06 Jun 2014

London

SOLD OUT

Supervision and appraisal

08 Sept 2014

London

[> Book now](#)

> Teaching

Simulation: debriefing and scenario writing workshop

08 Oct 2014

Liverpool

[> Book now](#)

'Doctors as educators' workshops

'Effective teaching skills' workshop

> 'On-the-job teaching' workshop

RCP educator accreditation

MSc in Medical Education

Peer Support Network

Don't miss out – early bird discounts are available on selected workshops.

More dates are being scheduled – email [✉ education.courses@rcplondon.ac.uk](mailto:education.courses@rcplondon.ac.uk) to register your interest and be notified of future dates.

This one-day **on-the-job teaching** workshop is for doctors who wish to integrate teaching and learning into their everyday service, combining ward rounds, on-take and outpatient teaching with patient care.



www.rcplondon.ac.uk/cpd/non-clinical-cpd/supervision-and-appraisal



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service, c

Peer Support Network

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'Doctors as educators' workshops

> 'Effective teaching skills' workshop

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MSc in Medical Education

Peer Support Network

Recommended reading

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My RCP

Text size: A A A Print



interest and be notified

ing into their everyday

Teach the teacher (train the trainer workshop) for doctors

Our 'Doctors as educators' programme consists of one- and two-day interactive 'teach the teacher' workshops. Delegates take part in group discussions and problem-based activities, whilst having the opportunity to practise key educational skills. The 'Doctors as educators' programme is suitable for doctors of all grades and specialties. More information about the specifics of each workshop can be found on the following pages.

Who should apply?

All specialties	Medical students	FY	CMT / ST1-2	ST3+	SAS	Consultants and final-year trainees
✓	✗	✓	✓	✓	✓	✓

The workshops within the RCP 'Doctors as educators' programme are:

- 'On-the-job teaching'
- 'Effective teaching skills'
- 'Workplace-based assessment'
- 'Appraisal for revalidation'
- 'Supporting the underperforming trainee'
- 'Educational supervisor' workshop and accreditation
- Peer Support Network.



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On the job teaching

Finding the time and opportunity to teach effectively can be difficult within a busy hospital environment. This workshop provides practical suggestions on how to maximise learning opportunities and become a more effective teacher. By identifying techniques for teaching knowledge, clinical skills, and professional behaviour, we will explore how to successfully incorporate teaching sessions into all clinical commitments.

By the end of this course, participants will be able to:

- integrate teaching and learning into everyday service provision
- increase opportunities on the ward and the proportion of time available for education
- understand how knowledge, clinical skills and professional behaviour can be acquired and taught
- plan ahead, to enable on-the-job teaching to become more effective and efficient.

This workshop forms part of the 'RCP educator' accreditation.

Teaching skills

Who should apply?

All specialties	Medical students	FY	CMT / ST1-2	ST3+	SAS	Consultants and final-year trainees
✓	X	✓	✓	✓	✓	✓

Teaching skills can be improved by developing key aspects of your practice, including preparation, choosing appropriate teaching methods, and utilising appropriate assessment. These and other aspects of effective teaching practice will be explored theoretically and practically on this two-day workshop, which will also include tips on how to deal with difficult learners.

By the end of this workshop, participants will be able to:

- develop an effective educational environment and help trainees learn within that environment
- write objectives for a teaching session
 - design and use a session plan
 - recognise the advantages and disadvantages of large and small group teaching and identify how to maximise interaction and learning in both
- discuss good practice in teaching and learning evaluation
- plan and undertake an evaluation of a teaching session.

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- plan and undertake an evaluation of a teaching session.

Assessment

This two-day workshop addresses the seven areas of the Academy of Medical Educators' Framework for the Professional Development of Postgraduate Medical Supervisors, and the GMC Standards for the Recognition and Approval of trainers.

From 2013 the GMC is introducing their approvals framework for the recognition of all named educational and clinical supervisors. This RCP accreditation gives formal recognition to those with an explicit supervision role. The workshop includes:

- essential knowledge and skills for educational supervisors
- how to make best use of the curriculum and e-portfolio to support your trainees
- objective setting: helping your trainees to set clear goals
- the effective appraisal process
- giving effective feedback to trainees
- supporting underperforming trainees
- the role of ARCP and supervisor's report.

Accreditation

The accreditation is achieved by attending the two-day workshop and successfully completing a 1,000-word reflective assignment about the appraisal aspect of your role as an educational supervisor.

Assessment

This two-day workshop addresses the seven areas of the Academy of Medical Educators' Framework for the Development of Postgraduate Medical Supervisors, and the GMC Standards for the Regulation of Postgraduate Medical Supervisors.

From 2013 the GMC is introducing their approvals framework for the recognition of all postgraduate medical supervisors. This RCP accreditation gives formal recognition to those with an explicit specialism. The framework includes:

- essential knowledge and skills for educational supervisors
- how to make best use of the curriculum and e-portfolio to support your trainees
- objective setting: helping your trainees to set clear goals
- the effective appraisal process
- giving effective feedback to trainees
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- the role of ARCP and supervisor's report.

Workplace based assessments

Who should apply?

All specialties	Medical students	FY	CMT / ST1-2	ST3+	SAS	Consultants and final-year trainees
✓	✗	✓	✓	✓	✓	✓

Delegates will learn how to use assessment methods that are reliable, valid, objective, and have educational impact. The differences and the relationships between appraisal and assessment will be discussed, and models for giving effective feedback will be demonstrated.

Delegates will also be able to identify and maximise opportunities for workplace-based assessment, within this interactive and practical one-day workshop.

By the end of this workshop, doctors will be able to:

- recognise the difference, and the relationship between, assessment and appraisal
- practise using workplace-based assessments
- use appropriate methods of assessment in a way that ensures reliability, validity, transparency, feasibility and educational impact
- provide good quality, useful feedback
- overcome problems related to the assessment process.

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Workplace based assessments

- CBD = case based discussion
- MSF = multisource feedback
- DOPS = directly observed procedure
- Mini CEX = observation of eg taking a history or examining patient
- ACAT = assessment of how a post take ward round is run by resident

Portfolio summary screen

Select Year or Post: ST6 - Royal Liverpool University Hospital (10 Apr 2012 to 09 Apr 2013) ▾

Type	Form	Submissions	
ST6 - Royal Liverpool University Hospital - Infectious Diseases (MER977) - General (Internal) Medicine, Infectious Diseases, Tropical Medicine (10 Apr 2012 to 09 Apr 2013)			
 Summary MSF		Summary	X
 MSF		8 Submissions	X
 MSF Self		-	X
 MiniCEX		1 Submission	X
 mini-CEX HST		2 Submissions	X
 DOPS: Cardiology: Cardioversion		-	X
 DOPS: Formative: Potentially life threatening		-	X
 DOPS: Formative: Routine		-	X
 DOPS: Summative: Potentially life threatening		-	X
 DOPS: Summative: Routine		-	X
 Cbd HST		1 Submission	X
 ACAT HST		-	X
 Audit Assessment		-	X
 Teaching Observation		-	X
 Induction Appraisal Form		2 Submissions	X
 Mid point review		1 Submission	X
 End of Attachment Appraisal		-	X
 Educational Meeting		-	X
 ARCP		1 Submission	X
 ARCP		-	X
 Interim Review		1 Submission	X
 Educational Supervisor's Report		1 Submission	X
 Multiple Consultant Report (MCR)		-	X

(e.g. GP, MRCP, etc.)

Assessor Grade:

Consultant

If Other, please specify:

Setting for assessment (e.g. ward round, outpatients etc) and brief summary of case (mandatory):

Out patient assessment of patient with previous febrile illness

Please comment on what was done well and areas for improvement. Please note constructive feedback is required in order for this assessment to be valid, and aim to identify

Consultation and communication skills (mandatory):

Details of patient and problem clearly presented

Physical Examination (mandatory):

Appropriate

Clinical Judgement (mandatory):

Detailed assessment of problem and diagnostic approach.

Organisation/Efficiency (mandatory):

No issues

Agreed action plan (mandatory):

Thoughtful approach to problem and importance of making historical diagnosis. Appropriate investigation

Based on this observation please rate the level of overall competence the trainee has shown:

Rating	Description
<input type="radio"/> Performed at level expected during Core Medical Training	Demonstrates sound consultation skills resulting in adequate history and/or examination findings following encounter
<input type="radio"/> Performed at the level expected at early Higher Medical Training	Demonstrates good consultation skills resulting in a good history, and/or examination findings; judgement following encounter consistent with early higher training
<input checked="" type="radio"/> Performed at level expected during Higher Medical Training	Demonstrates excellent and timely consultation skills resulting in a comprehensive history and examination; Shows good clinical judgement following encounter
<input type="radio"/> Performed at level expected for completion of Higher Training	Demonstrates exemplary consultation skills resulting in a comprehensive history and/or examination; Shows excellent clinical judgement following encounter consistent with completion of higher training

Educational supervisor workshop

This Educational supervisor workshop and accreditation has been developed to meet new GMC standards. Educational supervisors are responsible for the overall supervision and management of a trainee's educational progress. This RCP accreditation gives formal recognition to those with an explicit supervision role. It is suitable for doctors who are supervising trainees of any grade and specialty, or those who are soon to become educational supervisors.

Who should apply?

All specialties	Medical students	FY	CMT / ST1-2	ST3+	SAS	Consultants and final-year trainees
✓	X	X	X	X	✓	✓

This two-day workshop addresses the seven areas of the Academy of Medical Educators' Framework for the Professional Development of Postgraduate Medical Supervisors, and the GMC Standards for the Recognition and Approval of trainers.

Supporting the underperforming trainee

This workshop is aimed at supervisors who would like information, guidance and support to be able to recognise and support trainees who are underperforming.

During this programme we focus on realistic case studies. We discuss how to recognise the early warning signs of a trainee getting into difficulty, and consider a range of strategies to help trainees address their weaknesses and improve their performance. We also provide guidance to help prevent disputes and misunderstandings from developing.

This is a popular workshop, and previous delegates have fed back very favourably on how helpful the content has been in their role as educational supervisors.

At the end of this workshop participants will be able to:

- recognise the early warning signs of a trainee getting into difficulty
- identify what early steps to take
- identify who to contact about concerns
- describe the legal and employment framework within which they will be operating
- recognise the roles and responsibilities of relevant supporting bodies
- identify what help is available to support underperforming trainees
- describe the factors that help to prevent disputes and misunderstandings.

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The [Medical Education Resource Centre](#) at the RCP offers information support to all fellows and members and to anyone undertaking education courses with the RCP. The following list is a short selection of resources relevant to supervision and appraisal.

Farnan J, Petty LA, Georgitis E. A systematic review: the effect of clinical supervision on patient and residency education outcomes. *Academic Medicine* April 2012; 87(4):428-442. [E-journal available to RCP members via [Athens](#) password]

Owen D and Shohet R. *Clinical supervision in the medical profession*. Maidenhead: Open University Press, 2012.

Miller L and Halpern H. Speed supervision. *The Clinical Teacher* February 2012; 9(1):14-17. [E-journal available to RCP members via [Athens](#) password]

Stenfors-Hayes T, Hult H, Dahlgren LO. What does it mean to be a good teacher and clinical supervisor in medical education? *Advances in Health Sciences Education* 2011;16(2):197-210. [E-journal available to RCP members via [Athens](#) password]

Parking D and McKimm J. Appraisal. In: McKimm J and Swanwick T (eds), *Clinical teaching made easy : a practical guide to teaching and learning in clinical settings*, London: Quay Books, 2010. [Ebook available to RCP members via [Athens](#) password]

Black D and Kelleher K. The trainee in difficulty: a supportive structured approach. *British Journal of Hospital Medicine* December 2010; 71(12):704-707.

Cooper N and Forrest K (eds). *Essential guide to educational supervision in postgraduate medical education*. Oxford: Wiley-Blackwell, 2009.

Kilminster S et al. AMEE Guide No.27: effective educational and clinical supervision. *Medical Teacher* February 2007; 29(1):2-19. [E-journal available to RCP members via [Athens](#) password]

In practice

- Trainees encouraged to have large variety of trainers doing assessments
- Trainers also write summary assessments
- If e-portfolio inadequate, no progression
- Anonymous trainee feedback on training centres is collated externally and reviewed with training programme directors

Summary

- There is more to training than just being the line manager
- Incorporates best on job teaching methods
- Formative assessments recorded in a standard way with immediate feedback
- Recognising and supporting trainees in difficulty
- BUT needs TIME and extra resources including personnel

How many here are trained?

- To teach – lectures, small groups etc
- To teach at bedside
- To do formal bedside/clinic assessment of trainees
- To identify/assist trainees in difficulty