How to be a great educational supervisor

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Declaration of interests

• None financial

• Chair GUM SAC

• Chair Scottish HIV Clinical Leads

• Lead Clinician West of Scotland sexual health MCN

• Chair Scotland PrEP short life working group
Objectives

• To think about imaginary “level descriptors” for being an educational supervisor

• To incorporate attitudinal skills as well as knowledge and actions required of an educational supervisor

• To leave time for discussion

• To continue: @DrRakN or rak.nandwani@nhs.net
<table>
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<tr>
<th>Behaviours</th>
<th>Level descriptor</th>
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<tr>
<td>Display tact, empathy, respect and concern for patients.</td>
<td><strong>1.</strong> Understands, diagnoses, treats and explains uncomplicated bacterial</td>
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<td>sexually transmitted infections, asks for advise/uses guidelines for complex</td>
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<td>cases</td>
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<td>Be non-judgemental.</td>
<td><strong>2.</strong> Understands, diagnoses, treats and explains the common complications of</td>
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<td>bacterial sexually transmitted infections such as pelvic inflammatory disease,</td>
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<td></td>
<td>asks for advice/uses guidelines for more complex cases</td>
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<tr>
<td>Show respect and behaves in accordance with Good Medical Practice</td>
<td><strong>3.</strong> Understands, diagnoses, treats and explains the less common complications</td>
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<td>of bacterial sexually transmitted infections to patients: e.g. sexually</td>
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<tr>
<td></td>
<td>acquired reactive arthritis. Establishes excellent patient rapport.</td>
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<td>Work in collaboration with and understands the role of nurses, Health</td>
<td><strong>4.</strong> Rapidly and accurately performs and interprets focused clinical</td>
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<td>Advisors and GPs</td>
<td>examination. Makes accurate diagnoses, treats and explains all bacterial</td>
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<td>sexually transmitted infections. Can manage complex presentations and</td>
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<td>complications including chronic pain resulting from bacterial sexually</td>
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<td>transmitted infections</td>
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<td>Understand the psychological and/or psychosocial impact of chronic</td>
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The Gold Guide (Feb 2016)

- www.copmed.org.uk/publications/the-gold-guide

- Clinical supervisor: directs induction & supervision in the workplace so a trainee works within their competencies. Provides constructive feedback.

- Educational supervisor: oversees trajectory of education, acts as a mentor, monitors progress over time & offers career advice. Responsible for educational agreements and contributes to summative judgement.

- See GMC website: Recognition of Trainer (RoT)
How to avoid being a terrible ES

• Must want to train others

• Be clinically competent and “in good standing” (role model)

• Be willing (and able) to meet regularly with the trainee

• Able to establish a supportive relationship

• Truly implement quality & diversity (not just “BOAC”)
Descriptor Level 1

- Understands the programme, the latest curriculum, ePortfolio and assessment methods
- Protected time to meet in appropriate circumstances
- Meets the trainee early on & agree expectations (such as paperwork cut-off dates)
- Mid-term and end of placement reviews
- Shares documentation of learning agreement & meetings
Descriptor Level 2

- Train the trainer course; useful for PDP development, giving feedback, dealing with common issues

- Able to deal with serious incidents, complaints, concerns and “doctors in difficulty”

- Seeks feedback from the trainee; support learning culture

- Keeps the paperwork up to date and documents WPBAs without delays

- Keeps the TPD involved
Descriptor Level 3

• Pastoral counselling and support

• Considers career pathways other than their own

• Collects feedback from others, but make it clear to the trainee how this is being done

• Provides considered feedback with suggestions on how to improve further

• Acts in national roles; external PYA or CESR assessor
Descriptor Level 4

• Challenges the trainee to fulfil their potential

• Engages in quality control systems for training programmes (eg peer review visits, GMC training standards)

• Training programme director, SAC workstream leads, LETB/deanery roles

• Strategic vision and recognition of emerging topics; feeds these into the trainee experience
What makes “fantastic”?

- Maintaining a positive outlook despite multiple challenges and uncertainties

- Being able to support trainees who are different from the trainer and being able to learn from them

- Satisfaction and pride in the achievements of past and present trainees

- Being an educational supervisor “sparks joy” KonMari.com
Summary

• Level descriptors for being an educational supervisor

• Educational supervisor attitudes plus knowledge and actions

• Time for discussion

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