

# Curriculum Framework For General Practice Supervisors

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# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Summary

General Practice (GP) Supervisors are the cornerstone of the Australian General Practice Training Program.

For many years General Practice Training Program providers have provided education for GP Supervisors to assist them in this role. Is this training meeting the needs of GP Supervisors? Is this training relevant and comprehensive?

In the regionalised General Practice training environment in Australia, can we be sure that the training being provided by each Regional Training Provider for their GP Supervisors is appropriate and not just responding to local nuances?

In this document the *aims, goals and objectives* for a General Practice Supervisor curriculum have been detailed and a framework for the remaining components of the curriculum proposed.

To complete the curriculum, training providers will each need to outline the *content, teaching methods and assessment* to be used in their region. This will reflect local educational resources and geographical circumstances.

The various components of the curriculum are interrelated and the components developed by the Regional Training Provider should be mapped to the common *goals and objectives* detailed in this document. Ultimately all components of the curriculum originate from the *aim* of maximising the impact of supervision in the General Practice Training Program.

Further development of this curriculum will occur as it is reviewed and implemented. There is the opportunity to develop curriculum statements in several areas such as teaching international medical graduates, teaching procedural skills and dealing with the Registrar in difficulty.

This document will also be a source of reflection for GP Supervisors. It should be a useful resource to help them identify learning needs.

# **CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS**

This curriculum framework was developed in response to the need recognised by several Regional Training Providers to ensure they were providing comprehensive and relevant General Practice Supervisor training.

General Practice Education and Training (GPET) funded one of the Regional Training Providers (Victoria Felix Medical Education) to develop this curriculum framework.

Given the nature of the task a collaborative approach was adopted, utilising a network already developed between Medical Educators and GP Supervisors in Victoria and Tasmania. Input was also sought and received from the broader Australian community of Medical Educators and GP Supervisors as well as the Royal Australian College of General Practitioners and the Australian College of Rural and Remote Medicine.

# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Introduction

This curriculum framework for General Practice (GP) Supervisors identifies the extended skills of an effective GP Supervisor of GP Registrars in Australia.

All doctors should have teaching skills. The word “doctor” derives from the Latin meaning “teacher or instructor”. A doctor teaches patients about their health. General Practitioners in particular see the education of patients as central to their healing role.

In addition to being teachers of patients, many doctors are teachers of doctors-in-training. The skills required to be an effective teacher extend from the provision of clinical facts to junior medical students through to the use of more intricate education techniques to assist the doctor in advanced training to develop expertise.

That all General Practitioners need to have teaching skills is recognised in the curricula of both the Royal Australian College of General Practitioners (RACGP) and the Australian College of Rural and Remote Medicine (ACRRM).

General Practice Supervisors in Australia have a complex role. Primarily this is because General Practice is a difficult discipline to teach and learn, stretching from practical skills to counselling skills. Additional complexity is due to the prolonged attachments GP Registrars have with GP Supervisors in a close apprenticeship relationship. During this time the Supervisor also shares responsibility with the Registrar for patient care and safety. Finally the GP Supervisor is often the employer of the Registrar.

To date there has not been a curriculum for GP Supervisors in Australia. A curriculum is a fundamental resource for both GP Supervisors and their teachers. It defines the knowledge, skills, values, and attributes that a GP Supervisor needs to acquire.

A curriculum for GP Supervisors should not be seen as a new prescriptive hurdle for GP Supervisors. Instead it is recognition of the complex tasks already being accomplished by GP Supervisors and a guide for those wishing to teach and learn these skills.

This curriculum framework was written by GP Supervisors and Medical Educators with an interest in professional development for GP Supervisors. They reflected upon their own experience as GP Supervisors and of GP Supervisor training as well as reviewing literature on effective clinical supervision.

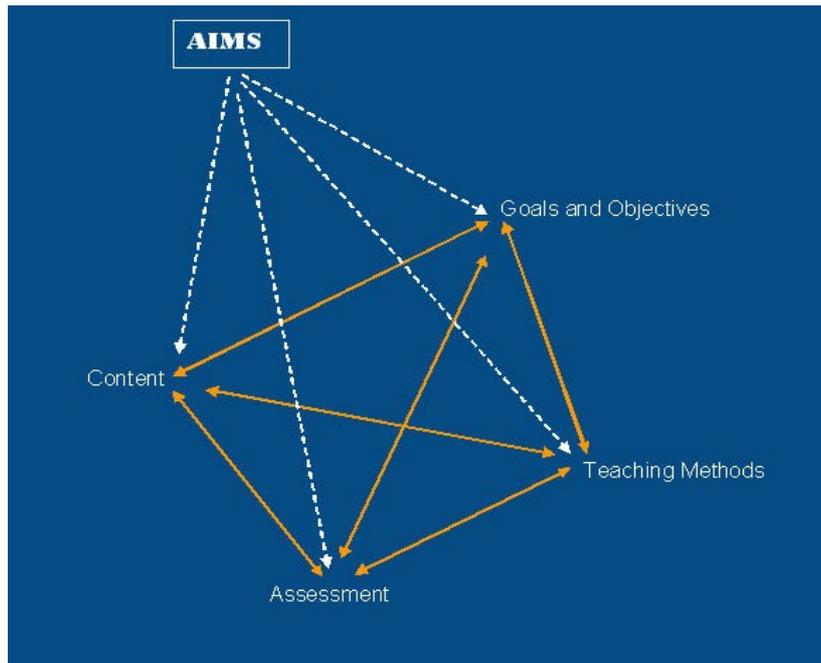
Input and feedback was received from a broader group of GP Supervisors as well as the RACGP and ACRRM. The development of this curriculum framework was funded by General Practice Education and Training (GPET).

# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Curriculum Framework

A curriculum can have many components.

One approach divides a curriculum into aims, goals and objectives, teaching methods, content and assessment. These framework components are closely related as illustrated below.



The curriculum framework provided in this document identifies those elements of the curriculum (aims, goals and objectives) that should be **common** to all curricula for GP Supervisors.

Other elements of this framework (teaching methods, content and assessment) will vary between different Regional Training Providers and between Supervisors delivering RACGP and ACRRM curricula.

To complete the curriculum each Regional Training Provider (RTP) needs to determine the teaching methods, content and assessment to be used in their region. Whilst local factors such as geography and the availability of resources will impact upon the decisions made, they will mostly be directed by the aims, goals and objectives described in this document.

# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Aims

The aim of the GP Supervisor curriculum is:

***To maximise the impact of Supervision in the GP Training Program***

Supervision is defined as

*“The provision of guidance and feedback on matters of personal, professional and educational development in the context of the trainee’s experience of providing safe and appropriate patient care”<sup>1</sup>*

## Goals and Objectives

The goals and objectives of the GP Supervisor curriculum framework have been grouped in four key areas or domains. Two of the domains are further divided into sub-domains. The contents of some of the domains overlap.

## THE DOMAINS

### *Clinical*

### *Educational*

- Teacher
- Collaborative Learner
- Coach
- Role Model

### *Professional and Ethical*

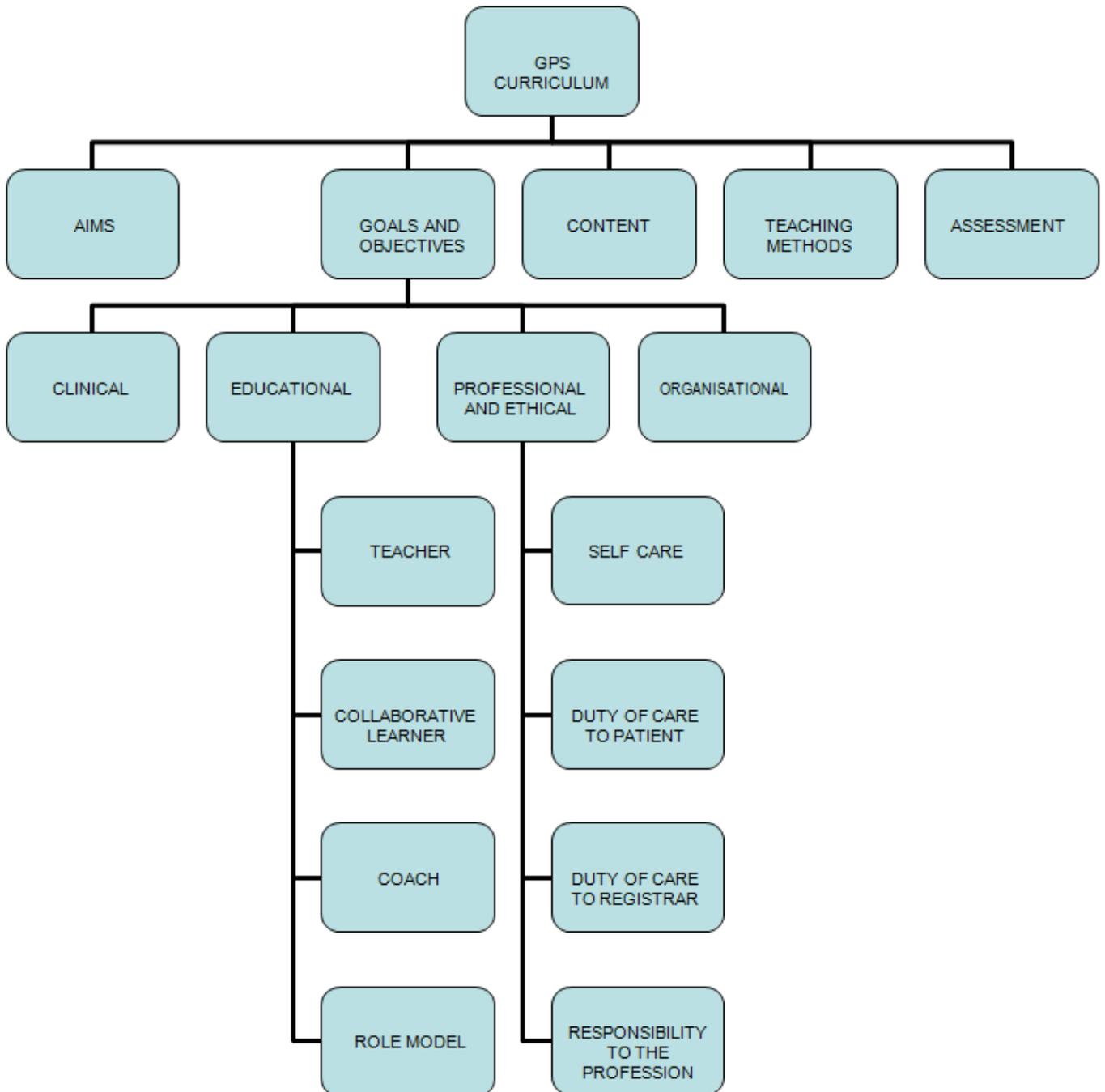
- Self care
- Duty of Care to Patients
- Duty of Care to Registrar
- Responsibility to the Profession

### *Organisational*

<sup>1</sup> KILMINSTER, S.M., JOLLY, B., GRANT, J. & COTTRELL, D. (2000) Good Supervision: Guiding the Clinical Educator of the 21<sup>st</sup> Century (Sheffield, University of Sheffield)

# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

Diagram of Curriculum Framework for GP Supervisors



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## CLINICAL DOMAIN

Clinical competence as a General Practitioner is a pre-requisite for GP Supervisors. This is recognised in both RACGP and ACRRM standards for training posts where Supervisors are required to have at least 4 years experience and to have recognised clinical competence before they can be accredited as a GP Supervisor.

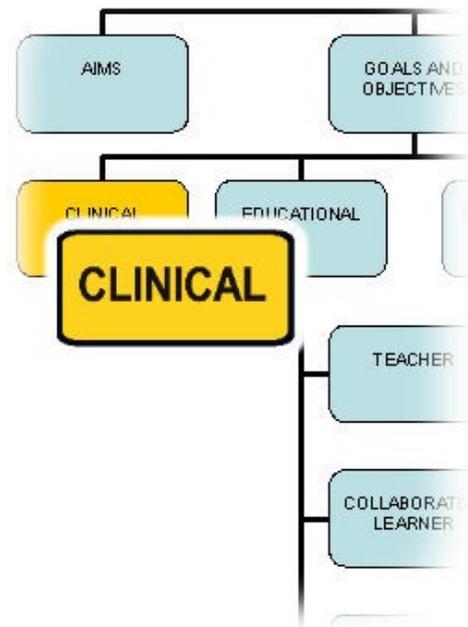
Some increased clinical skills may be needed to be a GP Supervisor. These additional skills are likely to be context dependent.

There are strong parallels between the doctor-patient relationship and the teacher-learner relationship. The reflective GP Supervisor will incorporate their experience as a teacher into their clinical practice. For example they will establish the learning needs of their patients and assess their patients understanding of what they have been taught.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Is a clinically competent General Practitioner Has 4 years experience in General Practice
- Has additional clinical skills required to meet the particular needs of the practice population
- Uses educational skills in their clinical practice.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## EDUCATIONAL DOMAIN

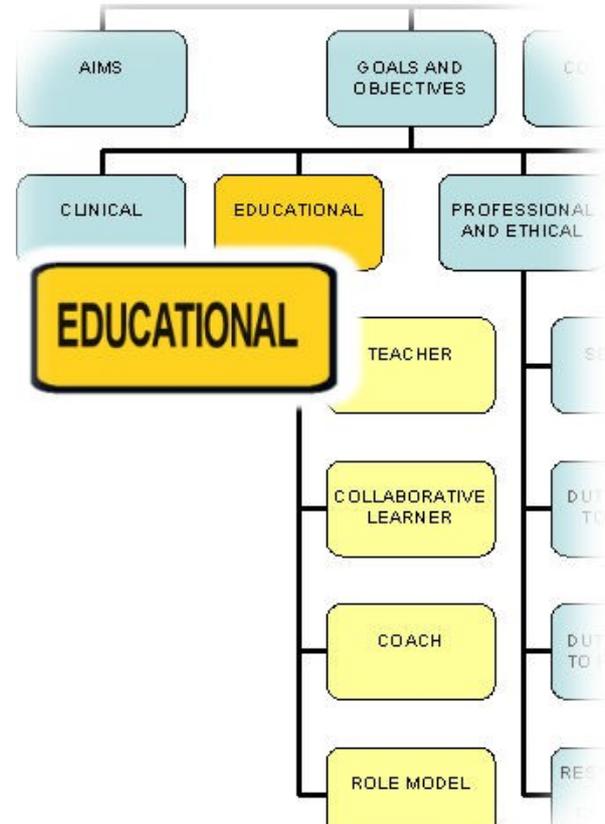
To recognise that GP Supervisors are “educators” is to acknowledge the breadth of their teaching role.

An educator is one who raises or trains a student as well as one who draws out innate abilities and expands horizons. An educator is a *teacher, collaborative learner, coach and role model*.

As an educator, the GP Supervisor shares experience, facilitates learning, maximises performance and assists the development of expertise. The GP Supervisor has a plan but is able to respond to the teachable moment.

The Educator domain is divided into four components:

- Teacher
- Collaborative Learner
- Coach
- Role Model



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## EDUCATOR DOMAIN

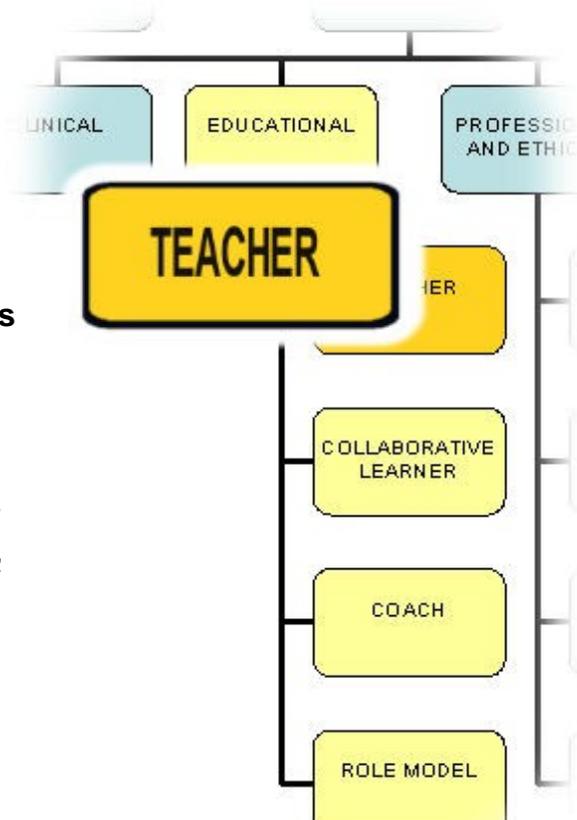
### Teacher

As a teacher, the effective GP Supervisor is always mindful of the Registrar's needs and the relevance of the learning to General Practice.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Uses multiple techniques for teaching Plans and structures learning episodes
- Maximises the impact of opportunistic learning
- Frames knowledge and skills in the context of general practice Teaches in response to the Registrar's learning needs
- Utilises case based teaching
- Shares relevant experience and expertise Teaches clinical skills including procedures.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## EDUCATOR DOMAIN

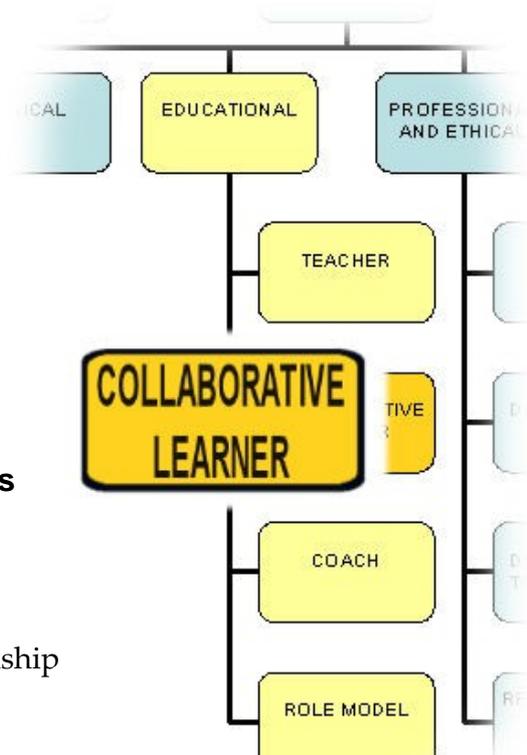
### Collaborative learner

In learning collaboratively the GP Supervisor is modelling life-long learning. The GP Supervisor is willing to be questioned as well as to question, to be observed as well as to observe.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Develops an effective learning relationship with the GP Registrar
- Provides a collegiate atmosphere for learning
- Uses questions to identify the learning need
- Facilitates access to relevant resources
- Is competent in the critical appraisal of literature and the use of guidelines
- Is able, with the Registrar, to incorporate discovered knowledge, skills and values into clinical practice
- Is aware of:
  - Theoretical basis of General Practice including consultation skills
  - Evidence Based Medicine
  - Learning Theory
    - Research in General Practice.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## EDUCATOR DOMAIN

### Coach

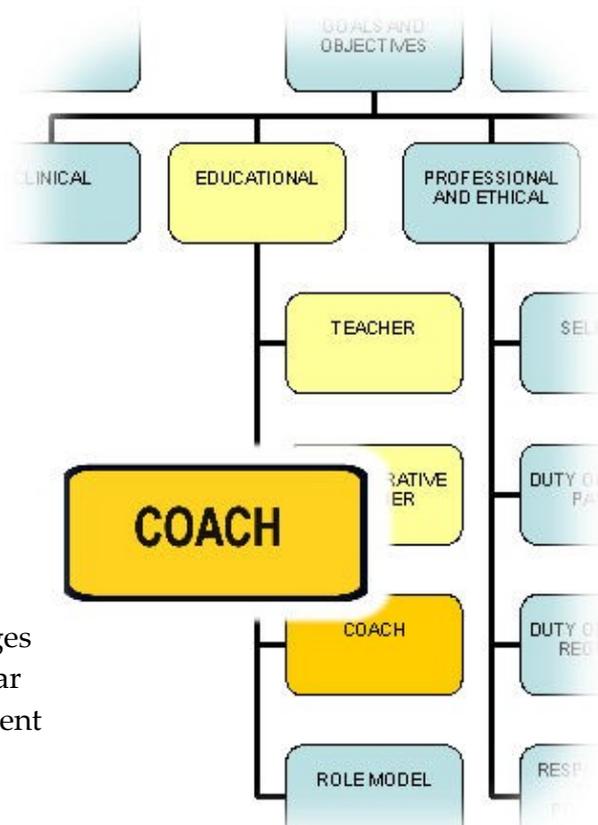
It is particularly as “coach” that the GP Supervisor can maximise the impact of supervision.

The micro skills of coaching include observation, appraisal, feedback, questioning to stimulate learning and the management of change.

Coaching is an intricate and complex process that is more than the sum of these parts. Other parameters have to be taken into account:

- Expertise is not acquired via a predictable progression through stages of development. Learning is not linear and every Registrar will take a different route to competence.
- The goal of assisting the Registrar to become a competent GP is intrinsic to the coaching process. A coach is more than a facilitator of learning. A coach is a guide, helping the Registrar to develop important skills and to avoid common pitfalls.
- Social and interpersonal factors impact upon the coaching process. Both coach and learner bring their expectations of behaviour as well as their past experiences to the interaction.

As a consequence coaching is flexible and adaptive. The coach needs to have a plan but be able to respond dynamically and creatively to changing circumstances. The astute coach chooses the right question; knows when to support and when to challenge.



# **CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS**

## **Knowledge, Skills, Values and Attributes**

### ***The Supervisor***

- Observes and analyses the GP Registrar's consultations Provides feedback that is learner-centred and balanced Asks the right questions
- Assists the Registrar to incorporate change
- Monitors and appraises GP Registrar performance Guides the Registrar towards competence
- Alters coaching style in response to the Registrar's development and learning style.

# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## EDUCATOR DOMAIN

### Role Model

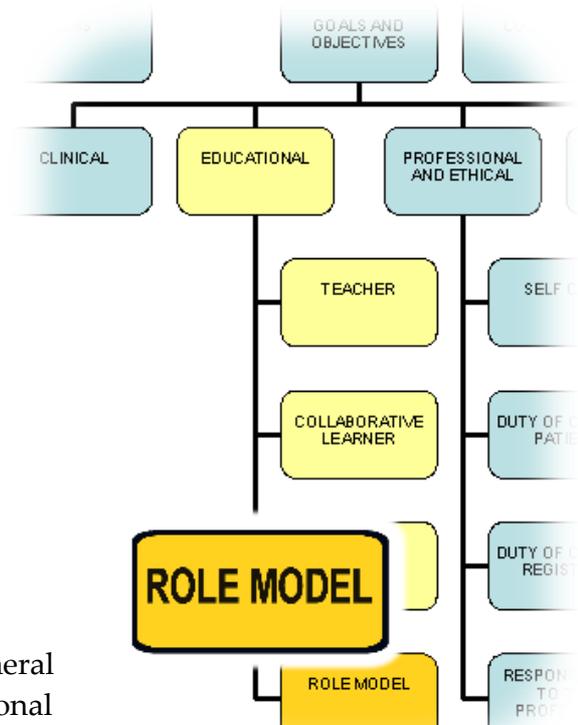
GP Supervisors are role models in their personal, professional and educational lives.

The educational impact of modelling is often underestimated. We are most aware of the impact of modelling when it fails, for example when the Supervisor's behaviour diverges from what has been taught at other times.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Is a reflective practitioner
- Has enthusiasm for the discipline of General Practice Demonstrates educational, personal and professional integrity Is cognisant of being observed
- Reveals the thoughts and processes underlying their actions Is able to discuss their variance from the expected role.



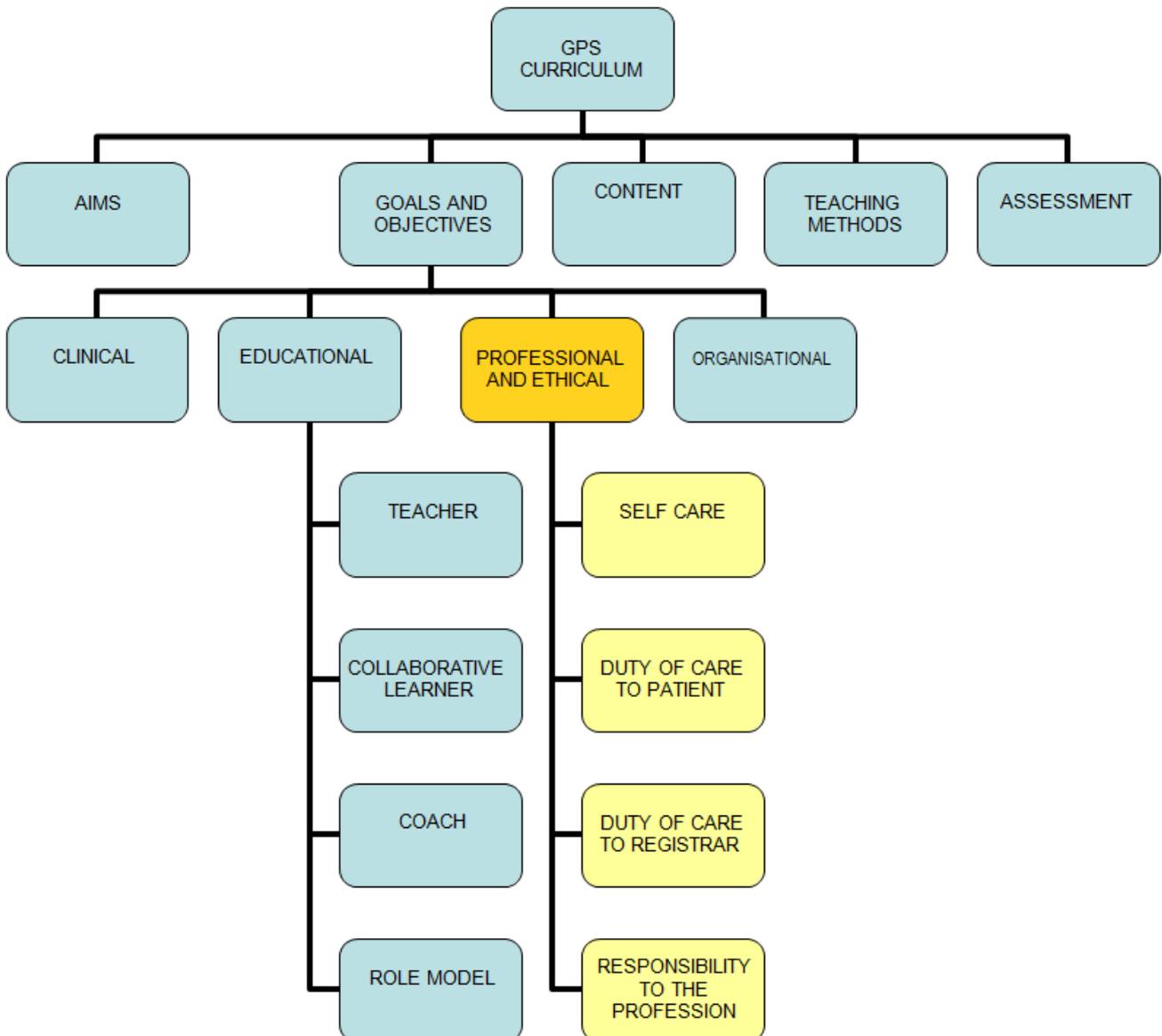
# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## PROFESSIONAL AND ETHICAL DOMAIN

The elements of the professional and ethical domain are divided into:

- Self-care
- Duty of care to patients
- Duty of care to Registrar
- Responsibility to the profession.

Sometimes these professional and ethical requirements are competing.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## PROFESSIONAL AND ETHICAL DOMAIN

### Self-care

The knowledge, skills, values and attributes in self-care are pre-requisite for GP Supervisors. Self-care is included in the curricula of both ACRRM and RACGP.

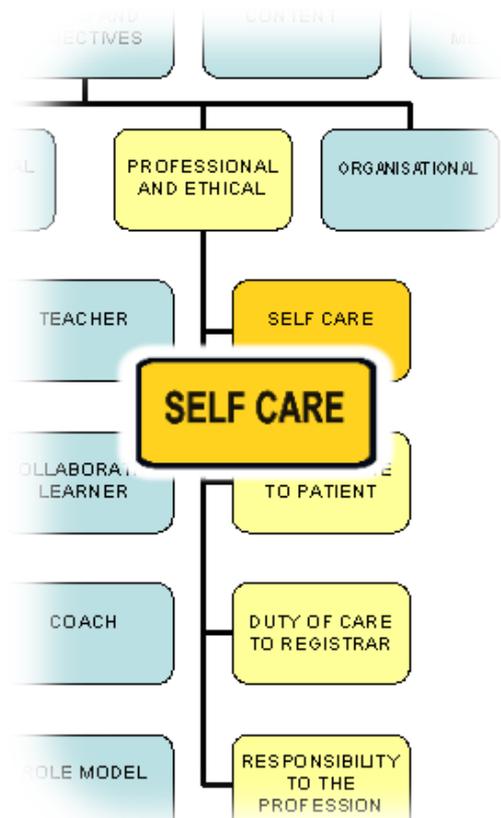
Being a Supervisor can be a component of self-care. Teaching provides variety to the work of a General Practitioner. Teaching is an altruistic vocation. There are also many personal benefits in teaching.

There is considerable satisfaction in watching a junior colleague develop. In the close relationship between Supervisor and Registrar the receptive Supervisor is supported by and learns from the Registrar.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Maintains a balance between work and life Practises in a sustainable way.
- Has the capacity for self-reflection and change.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## PROFESSIONAL AND ETHICAL DOMAIN

### Duty of Care to Patients

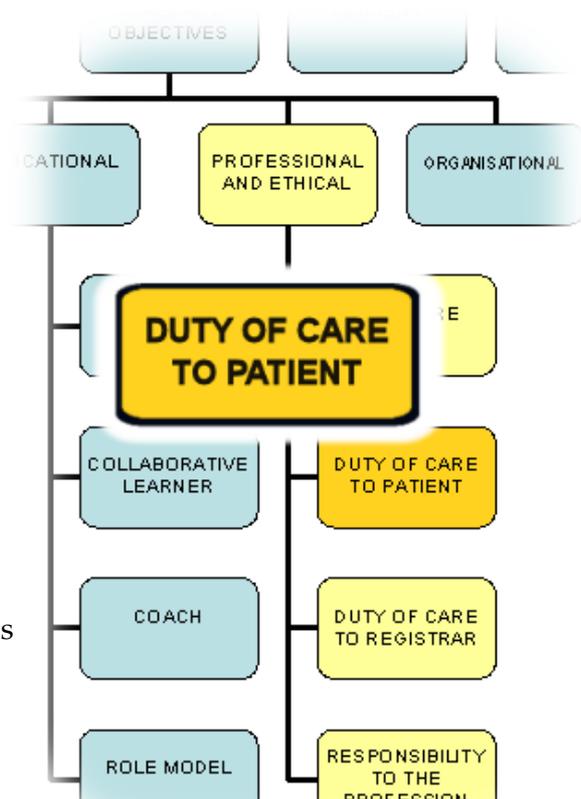
The Supervisor shares with the Registrar a responsibility for the care of the Registrar's patients. As training progresses and the competency of the Registrar increases, there is devolution of this responsibility from Supervisor to Registrar.

It is equally important that the care of the Supervisor's own patients is not adversely impacted by the teaching role.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Monitors the care of the Registrar's patients  
Includes preventative risk management strategies
- Ensures that possible adverse patient outcomes are addressed
- Appraises the Registrar's ability to self-monitor
- Identifies the Registrar with serious deficiencies in competency and notifies the Regional Training Provider.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## PROFESSIONAL AND ETHICAL DOMAIN

### Duty of Care to Registrar

The GP Supervisor has a responsibility to the Registrar to optimise educational and career outcomes and to provide a safe workplace.

By fulfilling this duty of care to the Registrar, the Supervisor will be a mentor for the Registrar.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Is concerned for the Registrar's well-being
- Has empathy with the Registrar's circumstance
- Advocates for and supports the Registrar with patients, the practice and the wider professional community
- Fosters inclusion of the Registrar within the fabric of the practice
- Respects difference and diversity of Registrars.
- Provides latitude to enable the Registrar to establish own style and practice Treats the Registrar as a colleague
- Facilitates the establishment of a network of colleagues for the Registrar
- Assists the Registrar to prepare for external assessment such as the FACCRM and FRACGP examinations.
- Recognises and respects the relationship boundaries between Supervisor and Registrar



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## PROFESSIONAL AND ETHICAL DOMAIN

### Responsibility to the Profession

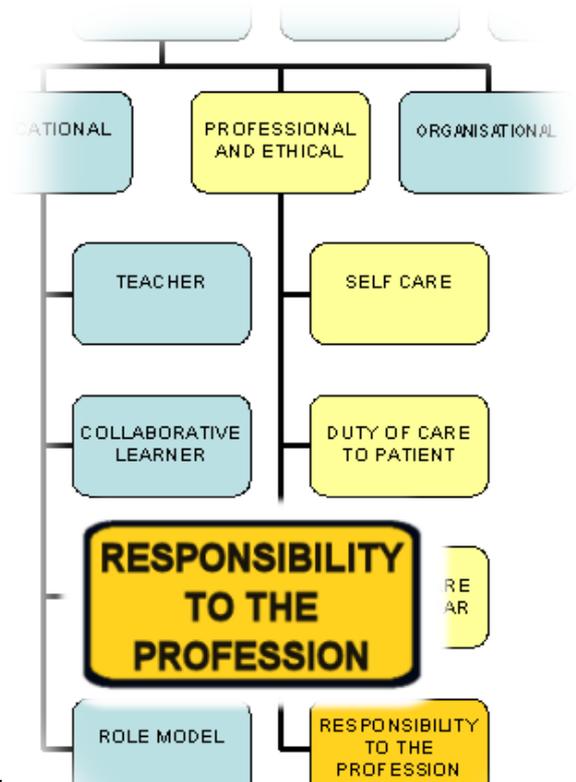
GP Supervisors are leaders within the General Practice profession and are best placed to uphold the standards of the profession.

By assisting GP Registrars to become competent General Practitioners, GP Supervisors are ensuring the standing of the profession as well as the health of the wider community.

### Knowledge, Skills, Values and Attributes

#### *The Supervisor*

- Participates in ongoing professional development as a teacher
- Is a leader and advocate for General Practice and for GP Supervisors Has enthusiasm for the discipline of General Practice.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## ORGANISATIONAL DOMAIN

The GP Supervisor must be organised to meet the specific requirements of the Registrar, the practice and the Australian General Practice Training Program.

The GP Supervisor who fails in meeting these organisational requirements may compromise the educational outcomes for the Registrar.

### Knowledge, Skills, Values and Attributes



### *The Supervisor:*

- Orientates the Registrar to the practice Provides an effective learning environment Ensures protected teaching occurs
- Provides formative assessment to the Registrar
- Works as part of an educational team with other Supervisors and Medical Educators Manages critical incidents
- Has negotiation and conflict resolution skills
- Abides by the relevant employment requirements and is an exemplary employer
- Is versant with standards and requirements of Colleges, Regional Training Providers and GPET.

# **CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS**

## **Summary of Goals and Objectives**

### **Clinical Domain**

- Is a clinically competent General Practitioner Has 4 years experience in General Practice
- Has additional clinical skills required to meet the particular needs of the practice population
- Uses educational skills in their clinical practice.

### **Educational Domain**

#### ***Teacher***

- Uses multiple techniques for teaching Plans and structures learning episodes
- Maximises the impact of opportunistic learning
- Frames knowledge and skills in the context of general practice Teaches in response to the Registrar's learning needs
- Utilises case based teaching
- Shares relevant experience and expertise Teaches clinical skills including procedures.

#### ***Collaborative Learner***

- Develops an effective learning relationship with the GP Registrar Provides a collegiate atmosphere for learning
- Uses questions to identify the learning need Facilitates access to relevant resources
- Is competent in the critical appraisal of literature and the use of guidelines
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- Is aware of:
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# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## ***Coach***

*Observes and analyses the GP Registrar's consultations*

- Provides feedback that is learner-centred and balanced Asks the right questions
- Assists the Registrar to incorporate change Monitors and appraises GP Registrar performance Guides the Registrar towards competence
- Alters coaching style in response to the Registrar's development and learning style.

## ***Role Model***

Is a reflective practitioner

- Has enthusiasm for the discipline of General Practice Demonstrates educational, personal and professional integrity Is cognisant of being observed
- Reveals the thoughts and processes underlying their actions Is able to discuss their variance from the expected role.

## **Professional and Ethical Domain**

### ***Self Care***

Maintains a balance between work and life

- Practises in a sustainable way.
- Has the capacity for self-reflection and change.

### ***Duty of Care to Patients***

- Monitors the care of the Registrar's patients
- Includes preventative risk management strategies
- Ensures that possible adverse patient outcomes are addressed Appraises the Registrar's ability to self-monitor
- Identifies the Registrar with serious deficiencies in competency and notifies the Regional Training Provider.

### ***Duty of Care to Registrar***

- Is concerned for the Registrar's well-being
- Has empathy with the Registrar's circumstance

# **CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS**

- Advocates for and supports the Registrar with patients, the practice and the wider professional community
- Fosters inclusion of the Registrar within the fabric of the practice Respects difference and diversity of Registrars.
- Provides latitude to enable the Registrar to establish own style and practice
- Treats the Registrar as a colleague
- Facilitates the establishment of a network of colleagues for the Registrar
- Assists the Registrar to prepare for external assessment such as the FACCRM and FRACGP examinations.
- Recognises and respects the relationship boundaries between Supervisor and Registrar.

## ***Responsibility to the Profession***

- Participates in ongoing professional development as a teacher
- Is a leader and advocate for General Practice and for GP Supervisors Has enthusiasm for the discipline of General Practice.

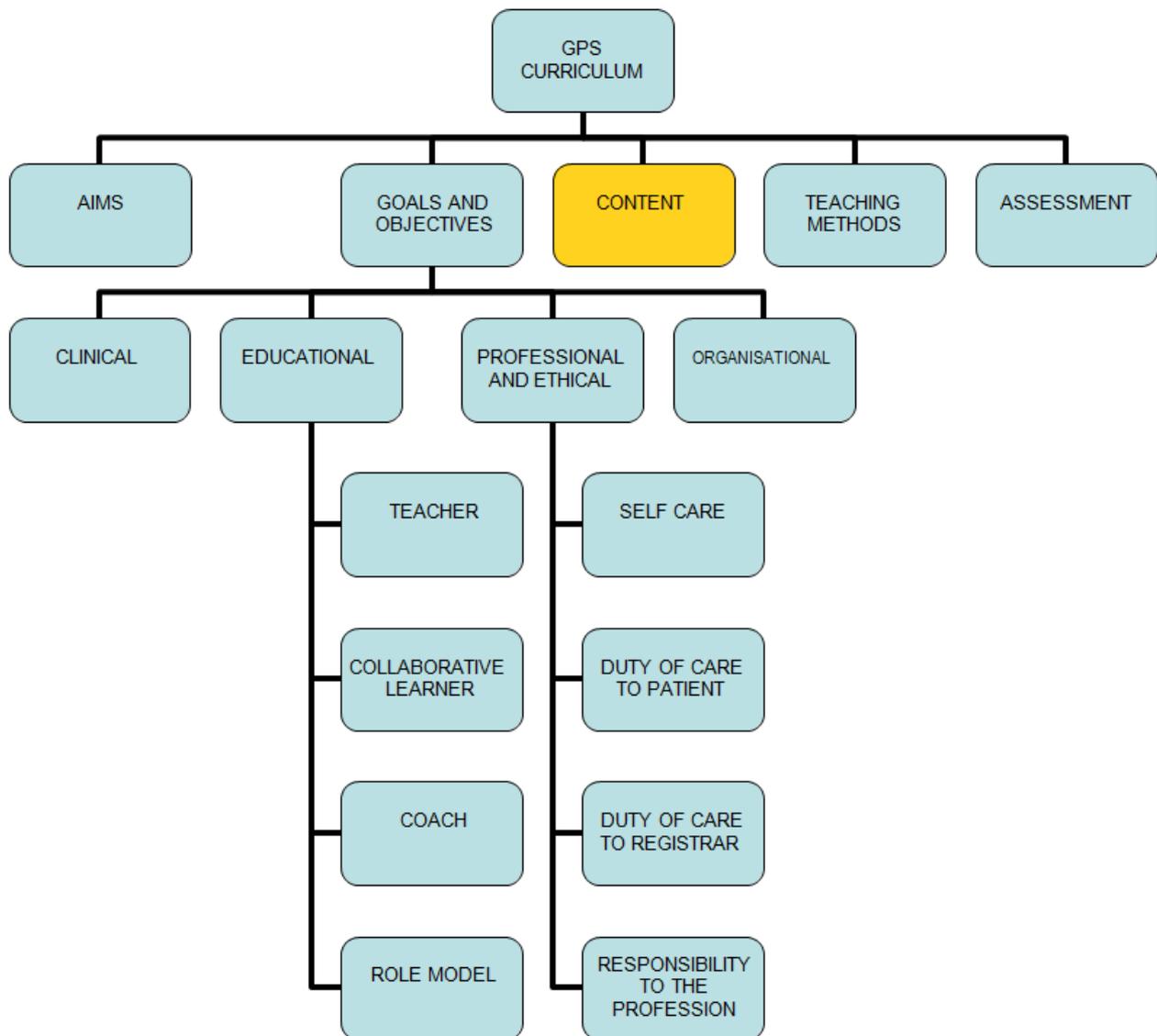
## **Organisational Domain**

- Orientates the Registrar to the practice Provides an effective learning environment Ensures protected teaching occurs
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# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Content

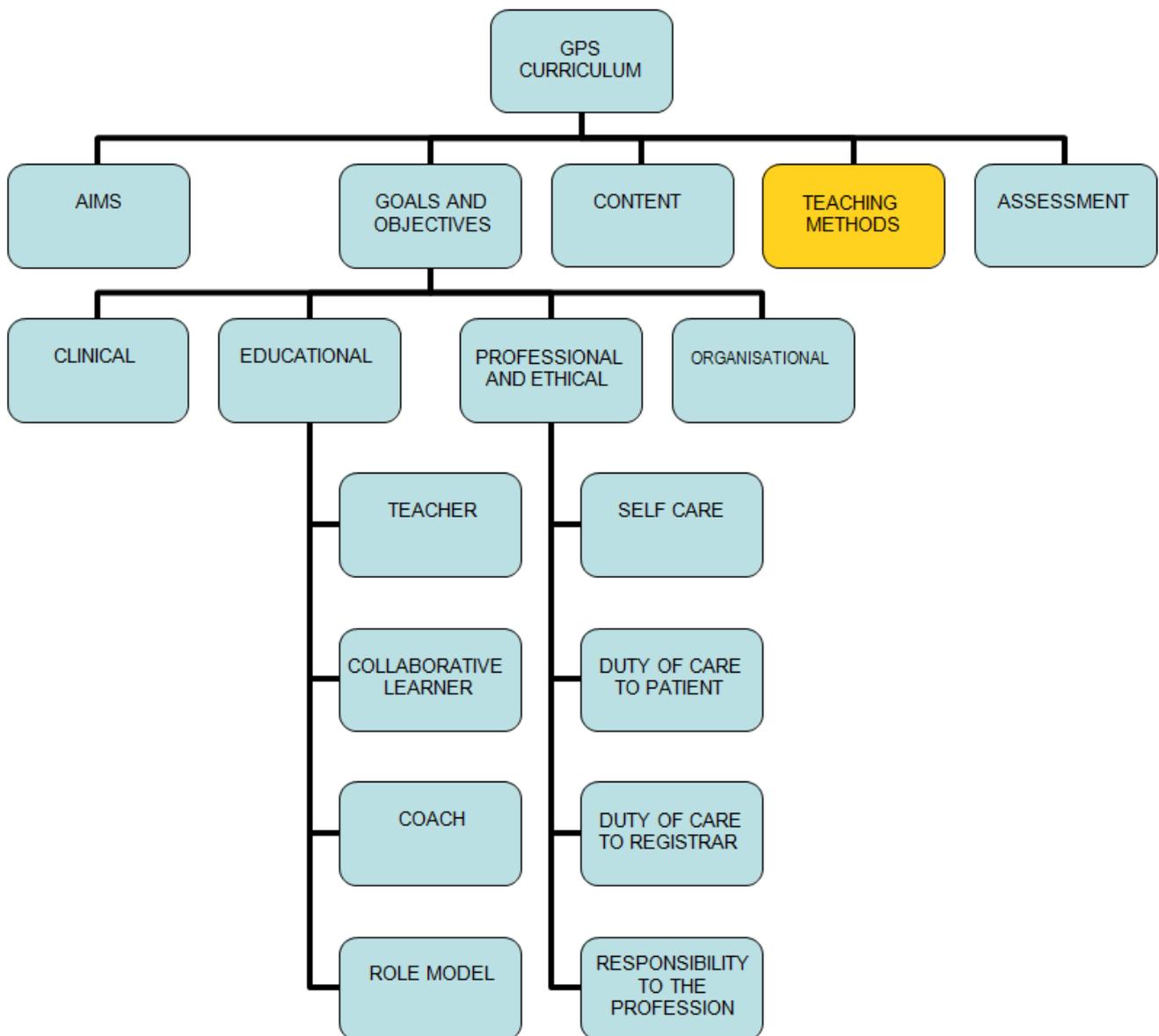
This section of the Curriculum is to be completed by each RTP, taking into account local factors whilst still being directed by the aims, goals and objectives of the Curriculum framework.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Teaching Method

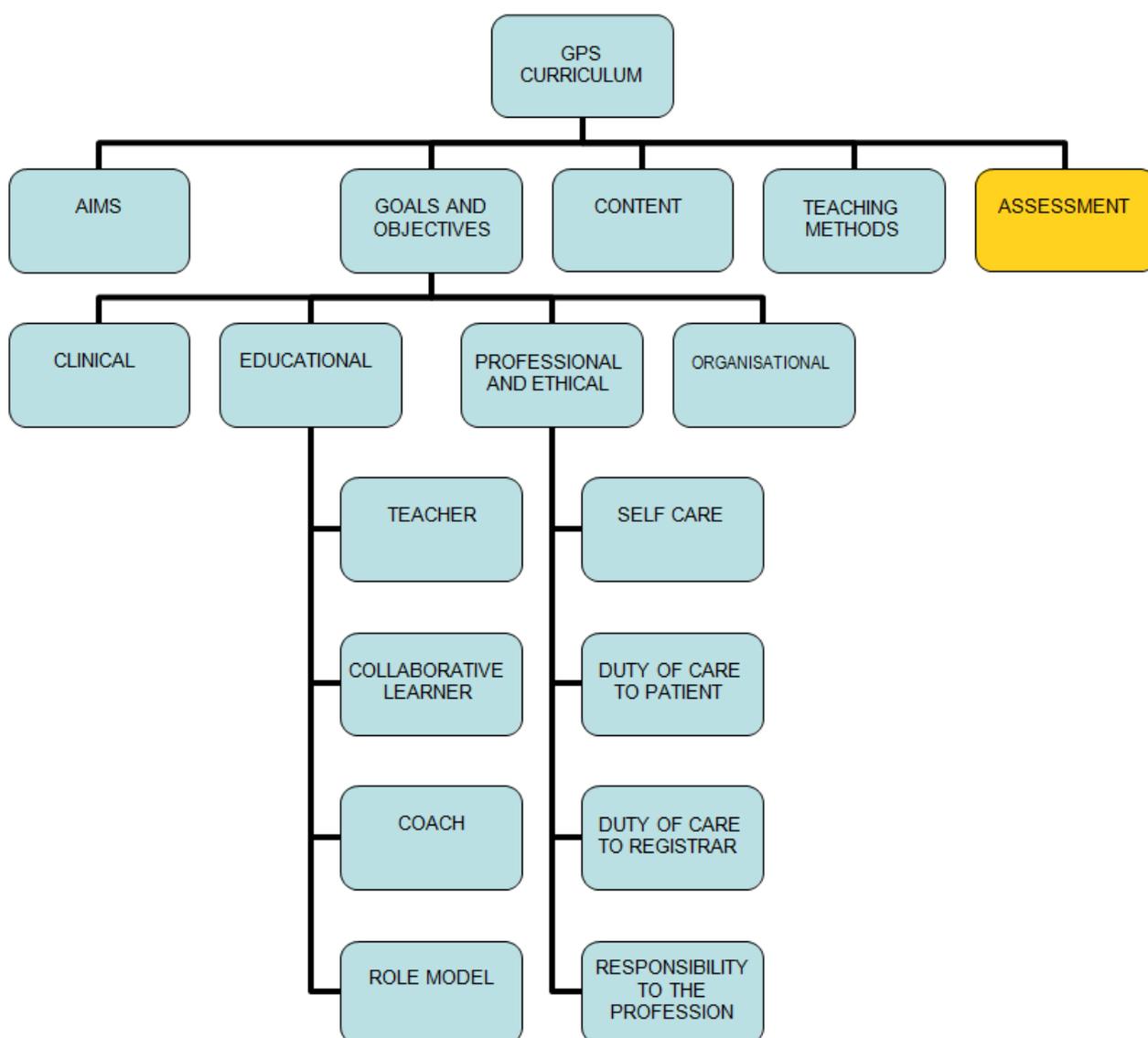
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# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Assessment

This section of the Curriculum is to be completed by each RTP, taking into account local factors whilst still being directed by the aims, goals and objectives of the Curriculum framework.



# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

## Conclusions and Recommendations

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# **CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS**

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# CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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