

Our Supervisors – their experience, skills and perceptions of need of education.

Results of a survey

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Background



2006

- New Supervisor Education Framework and policy

2007

- Survey of Supervisors
 - pre work for Category 1 RACGP activity PLUS
 - Morgan S. 'A balancing act. The role of the general practice trainer' AFP 2005; 34(12): 19-22

Survey Aims



- Present the new framework
- Present Colleges education requirements
- Supervisor feedback
- Identify Supervisor
 - experience
 - self-assessment of level of knowledge and skills
 - likelihood to attend core education and independent activities

Results



Fifty-five (55) Supervisors returned the survey (50%)

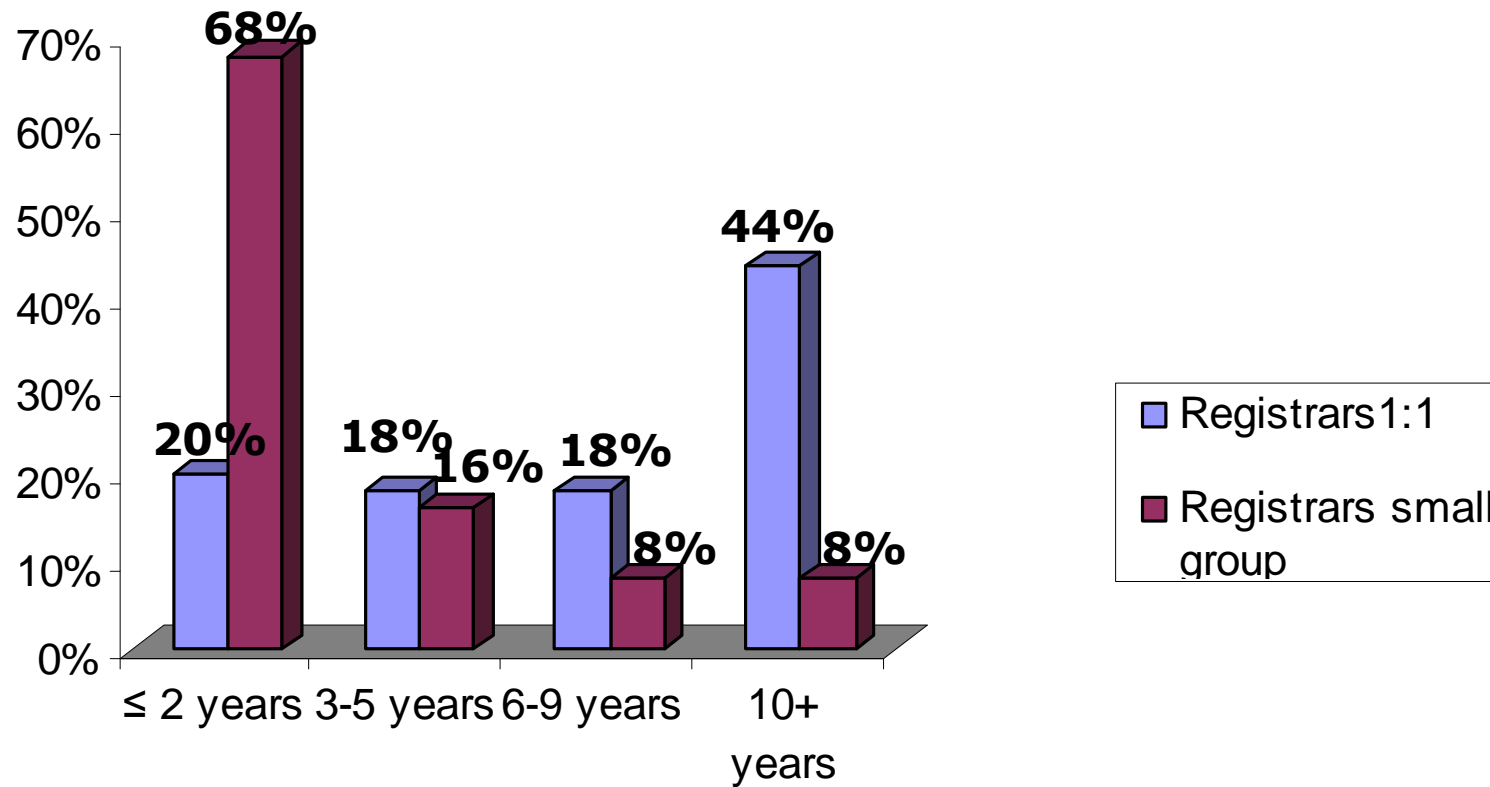
- 78% were male
- 22% were female

- 60% metropolitan/outer metropolitan
- 40% rural

Results



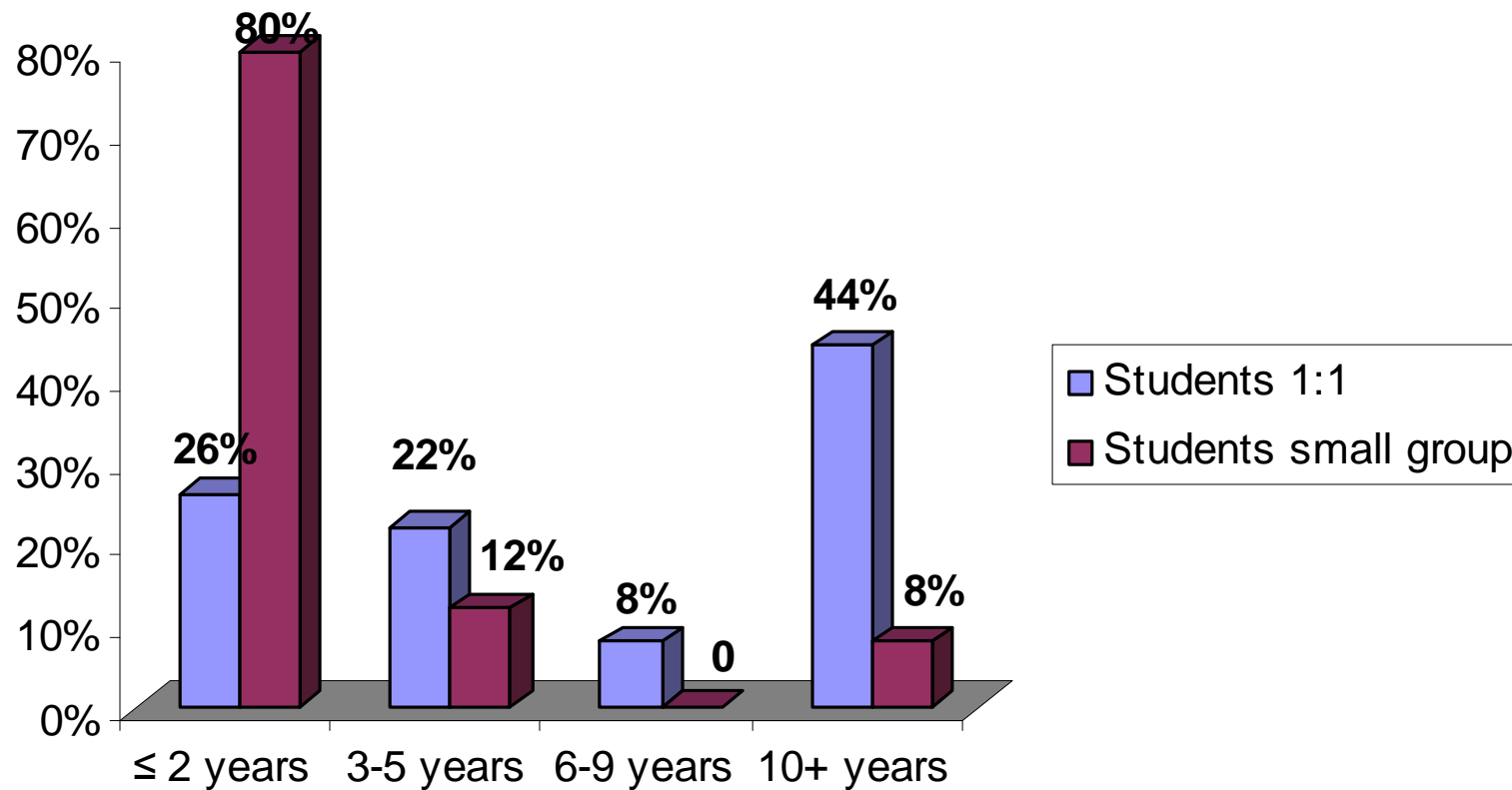
Supervisor experience with registrars



Results



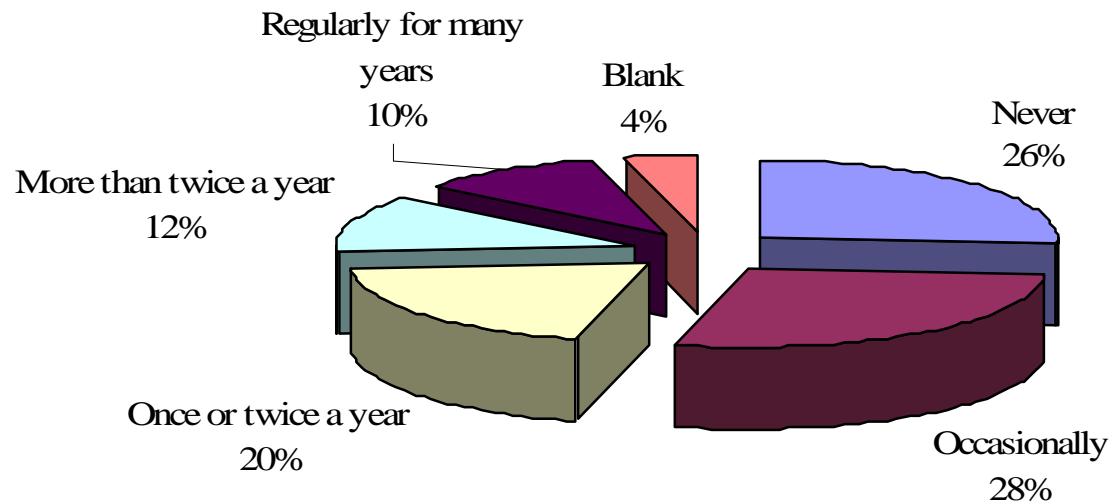
Supervisor experience with students



Results



Supervisor experience with lecturing peers/students/registrars



Results



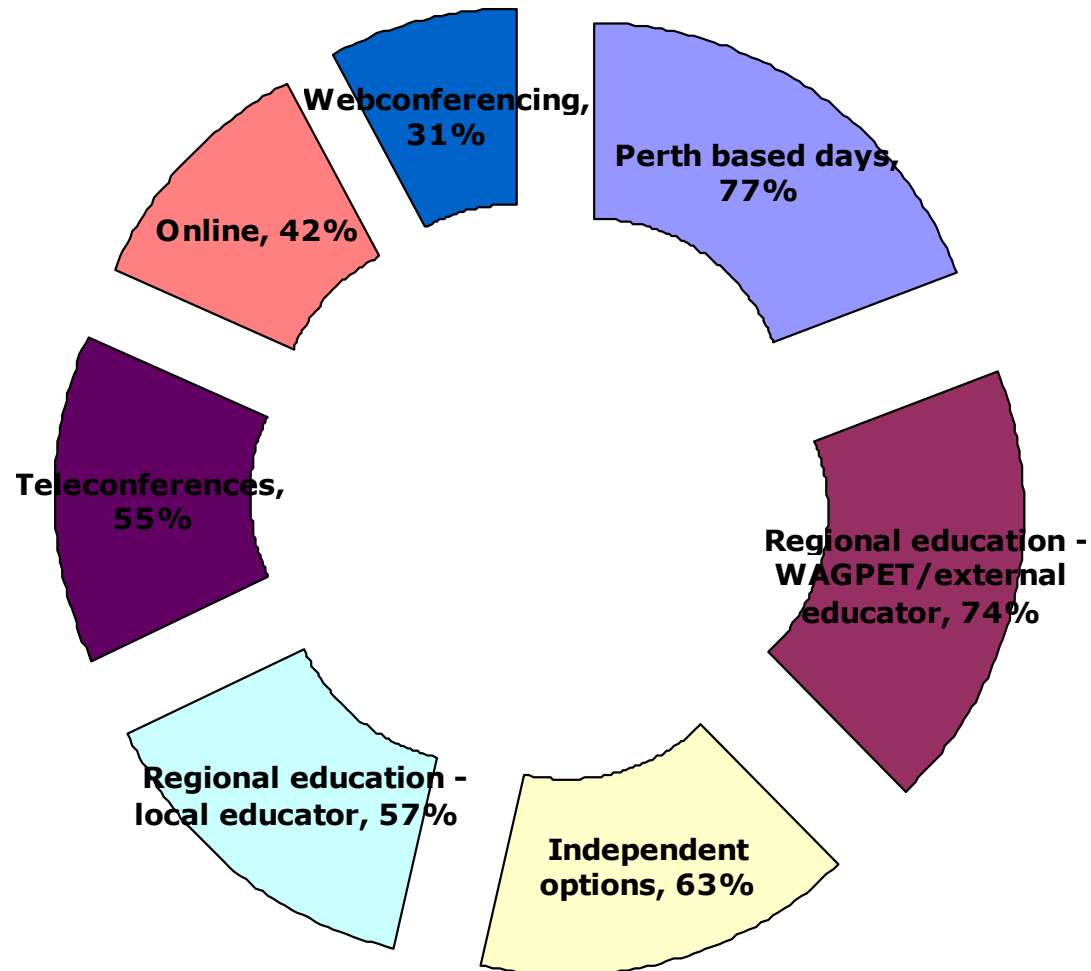
Qualifications

	Number	%
FRACGP	38	76%
Diploma of Obstetrics	27	54%
FACRRM	8	16%
Family planning	7	14%
Diploma of Anaesthetics	6	12%
Grad Dip Family Medicine /Master of General Practice	3	6%
Education (PhD, Masters)	2	4%
Diploma of Child Health	2	4%
Diploma of Tropical Medicine and Hygiene	2	4%

Results



Delivery methods – useful/very useful



Results



Independent options

- Procedural skills upskilling 90%
- GPET conference attendance 77%
- GP Supervisor small group discussion 67%
- External education 66%
 - RACGP facilitator course
 - Level IV Workplace trainer certificate

Results



Independent options

- Online education 45%
- Post Graduate Certificates/Diplomas/Masters 44%
- Structured peer to peer practice visits 44%
- Conference presentation 41%
- Peer education session observation and feedback (1:1 or small group teaching) 40%
- Writing assessment questions 41%
- Peer to peer ECT visits 39%
- Research 27%
- Writing online questions, cases 20%

Results



Core components

Over 50% of Supervisors experienced/very experienced

- orienting the registrar to the practice
- education theory
- philosophy of general practice
- direct observation and feedback
- teaching practical skills
- self care

Results



Core components

60% rated satisfactory or higher

But many still indicated further education

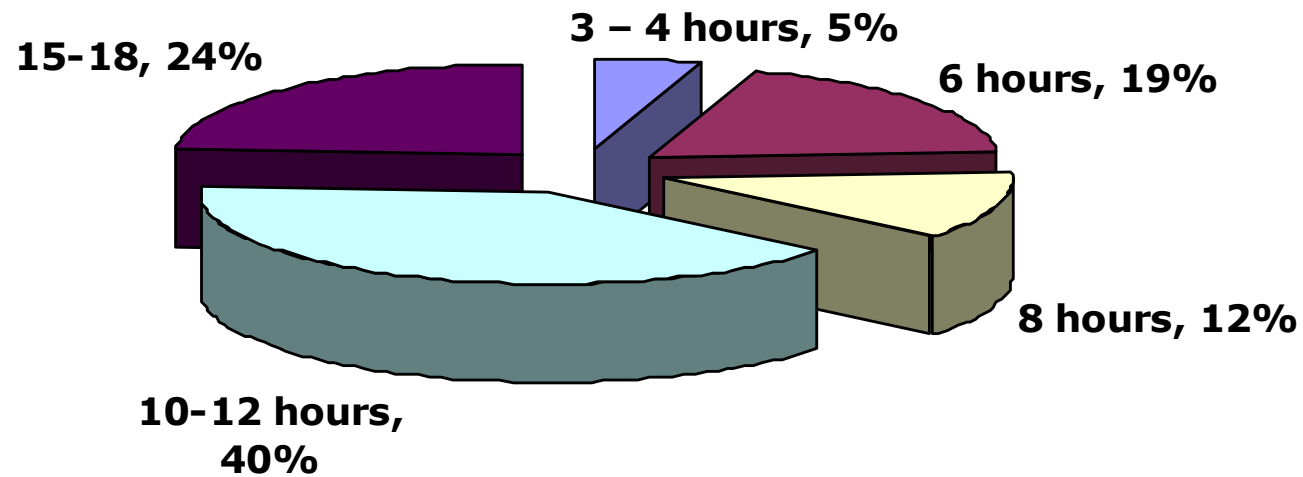
- mentoring skills
- assessment/appraisal
- negotiation/conflict resolution
- the poorly performing registrar
- the registrar at risk
- ethical decision making

Results



Minimum number of hours

- Average 11 hours



Results



Barriers

- Time and work commitments 53%
- Distance 34%
- Having relevant activities for the level of experience 15%
- Family commitments 15%
- Inappropriate workshop times 11%
- Repetitive workshops 9%
- Inadequate reimbursement 6%
- Cover 4%
- Lack of trainee despite requirement 2%
- Inadequate notice of meetings 2%

Discussion



- Bias from high proportion experienced/very experienced
- Breadth and wealth of experience and interest
- Experienced in 1:1 teaching much less experienced in small group teaching

Discussion



- Distance education modes rated poorly compared to face-to-face activities - but were solutions to barriers
- Perth based days were most popular because they are accessible (distance and time effective)
- Continue regionalisation – external versus regional educators

Discussion



Expand and better market independent options

- attendance at Balint training or conferences eg Ozzawa;
- acceptance of
 - examiner training attendance
 - exam question writing
 - other education courses
- development of a Category 1 activity for Supervisors who conduct regional education
- offer Level IV certificate courses
- develop our workshops and teleconferences into online modules
- use of the registrar peer visit/ECTV protocol for Supervisors

Discussion



Annual education requirement

- At least a third of our Supervisors feel it is excessive

Challenge

- provide effective means of education provision eg independent options
- reconsider remuneration.
- Colleges may wish to reconsider ???

Conclusion



Develop Diversity
for a diverse group of Supervisors