



Workshop

Mastering Supervision Challenges

Effective strategies for clinicians supervising doctors who are struggling to attain required training standards.

Target audience

- On-the-job medical teachers
 - Medical supervisors of training
 - Medical mentors and tutors
 - Medical educators
 - Medical administrators
 - Medical Director of Training
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Number of participants

Optimum 7-15
Minimum 5
Maximum 20

Duration

3 hours

Presenter

All presenters of Cognitive Institute workshops are doctors or health professionals who have attained accreditation after undertaking formal communication skills training with the Institute.

Other recommended workshops

Before this workshop:

- Mastering Clinical Supervision or Mastering Clinician Coaching and Feedback

After this workshop:

- Mastering Interviewing Skills
 - Mastering Work/Life Balance
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CME

Refer to College Accreditation and Points Document at www.cognitiveinstitute.org or email enquiries@cognitiveinstitute.org

Format

Workshop with short lectures, reflective exercises, small group facilitated discussions, group activities and rehearsal of skills. Brief didactic presentations will provide the focus for small group sessions in which participants can share experience and pool knowledge, enabling critical comparison of their skills with their peers and peer learning. A case vignette will be used to enable participants to analyze and reflect upon their own skills. The format has been carefully structured to enable a mix of lectures, discussion, critical reflection and skill rehearsal.

Premise

The research suggests that nearly all training programs have trainees who are identified as not reaching their full professional potential by exhibiting inadequacies in one or more of the areas of clinical knowledge, clinical skills or professional attitudes. The reasons for these inadequacies are often multiple. These trainees require remedial action on the part of their supervisors, but many supervisors find managing this remediation difficult. A framework for diagnosis and management is presented that provides a structure to assist the supervisor in this role. Appropriate interventions by supervisors have been reported in the literature as being effective.





Overview

This is a practical skills development workshop designed for supervisors of trainees to gain skills in managing 'problem trainees' so they are able to reach their full professional potential.

The workshop explores:

- the definition of a 'problem trainee';
- how to diagnose the problem;
- the components of an action plan once the diagnosis is made;
- what factors might contribute to a trainee being a 'problem'; and
- communication skills required when dealing with these trainees.

Being a supervisor of trainees is a rewarding and challenging role. Many clinicians who undertake this role acknowledge teaching to be one of the highlights of their professional career. They occasionally, however, identify a trainee who is not meeting the standards expected of him/her at their current stage of training. This may be in the area of clinical knowledge, skills or professional attitudes. National authorities for the accreditation of training are establishing more clearly their expectations of supervisors and specialty colleges in this difficult situation.

The workshop acknowledges the challenge this situation causes for supervisors and provides a structure for what to do if a problem is brought to their attention. This structure begins with the definition of a 'problem trainee', outlines an action plan which includes making the diagnosis, developing a management plan with appropriate interventions and finally monitoring and evaluation.

The issue of the underperforming trainee versus the 'trainee with a problem' is discussed. Factors that may be contributing to the 'problem' may be system related, supervisor related or personal. There is a tension for the supervisor around his/her role if the trainee's contributory factors are personal. This must be resolved and some strategies are presented.

When communicating about problems with trainees, it is almost inevitable that some resistances will be met by the supervisor. Communication skills to help pre-empt or overcome these resistances are discussed and rehearsed.

Supervisors are encouraged to reflect on strategies and policies, which, if implemented, may reduce the likelihood of problems developing.

Objectives

- To develop an increased awareness of ways a 'problem trainee' might present
- To gain a greater understanding of the role of supervisor with 'problem trainees'
- To increase supervisors' knowledge of a range of effective strategies for managing underperforming trainees
- To increase confidence in managing the underperforming trainee
- To increase awareness of possible preventative strategies
- To consider what communication skills might be required to undertake this role

For information on the Cognitive Institute, presenters and workshops visit www.cognitiveinstitute.org

To book a workshop call Head Office on 61 7 3876 5711
or email enquiries@cognitiveinstitute.org

