

INDIVIDUAL GP ACTIVE LEARNING MODULE Supervision of GP Registrars/ PGPPP

Guiding Information

Please Note: You can lodge one Supervision of GP Registrar/PGPPP ALM application per triennium.

The purpose of this application is to acknowledge GP efforts for the time they spend supervising GP registrars or PGPPP. The QA&CPD Program have purposefully designed this application into various sections which documents the learning process in accordance to the educational principles that underpin the current 2008-2010 QA&CPD Program requirements. Some sections of this document are already completed, such as the "Define your personal needs" section. The QA&CPD Program already understands the needs for the GP completing this form. GPs need only read this section and do further reading, if required. Examples are also included to guide GPs in answering each section of the application.

Below you will find a detailed description of each section of the application. Please refer to the QA&CPD Program Handbook 2008-2010 triennium.

Step 1- Before Supervision

a) Define your personal needs.

The needs assessment is a brief, referenced argument as to why the topic chosen is an important clinical practice area for you. The RACGP QA&CPD Program in this case have researched and presented the arguments as to why there is a need for supervising GP registrars/ PGPPP. Please read this section in order to clearly state your personal learning objectives. References are included for further reading if you require it.

b) Set personal learning objectives

- i) Your learning objectives cover questions related to what do you want to know, change, understand better, develop more confidence in, develop skills in once the ALM has been completed. Objectives need to be measurable therefore when constructing learning objectives they need to start with a verb
(E.g. recognise, demonstrate, analyse, improve, identify etc)
- ii) You are also required to develop a learning objective that addresses patient safety. You need to consider how the ALM will assist you to implement change in your practice in a reliable way.

Example : An Individual GP ALM on Cultural issues in diagnosing malaria found in the **QA&CPD Program handbook on page 27**, one GP developed a question card for refugee patients after completing an ALM on cultural issues in diagnosing malaria. His personal learning objective for this activity which addressed patient safety was: 'Develop tools and systems to be used at initial refugee consultation to assist identification of parasite contact'.

Step 2- The Supervision process

a) In the space provided in the form, outline your planning, teaching and the evaluation process undertaken. Use the questions provided only as a guide.

b) Include a learning program. *Trainer must provide a planned educational program. This should include teaching and discussion with the GP registrar /PGPPP ALM requirements for the 2008-2010 triennium require the activity to be 6 hours in duration and two thirds interactive. Interactive activities include case studies, discussions, consultations etc.*

c) In all activities approved by the QA&CPD Program a patient safety feature needs to be included as part of the 2008-2010 QA&CPD Program requirements. What have you made sure to cover with your GP registrar/ PGPPP in order to reliably care for patients in the future. For further resources please visit:

<http://www.racgp.org.au/safety/thinkingsafety>

d) How did you assist the GP registrar/ PGPPP to meet their learning objectives?

e) Reflect on how you think the student received your teaching. Do you think they understood ?

The answer that you provided in question 2 d) should assist you in answering in this question.

Step 3- After Supervision

a) Document the key learning you acquired from your supervision. With every GP Registrar/ PGPPP you are dealing with different learning capabilities for each individual. You may have adjusted your supervision to suit different learning styles.

b) In this section you state your individual learning objectives, as in step 1 b), and rate to what degree your learning objectives were met using the Likert scale provided. You are also provided the opportunity to comment.

c) Describe the follow up action you plan to take as a result of this ALM. Any change in your clinical practice and/or practice systems that will reliably improve GP registrar/ PGPPP supervision.

d) Sign the and the Declaration section.

Complete and submit the attached form to your state QA&CPD unit for adjudication of your ALM and for allocation of your 40 category 1 points.



Quality Assurance & Continuing Professional Development 2008–2010 Triennium

**INDIVIDUAL GP ACTIVE LEARNING MODULE
Supervision of GP Registrars/ PGPPP
Application**



Please allow 6 weeks for the adjudication process. *Please refer to the guiding information that accompanies this application: www.racgp.org.au/QACPD. GPs should keep a copy of this application for their own records and for the RACGP review process. This form is available from the RACGP web site. Please complete all sections of this form and submit to your state QA&CPD Unit, **incomplete forms will not be adjudicated**. Computer generated forms and attachments are desirable.*

Please Note: You may only lodge one Supervision of GP Registrar/PGPPP ALM per triennium.

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|---|--|--|---|---|
| Name: | | | | |
| RACGP QA&CPD number: | | | | |
| Phone: | | Email: | | |
| Please indicate the theme of ALM: <i>Supervision of Registrars</i> <input type="checkbox"/> | | | | |
| <i>Supervision of PGPPP</i> <input type="checkbox"/> | | | | |
| Total hours of the educational component of the module <i>(nb: should be 6 hrs minimum)</i> | | Total hours: | | Weeks: |
| Which Regional Training Provider are you associated with? | | | | |
| Select the level of expertise of registrar or PGPPP | | Registrar: GPT1 <input type="checkbox"/> GPT 2 <input type="checkbox"/> | | |
| | | PGPPP: PGY1 <input type="checkbox"/> PGY2 <input type="checkbox"/> PGY3 <input type="checkbox"/> | | |
| Select the domains of general practice you have covered | | <input type="checkbox"/> Communication skills | <input type="checkbox"/> Professional knowledge | <input type="checkbox"/> Population health |
| | | <input type="checkbox"/> Professional & ethical role | <input type="checkbox"/> Organisational & legal issues | |

Step 1- Before Supervision

a) Needs Assessment

Please read this section before you continue on to write your learning objectives.

Under the AGPT guidelines, GP supervisors are required to have at least 4 years practical experience and to have the additional clinical skills required to meet the particular needs of their practice population. It is important for supervisors to have a solid background in order to confidently guide and assist the registrar to prepare for FRACGP or FACCRM examinations¹. GP supervisors need to be able to engage registrars in their learning in an active way, using relevant problems and group interaction, setting clear goals and objectives.

Research has suggested that placements that do not provide positive medical experiences for prevocational doctors are a real turn off for prospective GPs². It is therefore important that GP supervisors provide high quality training placements, incorporating positive and meaningful experiences for students and prevocational doctors, in order to make general practice an increasingly popular career choice, as highlighted by the GPET chair Associate Professor Simon Wilcock in a media release dated 5 January 2009 <http://www.agpt.com.au/NewEvents/Media/>.

In line with *RACGP Curriculum for GPs as teachers and mentors*³, teaching and mentoring requires a degree of sharing of the teacher's clinical expertise. This requires good communication skills to make certain the messages are heard. Receiving feedback from the registrar you are supervising is an important part of this learning process.. Listening to the learner's needs ensures that teaching occurs at the appropriate level and in the appropriate context. Reflection and discussion is also an important tool in general practice in order to improve teaching outcomes in the future.

In conclusion, a record number of doctors have applied for the 2009 intake of the Australian General Practice Training Program, making it highly likely all 600 available places will be filled⁴. It is therefore important that GP supervisors are organised and prepared to meet the specific requirements of the Registrar, the practice and the Australian General Practice Training Program. This ALM provides evidence of RACGP's efforts in providing professional development opportunities to GP teachers/supervisors.

¹Dr Gerard, Ingham "AGPT Curriculum Framework for General Practice Supervisors" Accessed via VIC Felix RTP website, March 2009.

²GP Placements Key to Growing Workforce, AGPT Media Release 5 January 2009

³The RACGP Curriculum for Australian General Practice, "GPs as teachers and mentors" RACGP 2007

⁴Record Applications for GP Training in 2009, AGPT Media Release 30 June 2008

b) Learning objectives

Outline your personal learning objectives for effective clinical supervision including at least one learning objective that addresses a patient safety issue related to clinical supervision

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Step 2- The Supervision Process

a) Outline the planning, teaching and evaluation process undertaken

Guiding Questions:

- Describe the orientation and briefing which was provided for the GP registrar/ PGPPP
- Describe the educational resources which were made available (access to online medical journals, access to gp learning, shared educational program with RTP) other internet sites.
- What teaching skills, techniques and strategies did you use with the GP registrar/ PGPPP? Were they successful? How did you know?
- Did you access evidence based theory via the Cochrane Library, BMJ, National Health and Medical Research Council or other web based resources?
- What text books, articles, and RACGP publications such as *The Standards for general practices* did you use as teaching tools?
- How did you evaluate your own performance as a supervisor? Give examples
- What tasks did you assign the GP registrar/ PGPPP to do?

b) Include the learning program for the GP registrar whilst he/she is at the practice. Please note the program outline must include minimum 6 hours of supervision.

Guiding Questions:

- *Trainer must provide a planned educational program. This should include teaching and discussion with the GP registrar /PGPPP*
- *Practice based teaching*
- *Patient consultation time*

PROGRAM OUTLINE (Activities and timing)

c) Describe a patient safety feature you included in your teaching (eg: errors or near misses). Please refer to the guide for further advice (<http://www.racgp.org.au/safety/thinkingsafety>).

d) How did you assist the GP registrar/ PGPPP in meeting their learning objectives?

e) How did you evaluate the GP registrar's/ PGPPP experience of your supervision?

Step 3- After Supervision

Reflect on your supervision and briefly document the following:

a) The key learning you have acquired through the process of supervising GP registrars/ PGPPP

b) List your learning objectives as documented in the **Before Supervision section** and rate the degree to which you have met your original learning objectives

| Learning objectives | Not met | Partially met | Entirely met |
|---------------------|---------|---------------|--------------|
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Comments (optional):

c) Describe the action you plan to take as a result of this ALM

Back at your practice: *What changes will you make at your practice to improve future GP registrar/ PGPPP placements?*

Follow up education: *What other skills or areas of knowledge do you want to improve or learn in your role as supervisor?*

Declaration

I declare that the information provided in this document is accurate and complete.

I understand that activities allocated points in the QA&CPD Program are monitored randomly to ensure they are conducted in accordance with the application and to evaluate the impact of the adjudication criteria.

Signed:**Date:**