

Structure an in-practice supervision session

Central to the effective clinical, educational and personal development of the GP registrar is provision of high-quality supervision (see figure).

In contrast to ad hoc (corridor) supervision, formal in-practice teaching (supervision) sessions are quarantined and scheduled. They allow for problem case discussion, as well as use of a range of other teaching and formative assessment methods. As well, they provide an opportunity for mentoring, support and feedback on performance.

This 'How to...' resource provides a structure for maximising the value of the formal supervision session. While there are significant overlaps between each area, these broad domains allow review of the most important aspects of registrar development.

Core domains of the in-practice supervision

Clinical issues – patient safety

Educational issues – registrar learning

Personal issues – registrar wellbeing

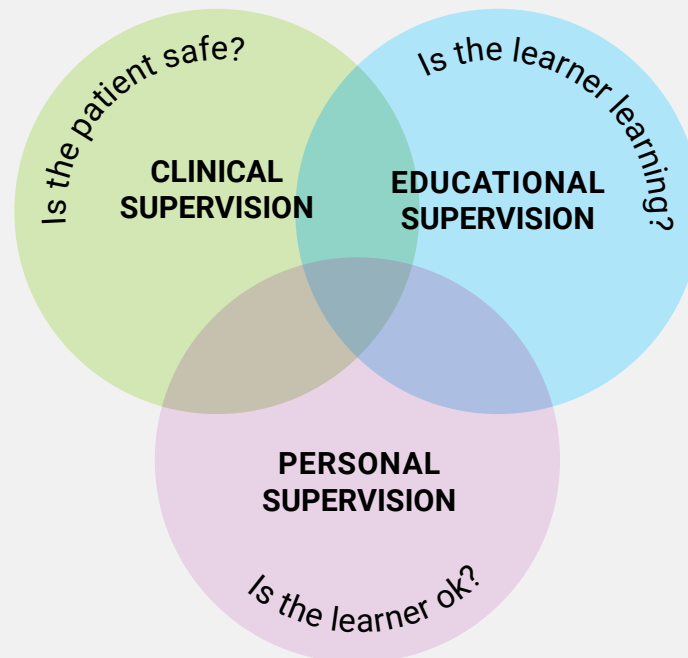
Teaching

Feedback

Reflection

Planning

The intersecting roles of the GP supervisor



Clinical - patients safety	
	- Discuss any potential patient safety issues - Undertake problem case discussion using PQIRST <i>Do you have any difficult patients or clinical concerns?</i> <i>Have you had any near misses or complaints?</i>
TIPS	- Review the clinical supervision plan - Facilitate a blame-free environment for discussion of error - Share your own challenging patients and/or near misses
Educational - registrar learning	
	- Review learning goals from the last supervision session - Review documented learning needs and assist the registrar to re-prioritise <i>What have you learnt since we last met?</i> <i>What are you planning to learn? And how?</i>
TIPS	- Ask the registrar to tell you the most interesting thing they have learnt in the past week - Encourage opportunistic learning with each patient encounter - Focus on non-clinical learning needs as well as clinical issues
Personal - registrar wellbeing	
	- Discuss registrar wellbeing <i>How are you coping?</i>
TIPS	- Normalise stress as part of the role of the GP - Ensure a 'safe' environment for the registrar to speak openly
Teaching	
	Undertake teaching using a variety of methods e.g. DO, RCA, inbox review
TIPS	- Focus on presentations more than conditions 'Ask before tell' - Assess clinical reasoning as you go - Facilitate 'reverse' teaching activities, where the registrar acts as learning facilitator
Feedback	
	- Give feedback on performance - Seek feedback about your own performance
TIPS	- Use a feedback model and follow the rules of feedback - Make feedback part of the educational culture of the practice by undertaking it early and often - Be explicit – 'I want to give you. some feedback'
Reflection	
	Encourage the registrar to self-reflect on their progress
TIPS	- Encourage open, honest self-reflection - Role model reflective practice
Plan	
	Plan future supervision sessions
TIPS	- Document learning goals and teaching methods - Aim for variety and make learning fun