



Curriculum Framework For General Practice Supervisors

Dr Gerard Ingham

Contents

Summary	2
Introduction.....	4
Curriculum Framework	5
Aims.....	6
Goals and Objectives	7
Diagram of Curriculum Framework for GP Supervisors	8
Clinical Domain	9
Educational Domain	10
Teacher	11
Collaborative Learner	12
Coach	13
Role Model	15
Professional and Ethical Domain	16
Self-Care	17
Duty of Care to patients	18
Duty of Care to Registrar.....	19
Responsibility to the Profession	20
Organisational Domain	21
Summary of Goals and Objectives.....	22
Content.....	25
Teaching Methods.....	26
Assessment	27
Conclusions and Recommendations	28

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.

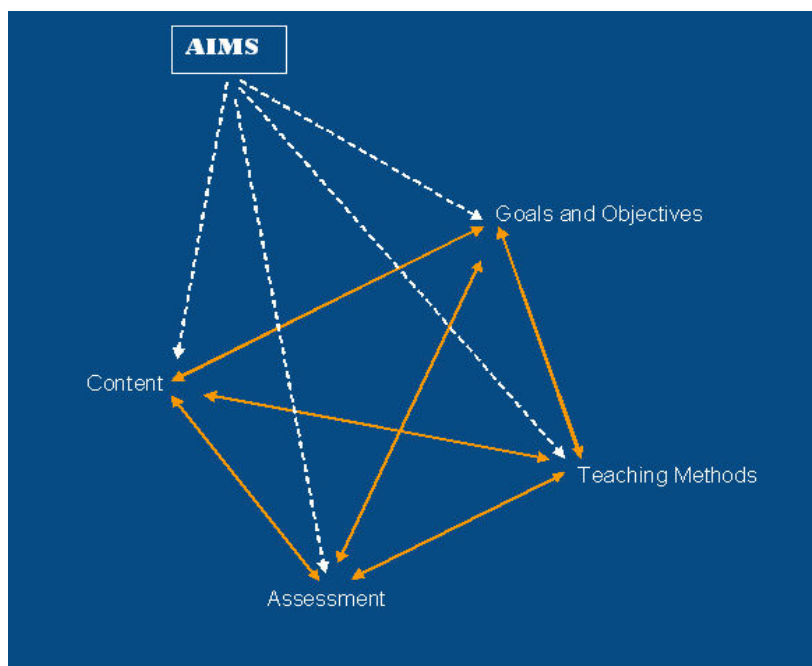
Input and feedback was received from a broader group of GP Supervisors as well as the RACGP and ACRRM. The development of this curriculum framework was funded by General Practice Education and Training (GPET).

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”¹

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

CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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

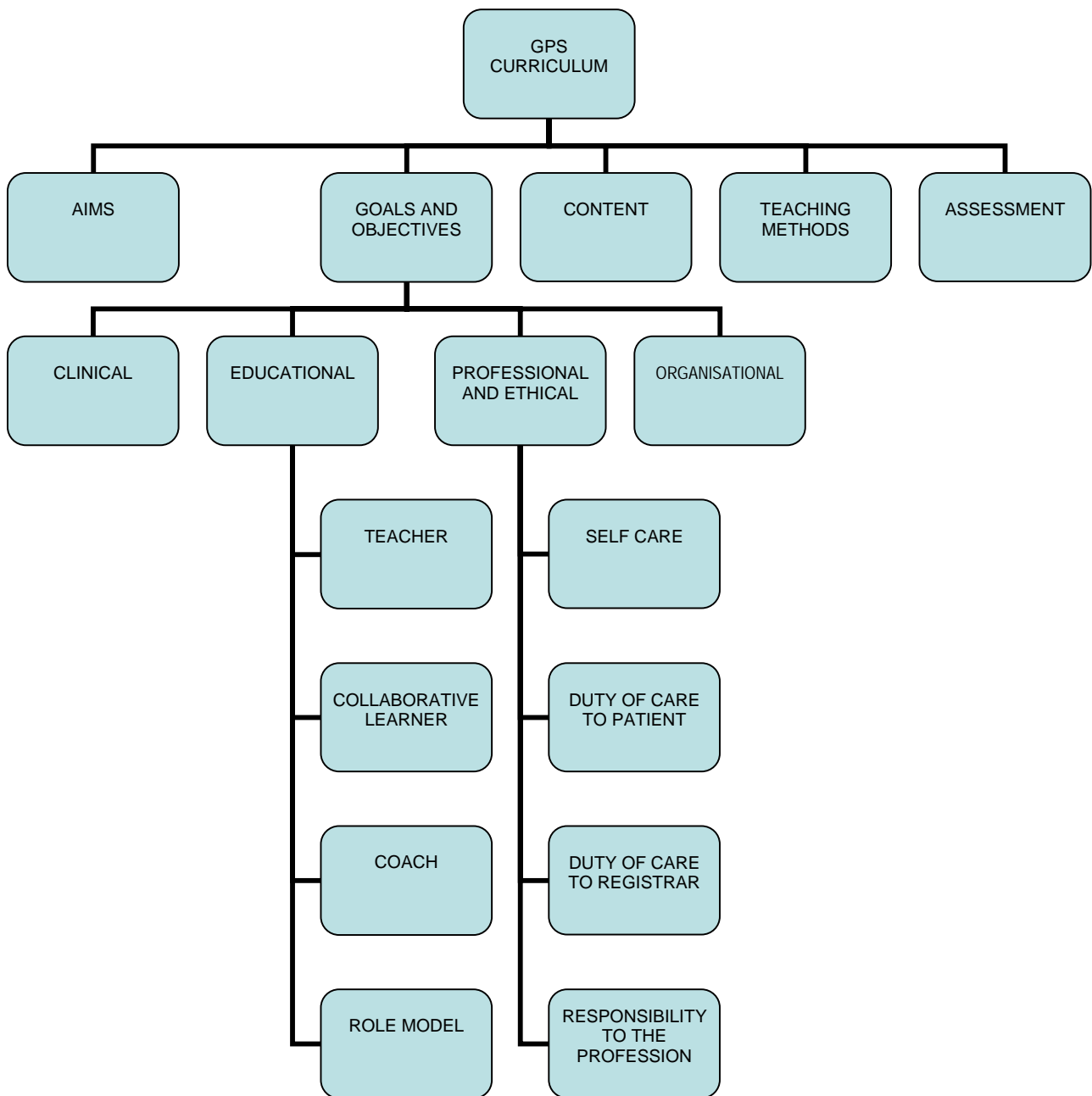
Professional and Ethical

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

Organisational

CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

Diagram of Curriculum Framework for GP Supervisors



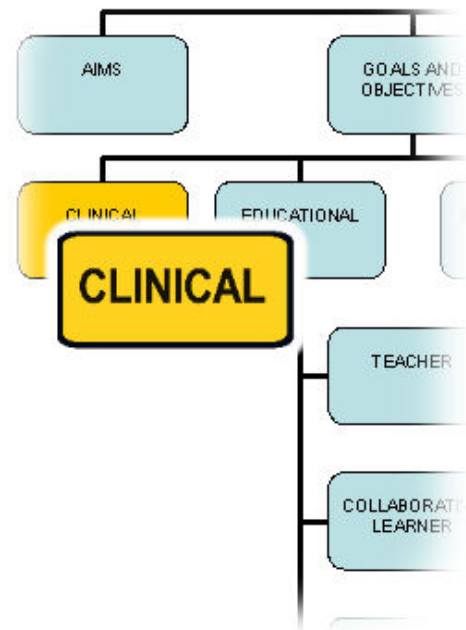
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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

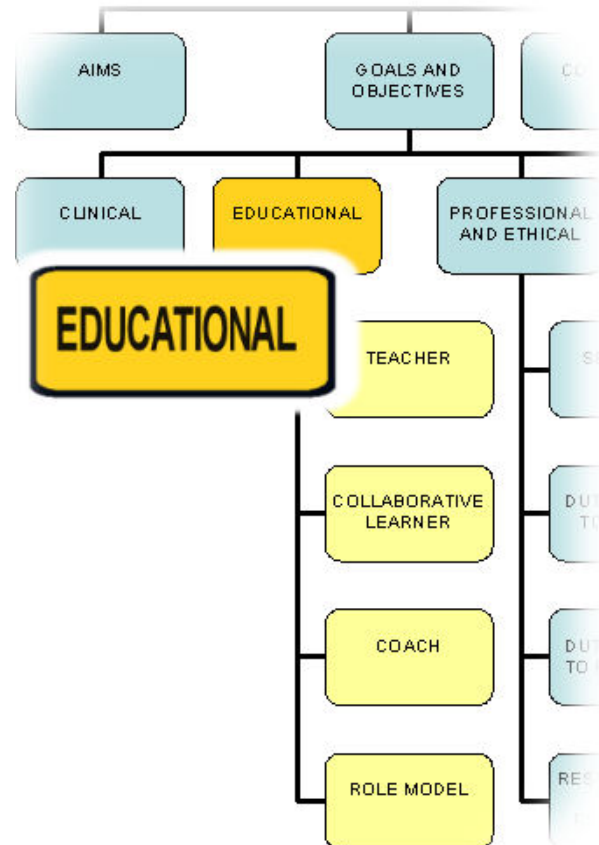
To recognise that GP Supervisors are “educators” is to acknowledge the breadth of their teaching role.

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

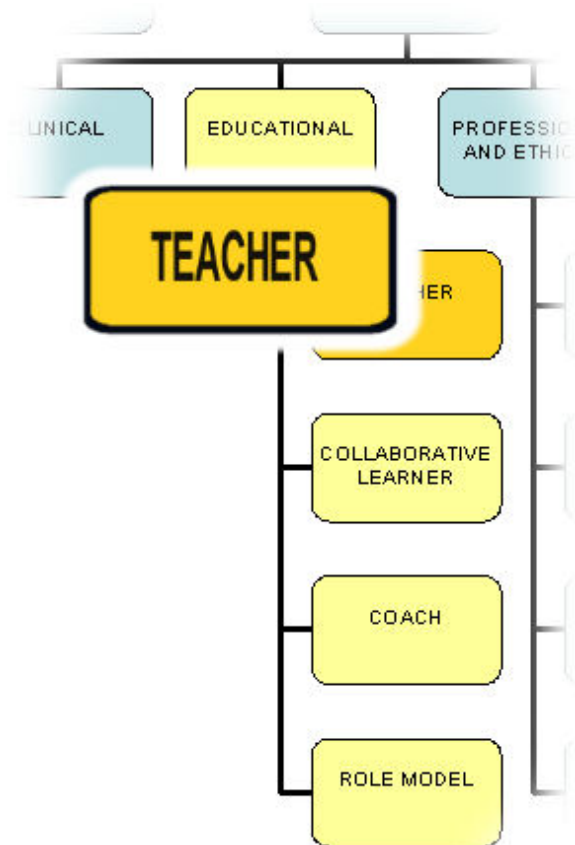


CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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

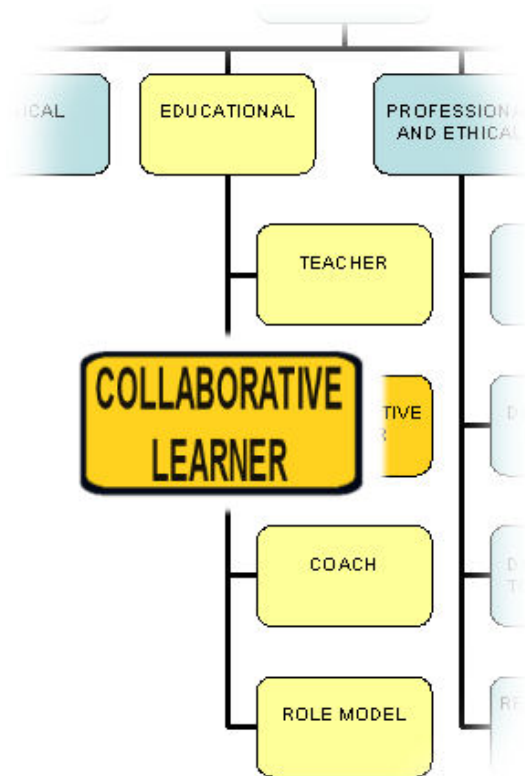
- Uses multiple techniques for teaching
- Plans and structures learning episodes
- Maximises the impact of opportunistic learning
- Frames knowledge and skills in the context of general practice
- Teaches in response to the Registrar's learning needs
- Utilises case based teaching
- Shares relevant experience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

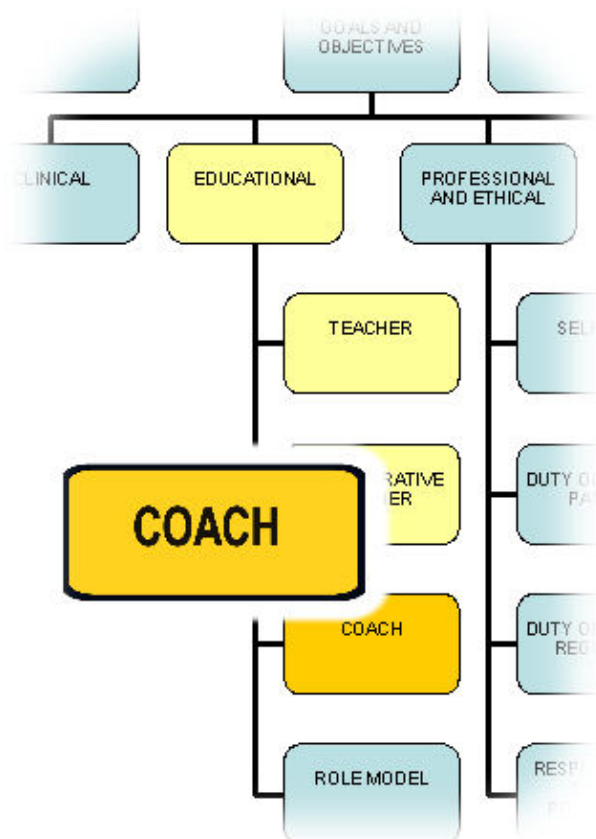
Coach

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.



CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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.

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.

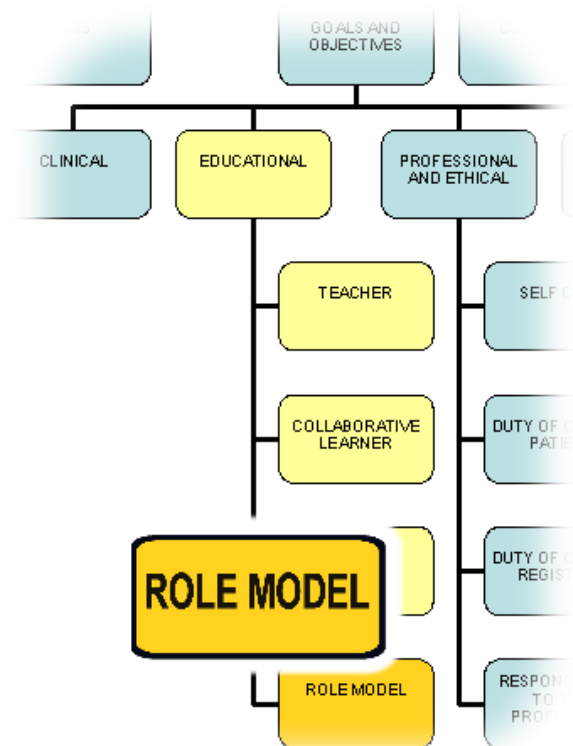
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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.**

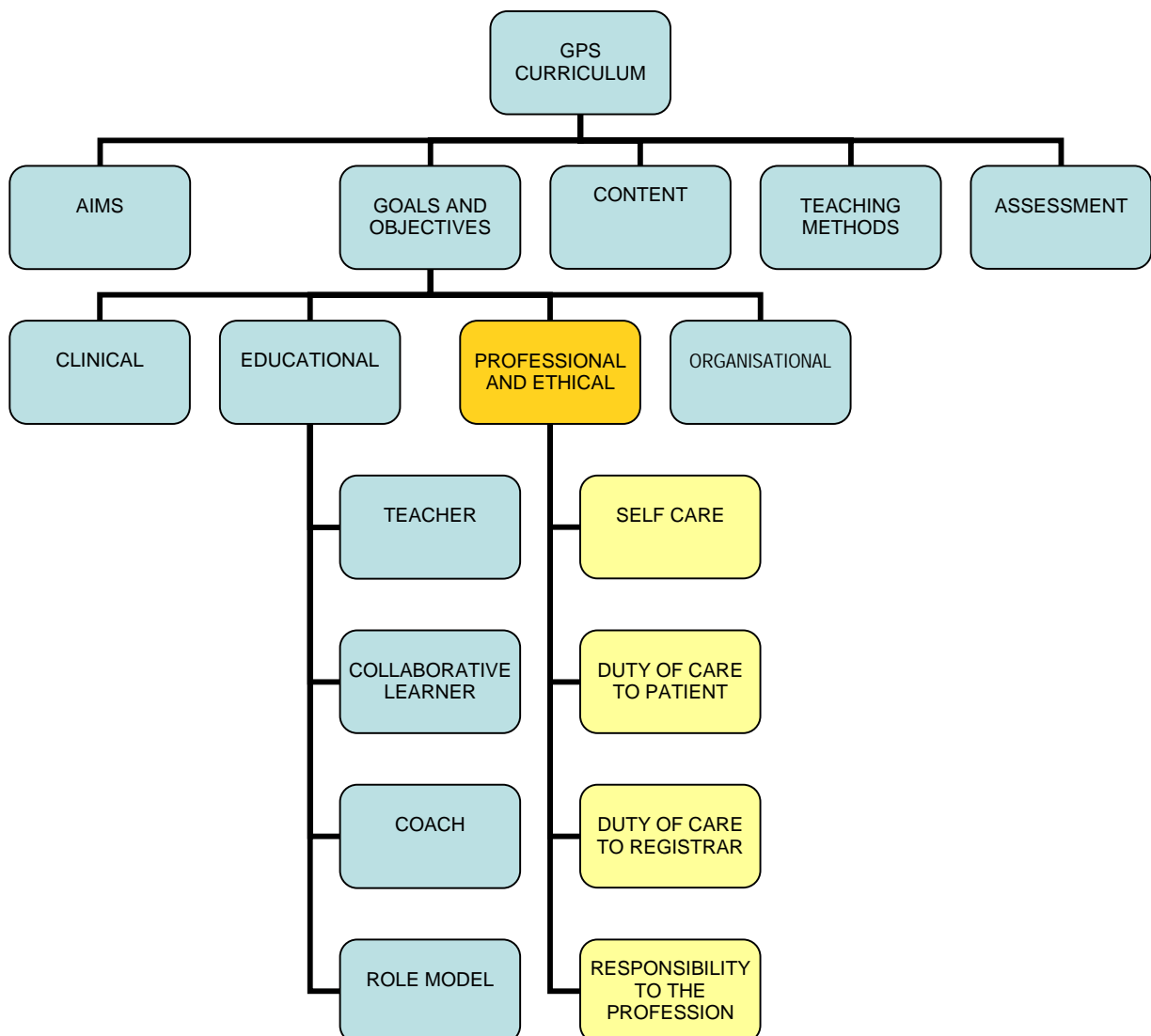
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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

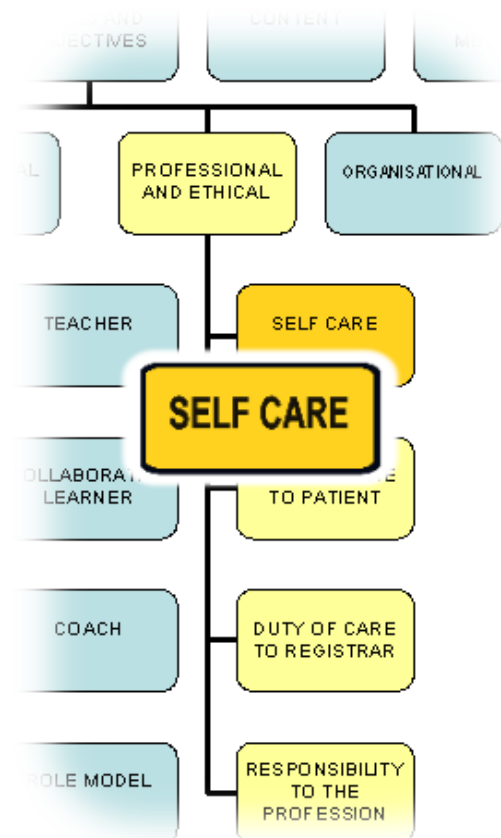
PROFESSIONAL AND ETHICAL DOMAIN

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.**

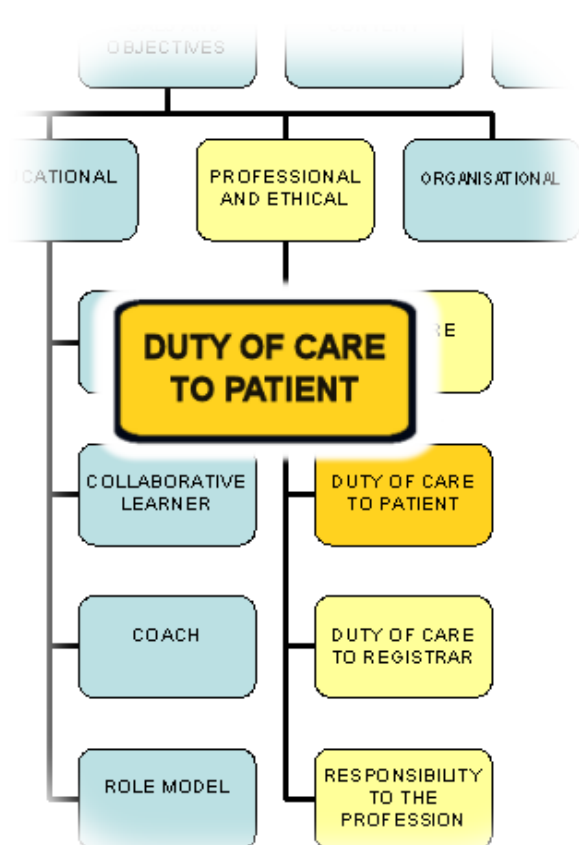
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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.**

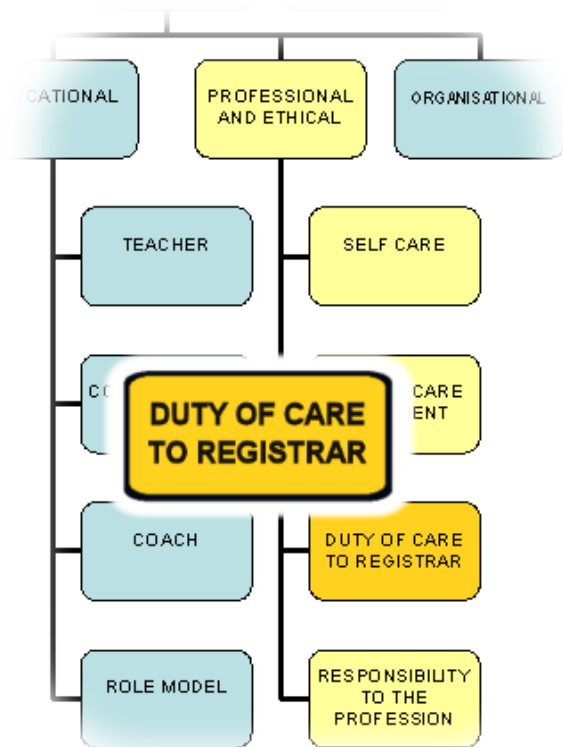
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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**

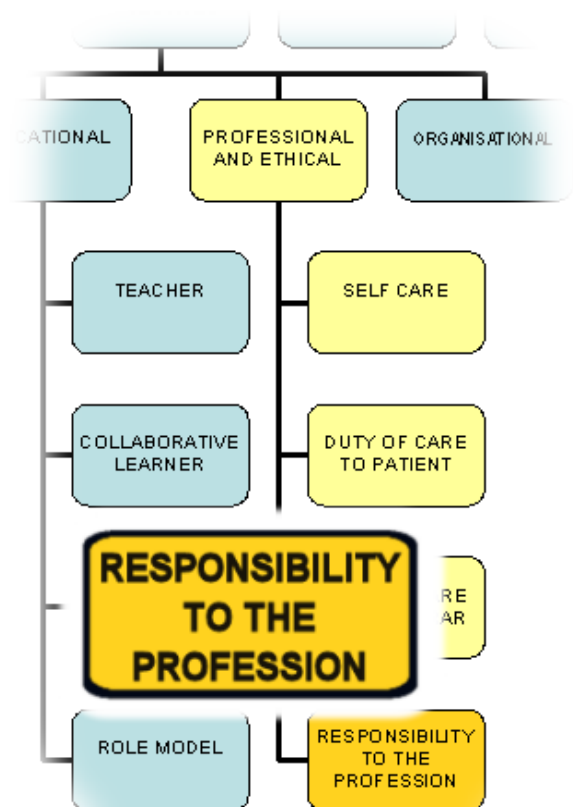
CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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.

Educational Domain

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
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

Educational Domain

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.

Educational Domain

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.

Professional and Ethical Domain

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.

CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

Professional and Ethical Domain

Duty of Care to Registrar

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.

Professional and Ethical Domain

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.

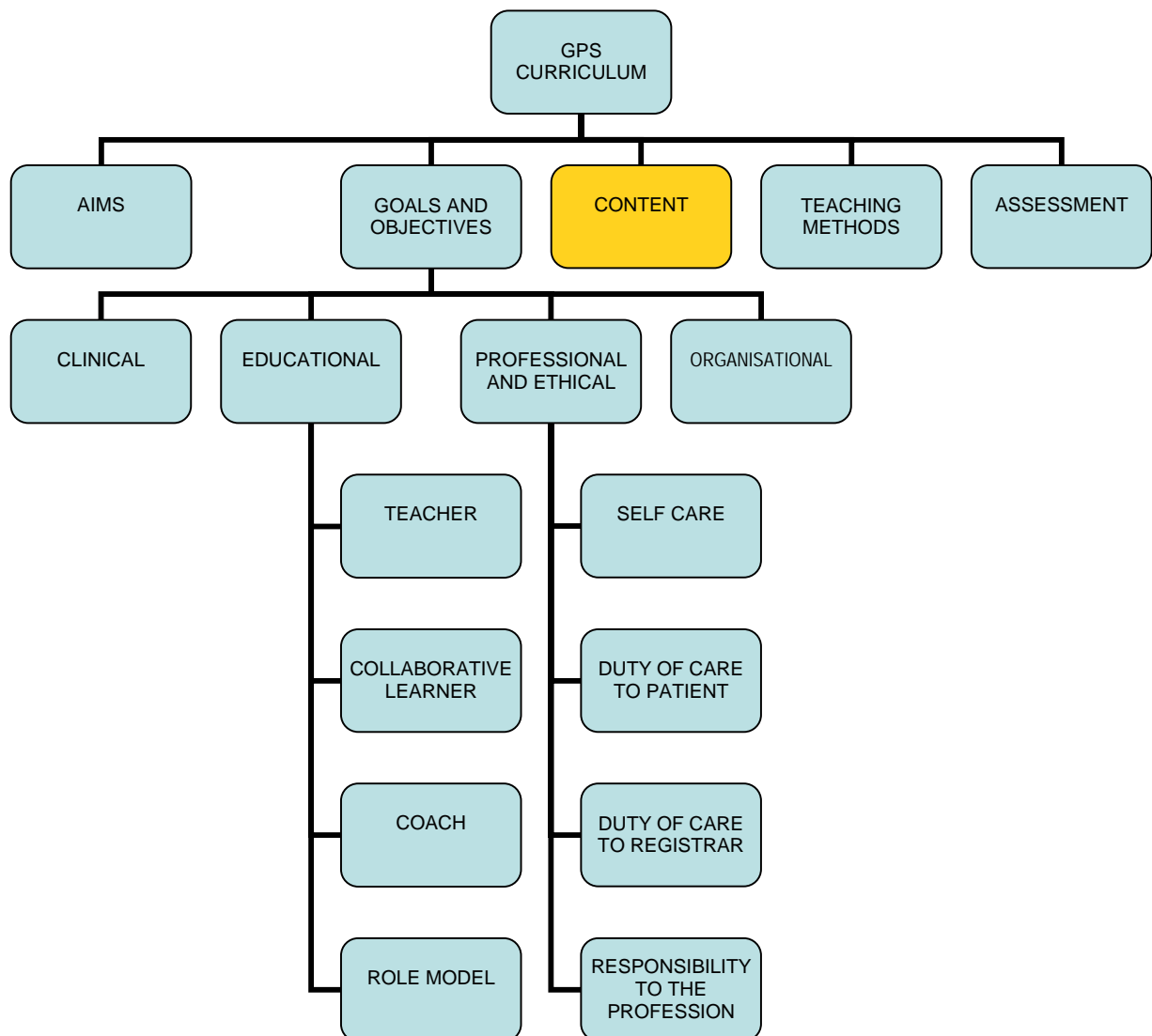
Organisational Domain

Orientates the Registrar to the practice
Provides an effective learning environment
Ensures protected teaching occurs
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

Content

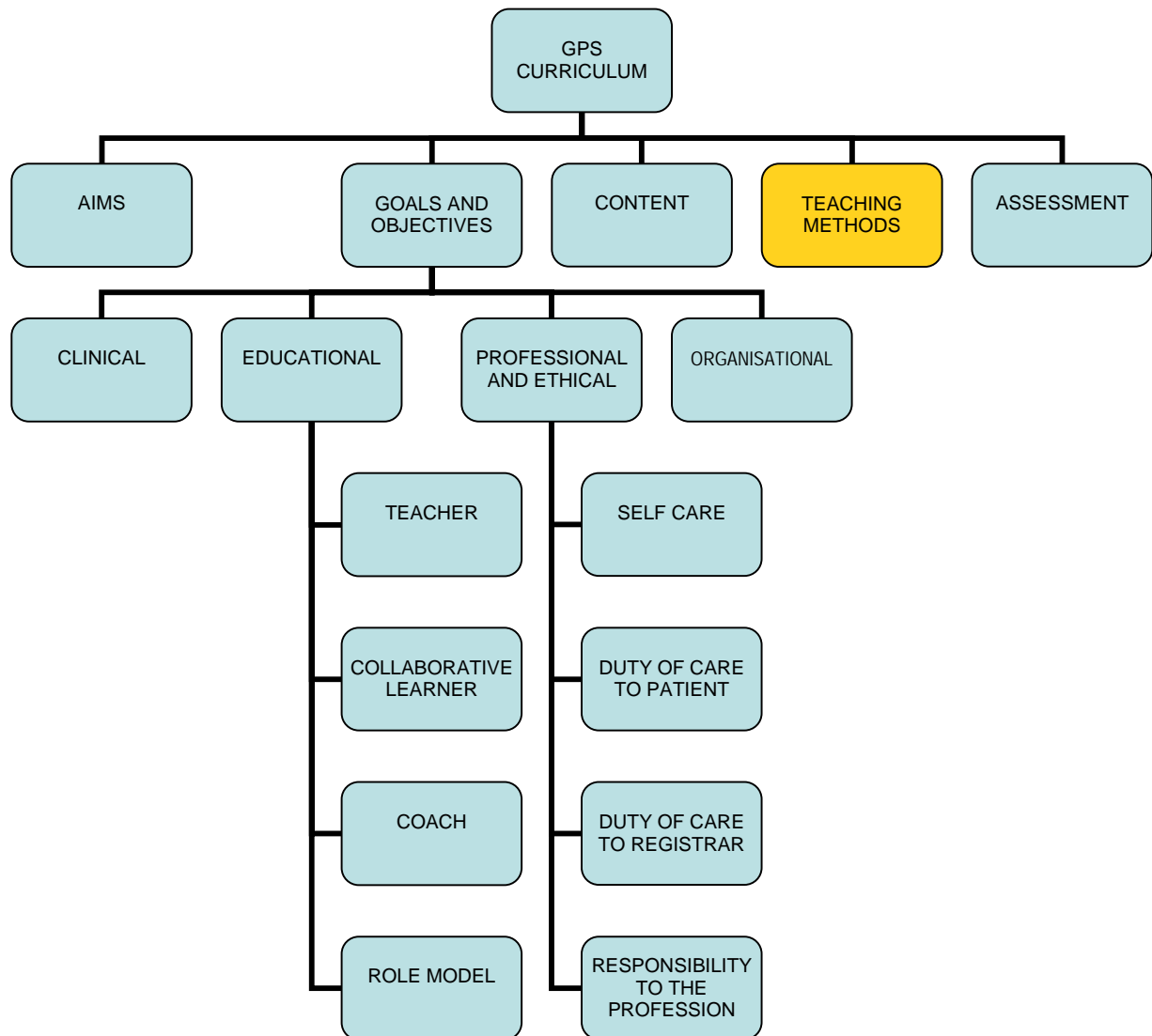
This section of the Curriculum is to be completed by each RTP, taking into account local factors whilst still being directed by the aims, goals and objectives of the Curriculum framework.



CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

Teaching Method

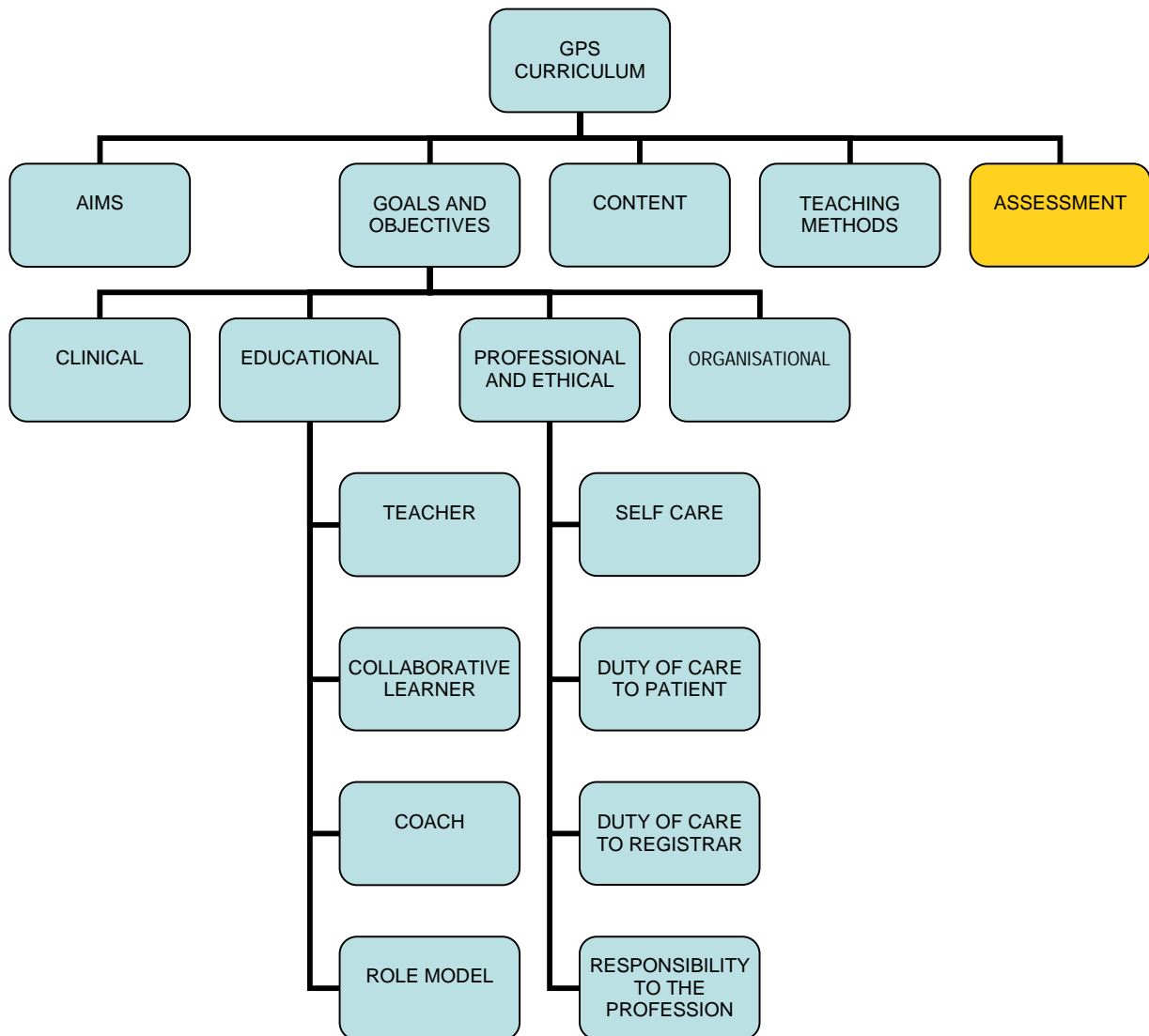
This section of the Curriculum is to be completed by each RTP, taking into account local factors whilst still being directed by the aims, goals and objectives of the Curriculum framework.



CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

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

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.

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

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.

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.

CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

Author

Dr Gerard Ingham

Contributors

Dr Kaye Atkinson
Dr James Brown
Dr Marianne Catchpole
Dr Kate Davey

Dr Brian Jolly
Dr Patrick Kinsella
Dr Kathryn Robertson

Acknowledgements

Dr Mark Bensley
Dr Jeremy Bunker
Dr Tony Chambers
Dr Tom Doolan
Dr Ann-Marie Elliot
Dr Margaret Garde
Ms Vicki Horrigan

Dr Peter Maguire
Dr Frank Meumann
Dr Lindsay Quennell
Dr John Togno
Dr Steve Trumble
Ms Jenny White

CURRICULUM FRAMEWORK FOR GENERAL PRACTICE SUPERVISORS

References

Boendermaker, P.M., Schuling, J., Meyboom-de Jong, B., Zwierstra, R.P. & Metz, J.C.M. What are the characteristics of the competent general practitioner trainer? *Family Practice*; Vol. 17, No. 6, 2000, pp 547-553

Bouhuijs, P. The teacher and self-directed learner. *Medical education in the millennium*. (Ed. Jolly, B. & Rees, L.) Open University Press, UK. 1998. pp. 192 – 198.

Bowes, I., Jones, R.L. Working at the edge of chaos: understanding coaching as a complex interpersonal system. *The Sports Psychologist*; Vol. 20, 2006 pp 235-245.

Cottrell, D., Kilminster, S., Jolly, B. & Grant J. What is effective supervision and how does it happen? A critical incident study. *Medical Education*; Vol. 36, 2002, pp 1042-1049.

Kilminster, S.M., Jolly, B., Grant, J. & Cottrell, D. (2000) Good Supervision: Guiding the Clinical Educator of the 21st Century (Sheffield, University of Sheffield)

Kilminster, S.M., Jolly, B & Van Der Vleuten. A framework for effective training for supervisors, *Medical Teacher*; Vol. 24, No 4, 2002, pp 385-389.

Standards for General Practice Education and Training. Trainers and Training Posts (2005). Royal Australian College of General Practitioners

Standards for ACRRM Teaching Posts and Teachers in Rural and Remote Medicine (2002). Australian College of Rural and Remote Medicine.

Teaching, Mentoring and Clinical Supervision (2007). Curriculum Documents, GP Curriculum, Royal College of General Practitioners.