

FROM THEORY TO PRACTICE: MASTERING CLINICAL SUPERVISION (MED-M14D)

MODULE OUTLINE

From July 2016, new General Medical Council guidance requires all postgraduate medical trainees to have named educational and clinical supervisors who will be accredited, and reaccredited every three years. They will also be required to participate in annual professional/ educational appraisal and revalidation if they are medically qualified.

This module will enable you to develop your knowledge and skills to prepare yourself for clinical supervision of medical students and postgraduate trainees.

The learning outcomes for this module are based on the Standards for recognition of trainers included within General Medical Council guidance and the Academy of Medical Educator's (AoME) Framework of professional standards. The module has received accreditation for full membership of AoME.

Faculty

We have a cross-specialty faculty to support your learning on this module so that the course is relevant across all hospital and community specialties including General Practice and Public Health. The course tutors are:

Dr Veena C Rodrigues, Lead Educator (Consultant in Public Health Medicine & Head, Department of Medical Education; email: v.rodrigues@uea.ac.uk; Twitter: @vcrodrigues_uea)

Dr Richard Young (General Practitioner & Practice Development Lead; email: r.young@uea.ac.uk)

Dr Paul Everden (General Practitioner & Practice Development Associate Tutor; email: p.everden@uea.ac.uk)

Professor Yoon Loke (Professor of Medicine & Pharmacology; email: y.loke@uea.ac.uk)
Please feel free to contact us via email, Twitter or the online discussion boards.

Learning Activities

This module will be delivered via Blackboard, the UEA's virtual learning environment. You will be expected to engage fully with the course material and each other through virtual discussion groups throughout the module. Optional Blackboard training sessions can be arranged if you are not familiar with the use of Blackboard. Materials will continue to be available for 12 months after the course ends to enable you to revisit the material to reinforce and consolidate your learning, and help inform your supervisory role and practice.

Module learning outcomes and structure

By the end of this module, you will be able to:

- 1 Ensure safe and effective patient care through training
- 2 Establish and maintain an educational environment
- 3 Teach and facilitate learning
- 4 Conduct assessment of learners
- 5 Demonstrate your own development as a medical/ clinical educator

The module consists of 5 themes each subdivided into sessions. Each session consists of learning outcomes, rationale, and a variety of teaching-learning tools such as videos, case scenarios, discussion boards, and suggestions for workplace based learning and reflection. The module can be completed at your own pace during the 7 weeks when the content is delivered - interaction is likely to be asynchronous as a result. Instructors can be contacted by e-mail at any point during the course. Instructors will also be available every Wednesday afternoon, while the course runs, for synchronous discussions or queries.

Theme 1 - Safe and effective patient care through training

This section focuses on the value of induction programmes for new junior doctors and trainees, and ongoing education to ensure the delivery of safe and effective patient care in the clinical setting. As training occurs within the workplace, the need to be able to support trainees in successfully balancing service and educational priorities is discussed.

Theme 2 – Creating and maintaining an educational environment

This section deals with creating and maintaining an environment conducive to learning and the importance of protecting trainee time for planned learning opportunities including inter-professional teaching & learning. It discusses the value of using appropriately tailored methods to evaluate learning and training. You will be expected to have completed mandatory training on 'equality and diversity'.

Theme 3 - Teaching and facilitating learning

This section focuses on assessing the learning needs of trainees. It covers the personal development plan and supervised learning events in the workplace to deliver & assess the curriculum. It also includes reflective learning, various teaching and training methods, giving and receiving feedback, and the use of peer teaching and coaching.

Theme 4 - Assessment of learners

Clinical supervisors are required to conduct workplace-based assessments (WBA) using a variety of tools. This section covers various WBA tools and relevance to learning theories. It also covers evidence-based methods for providing effective feedback.

A major concern within any training programme is the need to identify early any trainees in difficulty so that adequate support can be provided to them at an early stage.

Theme 5 – Professional Development of medical/ clinical educators

This final theme covers your personal and professional development as a clinical educator through personal development plans and continuing professional development. It covers the importance of critical self-reflection and evaluation of your own teaching/ training activities through educational audits, to improve quality.

Module assessment

This will consist of:

- a) A **formative assessment** consisting of a **1,000 word reflective account** documenting your professional development as a clinical educator and addressing each theme covered in the module up to this point (**submission deadline: Friday 27 November 2015**).

- b) A two-part **summative assessment**:
- (i) **Participation in discussion board activities** (expected contribution of 80% over the whole module) contributing to a pass/ fail mark.
 - (ii) A **3,000 word end-of-module reflective account** documenting your professional development through completion of this module. Your reflective account should address each theme covered in the module using the feedback provided on your formative assessment. The account should discuss the potential of your new perspectives for improving supervision and service delivery in the workplace, and demonstrate clearly your potential to support your colleagues and trainees in developing themselves as educators (**submission deadline: Friday 22 January 2016**).
- c) **Reassessment**: Where summative assessments receive a fail mark, learners will be permitted re-assessment or delayed first sits (based on recommendations from the extenuating circumstances panel) following confirmation at exam boards. Academic appeals will be dealt with through the UEA appeals process.

Student Support

The module contains links to Blackboard support, UEA library materials and external sites. You will have access to all UEA student support and resources including pastoral and academic support. Any issues not resolved through these means can be raised with the module lead.