**EV Supervisor Workshops 2017-2018**

**Core Topics:** We have 6 core workshops that we ask all new supervisors to complete within 3 years of becoming a supervisor. These are run a few times a year and are now of 90 minutes duration, thus allowing 2 core workshops in a session

1. **Observing your Registrar;**  This workshop deal with the importance of sitting in with your registrar. Always rates highly.
2. **Teaching tips / Teaching procedural skills:**  This core topic reflects ideas of a large group of GP supervisors regarding things they feel that are important for new supervisors to know, for instance, ‘what if I don’t know the answer?’
3. **Stress and the GP Registrar:** [Caroline Johnson]

Reflecting on the impact of stress and fatigue on your role as GP supervisor, how to develop strategies to manage this more effectively will be discussed. Specific mechanisms will be identified along with the effectiveness of each strategy.

**4.** **Random Case Analysis:** based on the Gully Group workshop. It highlight the ‘what if’ and the domain questions that can be asked in RCA

1. **Managing Critical incidents and providing difficult feedback:**  This workshop looks at how we manage critical incidents also introduces the topic of how best we can dive negative or corrective feedback.
2. **When things go wrong;** This workshop looks at how we can best approach issues when there are problems in the supervisor registrar relationship and discusses some of the common problems that can occur

**General Supervisor Workshops including residential**

1. **Understanding our Preferred Teaching Style – Excellence in Difference [**James Brown] Supervisors completes an online survey that looks at teaching styles . See [www.teachingperspectives.com](http://www.teachingperspectives.com). Share results with peers and discuss.
2. **Expose your Teaching** [Patrick Kinsella] supervisor videotape a teaching episode and then debrief with 2 peers, who use an OSTI [Observed Structured Teaching Interaction] sheet to help them provide feedback. A main benefit comes from allowing supervisors to observe their own teaching style.
3. **Key Feature Problems (KFPs) – What’s the problem? -** Neil Spike

KFPs are a component of the RACGP fellowship examinations and must be

passed (in addition to AKT) for candidates to be eligible to sit the OSCE.

Over time the results of KFPs have caused concern amongst registrars. There

are many myths and plentiful disinformation circulating in relation to KFPs.

In order for supervisors to assist their registrars with appropriate KFP

preparation, it is vital that supervisors understand the objectives and format

of the KFPs.

1. **Aboriginal health - When remote is not so remote -** Ray Carne and David Iser

At this workshop we look at “remote” supervision in Aboriginal Health – how does remote supervision work in Victoria? Is Aboriginal health any different in this context? How to mitigate the risks? Are there applications to on-site supervision? How to become a remote supervisor?

1. **Test in Peace** [Patrick Kinsella] based on a workshop that Simon Morgan did at GPTEC. It talks about teaching registrars about rational and cost effective test ordering
2. **GP Supervisor and Patient Safety – Ignorance isn’t bliss** [Genevieve Yates]; Looks at issues of vicarious liability for supervisors.

1. **Social Media and Professionalism** [Patrick Kinsella] using case vignettes to look at Social Media use especially by registrars
2. **Journal Club Activities**: Especially at residential workshops we offer journal club activities. Essentially we pick articles that we feel would be of interest to supervisors and then asks attendees to pre read and discuss these articles. Slowly critical appraisal and other skills are gained. This activity has proven quite popular with certain supervisors skills
3. **Making the most of in-practice formative assessments -** Kate Davey

We undertake many workplace based assessments of our registrars and

sometimes expect that the assessment itself will stimulate the registrar to

learn. This session will encourage create strategies to capture the learning

points from these assessments and encourage registrars to maximise their

learning opportunities.

1. **“A spoonful of sugar”. Teaching Rational Prescribing to GP Registrars -** Simon Morgan

Quality Use of Medicines (QUM) is defined as the judicious,

appropriate, safe and efficacious use of medicines. Previous studies have

found that RP is a challenging area for GP registrars, in particular judging

the quality of their prescribing and identifying appropriate sources of

information. GP supervisors play a key role in influencing registrar

prescribing.

1. **Learning and teaching in the supervisory encounter –** James Brown -

When the registrar calls on their supervisor to contribute to the care of a patient the first imperative is patient safety, it is however also a powerful educational event. The way in which the supervisor and registrar engage in these encounters has a significant impact on the educational value of these events. This workshop will explore the agendas at play in the ad encounter and the ways in which supervisors and registrars can achieve more educationally in their ad hoc encounters. This workshop will explore the nature of the Ad Hoc Supervisory Encounter, and in particular, how to:

• Make explicit the implicit agendas of these encounters, and

• Develop strategies for utilising these encounters for registrar education.

1. **Supervisor Hobby Horses**

Many supervisors have contributed to these topics for example: John Gruner: Helping registrars find ways to avert some therapeutic relationships, avoid burn out and some advice re with boundary setting. David Kozenko/Maria Karamesinis: Anatomy of the consultation, what is a good consultation, communication tips to minimise complaints/adverse events and near misses Carolyn Royse: Registrars need to learn about practice viability in their Training. Peter Stevens: Parallel consulting/Open door supervision/vertical integration.

Shaun Zail: Metaphors in communicating with patients.

1. **Polar tool and Registrar Audits -** Henry Yu, PHN

Data Analysis in General Practice – POLAR GP. This is an interactive computer lab using the POLAR GP Data analysis tools. You will learn how to navigate your way around the POLAR GP Tools to analyze your Clinical and management database, to improve data cleansing, quality improvement activities, clinical audits, and patient identification and recalls. This tool may also assist in the monitoring and review of registrars in your practice.

14: **Work based or inpractice assessments:** A topic that has long been talked about. This workshop looks at what we currently do and some of the problems associated with WBA and how we can use and improve them.

1. **Diagnostic hiccups** - Andy Morgan ; While it is inevitable that good GPs will occasionally make serious diagnostic mistakes, most of our registrars worry excessively about getting things wrong and then being medico-legally sued. By exploring some mistakes that supervisors have made, this workshop will identify some of the common cognitive biases that may lead to diagnostic error. An understanding of these biases can then be incorporated into supervisors’ teaching of clinical reasoning to their registrars.
2. **GP interactions with pharmaceutical company representatives – maybe less benign than you think**” Ron Roth one of our experienced supervisors addresses this topic and the importance of discussing this with registrars
3. **Helping registrars cope with uncertainty –** Andy Morgan. Some registrar struggle to cope with uncertainty in many cases of undifferentiated illness that may present in GP. This interactive workshop explore ways we as supervisors can help without necessarily over investigating their patients too early.
4. **Team Balance:** Gerard Ingham. Explores practice team supervision. So that all the work is not left to one person
5. **Using Social Media in your teaching:** Caroline Royce and Karen Price. Current registrars have grown up with social media and for many it has become the communication tool of choice. Yet many supervisors are not familiar with or do not regularly use social media. This workshop will offer insights into social media uses and how to connect supervisors and registrars to benefit education and communication