

# The Educational Supervisor Meeting

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# Aim

- Introductions
- Why this topic?
- Education Supervisor meetings- What is required?
- What works well
- Anything we are struggling with
- Learning theory in running Educational Supervisor meetings



# Intros.....

Name

Practice

What years you currently have in practice

Why did you choose this topic....its ok if it was the only one with any space...



# What is an Education Supervisor

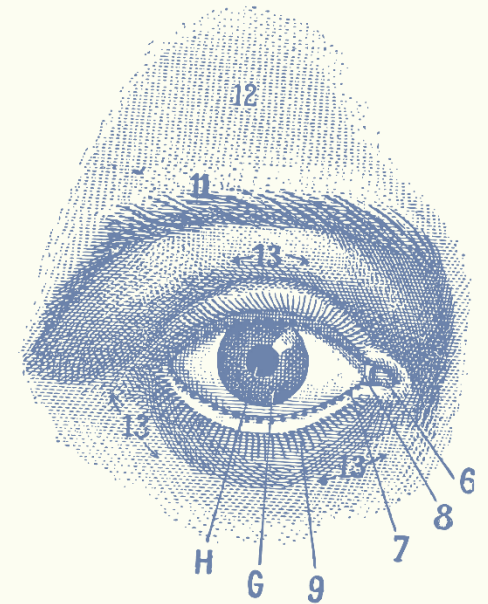
- Student Doctors are required to meet individually with their Educational Supervisor, on a weekly basis to **discuss their progress and to ensure that they are achieving** the learning outcomes of the placement.



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# What is required

- Remember this is different from practice induction however you may do them at the same time
- Need to be one to one
- Expected to take 30-60 minutes



## First Education Supervisor meeting This must take place during week one of the placement.

Check that the Student Doctor has received an induction and is aware of how to access support and report concerns.



Ensure that the Student Doctor has received appropriate timetables and other information that they need for the placement.



Review the Student Doctors' e-portfolio to check their activity.



Record the initial meeting on the relevant e-portfolio form.  
The e-portfolio guide can be found on LEO\*



Discuss the evidence that the Student Doctor needs to enter into their e-portfolio throughout the placement.

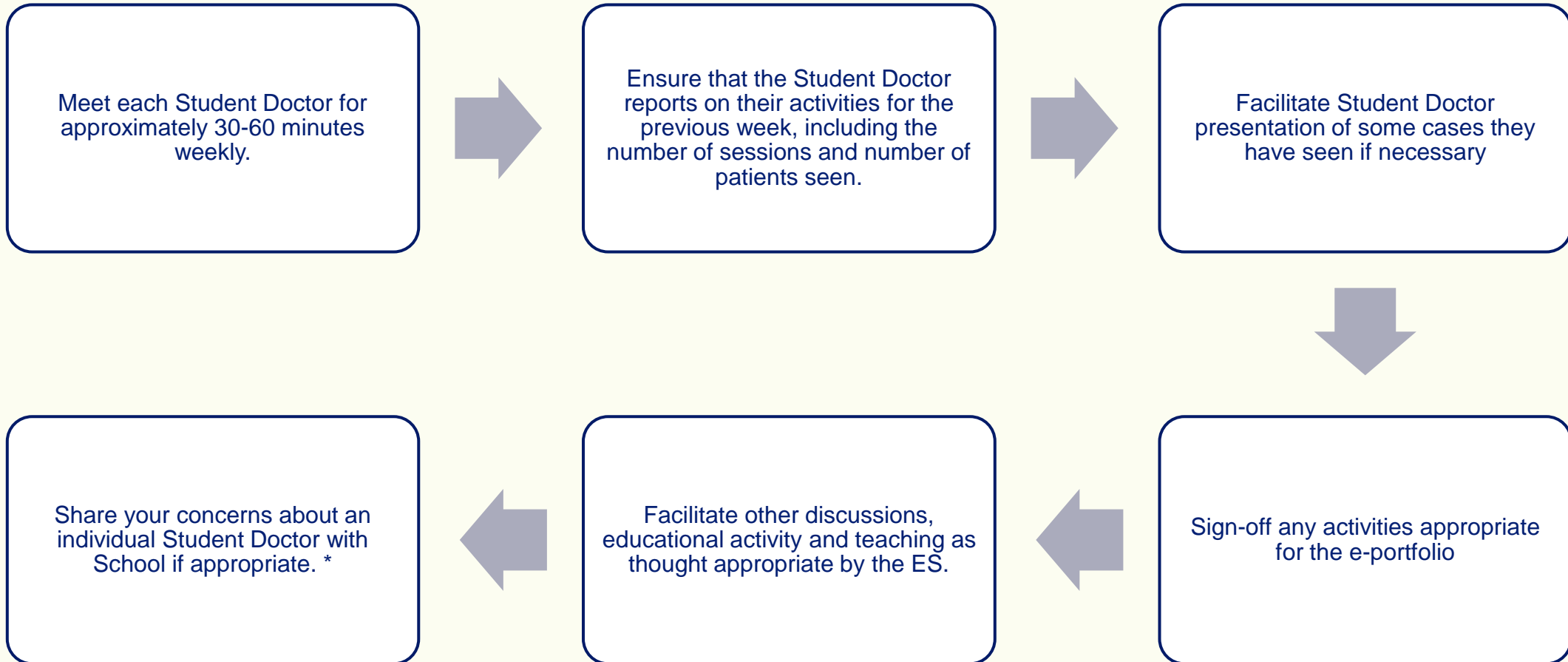


Discuss the Learning Outcomes and Student Doctor's learning needs.  
Discuss how they can meet these over the placement





## Weekly Education Supervisor meeting



## End of placement Education Supervisor meeting

Review the progress over the whole placement in relation to the curriculum and learning outcomes



Ensure that appropriate work has been completed and entered into the clinical workbooks.

You should check that that a representative spread of work has been reported and that sign offs have been by appropriate clinicians



Remind students to complete their end of placement evaluation and ensure time has been allocated in their timetable for this to be done.



Fill in the end of placement assessment form within the e-portfolio (you will have been sent the e-portfolio Guide which will help you navigate the system. The e-portfolio guide can also be found here\*





But we don't just want a boring tick box exercise.....



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# Group work

- What aspects do you feel work well?
- Do you discuss anything additional to the mandatory elements?
- Please share your good ideas!

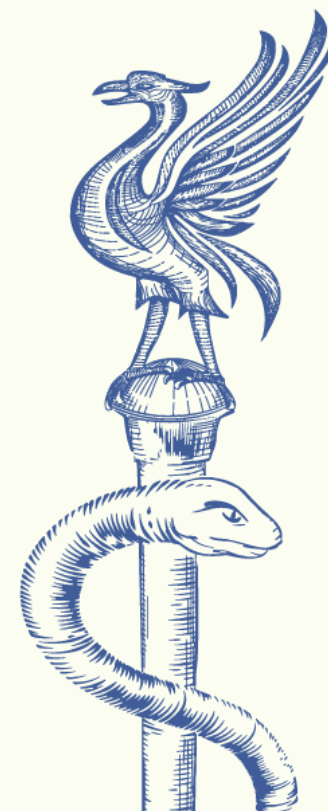
And discuss anything that you find challenging or difficult?

Why do you find it difficult?

Does anyone have any ideas around improving this?

# What works well

- Identifying what students want to gain out of the placement not just ticking all the portfolio elements
- Depending on year have they enjoyed GP placements in the past, which bits and if not why not.
- Discuss their career aspirations, can you give them exposure to elements they may be more interested in.
- Highlight opportunities to complete mandatory experiences, helps with student anxiety
- Ask them to present a case or reflection they have logged in more depth



# Challenges

- Time!
- Lack of engagement
- Students need to fill in their section of portfolio to make it worth while





# Why are they important

- Promote GP
- Allows students time a space to reflect on why they may or not be enjoying the placement/aspects of the placement
- If we don't ask we don't know!
- We can maybe adjust certain elements to reflect this
- Progression review – you are our eyes and ears on the ground
- Allows the school to evidence student engagement on placement

# GP Placements matter!

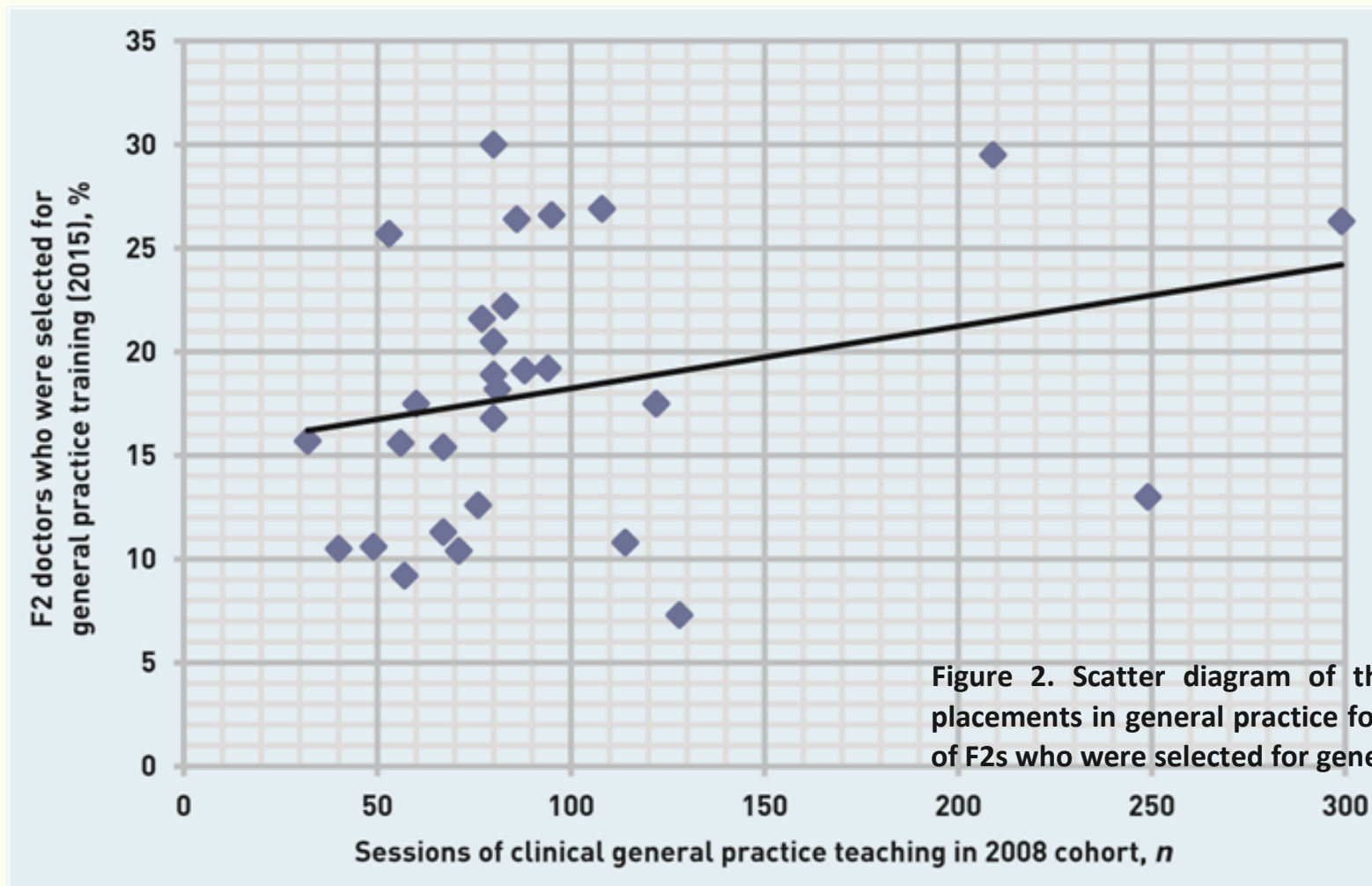


Figure 2. Scatter diagram of the number of sessions of clinical (authentic) placements in general practice for the 2008 entry cohort, against the proportion of F2s who were selected for general practice training in 2015 per medical school.

Exposure of undergraduates to authentic GP teaching and subsequent entry to GP training: a quantitative study of UK medical schools. Hugh Alberti, Hannah L Randles, Alex Harding and Robert K McKinley. *British Journal of General Practice* 2017; 67 (657): e248-e252. DOI: <https://doi.org/10.3399/bjgp17X68988>

# Promoting Team GP!

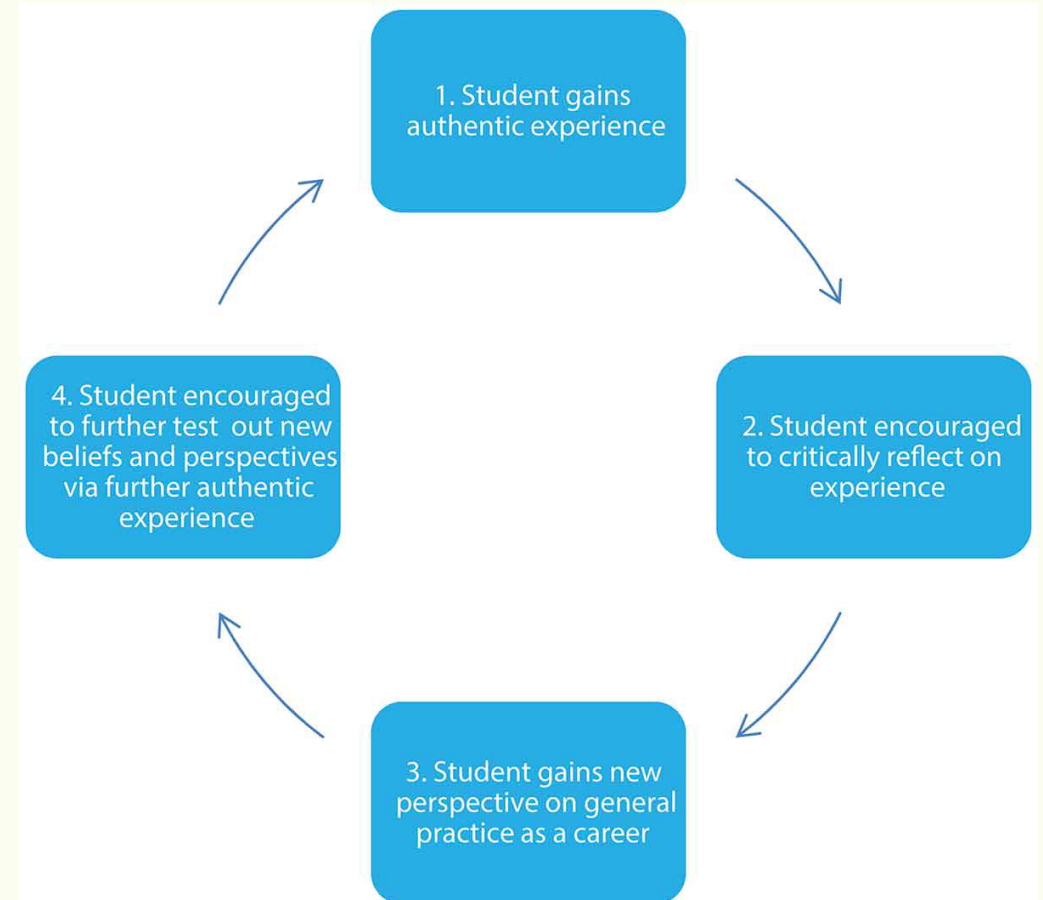
- Use your ES meetings to promote General Practice
- Best way of selling GP is by being a GP in front of them..
- Honesty
- Home visits...unique to GP
- Patient follow up providing a sense of achievement i.e. rebooking with students in 2 weeks
- Diversity of role- Minor Ops, Baby Clinic, Frailty ward round...
- Encourage them to be part of the team, lunch etc



# Using reflective theory in ES meetings

Adapted Kolb's reflective learning cycle

Tell me about something you have seen that was interesting or you enjoyed this week? Why did you enjoy it, which aspects?



# Feedback

- Focus on one or two things for the student to work on this week examples include (depends on which year):
  - Practising summarising
  - Providing at least 3 differential diagnosis
  - Independently suggesting a management plan
  - Improving on documentation
  - Addressing patients ICE during consultation
  - But can be anything!
- Then use the next ES meeting to see if they achieved it

# Summary

- Please refer to the practice handbooks on [Liverpool Educators Online](#) for guidance on Educational Supervisor Meetings
- These are an opportunity to ensure students get the most out of their GP placements
- Encourage students to reflect on what they are and are not enjoying and why
- Use focussed feedback to develop their skills in General Practice

# Thank you.

Contact your Year Lead if you find any digital content difficult or impossible to use.

