

## **2.8 Supervisors, Assessors, Trainers and Mentors**

### **2.8.1 Processes for Appointing Directors of Training, Supervisors of Training, Clinical Supervisors and Heads of Departments**

A Director of Training (DOT) is responsible for overseeing the training program in his/her state. The College does not have a national process for the appointment of DOTs. The College requirements are that a DOT:

- Must have been a Fellow of the College for at least five years;
- Cannot also be a SOT or member of the BOC;
- Be appointed for an initial term of three years with the possibility of re-appointment for a further three years.

The State Faculties are responsible for determining the process for appointing a DOT, and for appointing a Fellow to the position, in their state.

A Supervisor of Training (SOT) supervises, teaches and assesses trainees in a training institution offering one or more accredited training positions. A SOT is appointed by the College Fellows in the Dermatology Department in the institution where they work.

A Clinical Supervisor provides on the job teaching and feedback to trainees. Clinical Supervisors are Fellows of the Australasian College of Dermatologists who consult at a training institution which offers an accredited training program. They are appointed by the training institution.

A Head of Department (HOD) is the head of a dermatology department in a training institution which offers an accredited training program. They are appointed by the training institution where they work. The HOD has specified duties as part of his or her employment in the training institution.

### **2.8.2 Roles of Directors of Training, Supervisors of Training, Clinical Supervisors and Heads of Departments**

The role of the Director of Training is explained on page 41 of the *2006 Training Program Handbook* which states:

A Director of Training is appointed by each State Faculty for an initial term of three years, with the possibility of reappointment for a further three years. The Director of Training has a key role in overseeing the training program in his/her state and is a line of communication between trainees and the College through the Board of Censors<sup>1</sup>. Specifically, for his or her state, the duties of the Director of Training are to:

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<sup>1</sup> The line of communication with the College is now through the Director responsible for implementation of the training program, not the BOC. This change was implemented in 2006 in line with the changes to the College's governance, and after the *Training Program Handbook* was released.

- Be involved in the selection and appointment of trainees;
- Be familiar with the objectives, curriculum and procedures of the training program;
- Monitor the performance of all trainees;
- Liaise with Supervisors of Training and Heads of Department regarding trainee performance;
- Ensure that an adequate rotation scheme operates so that all trainees are exposed to all the various aspects of dermatology as outlined in the curriculum;
- Ensure that all requirements of the curriculum are met for trainees in his/her state;
- Ensure that each trainee is assessed by an appropriately qualified dermatologist who is a member of the Australasian College of Dermatologists as being competent to perform those procedures outlined in the procedural dermatology curriculum;
- Notify the Chief Censor of any trainees who are not performing satisfactorily in any aspect of their training;
- At the request of a Head of Department, be involved in remedial action for a trainee who is not performing satisfactorily in any aspect of their training;
- Facilitate feedback and communication between trainees, supervisors, Heads of Departments and the Board of Censors;
- Ensure that Supervisors of Training and Clinical Supervisors meet their responsibilities for in-training assessment of trainees;
- Act as an independent advisor on issues that trainees may not feel comfortable discussing with their Head of Department and/or Supervisors.

The role of the Supervisor of Training is explained on page 42 of the *2006 Training Program Handbook* which states:

Each Australian training institution has a designated Supervisor of Training who is a Fellow of the Australasian College of Dermatologists. For overseas institutions with accredited training programs, the Supervisor of Training should be a member of the relevant dermatology association for that country. The Supervisor of Training is involved in teaching and supervising trainees as well as providing a path of communication between clinical supervisors, trainees, the Head of Department and the Director of Training. In addition, the Supervisor of Training has a key role in counselling trainees who are performing below specified standards.

Supervisors of Training are required to attend an educational activity which aims to assist them to effectively fulfill position requirements. Duties of Supervisors of Training are to:

- Be familiar with the objectives, curriculum and procedures of the training program;

- Regularly observe trainees with patients, peers and other medical staff.
- Provide constructive feedback to the trainee on his/her performance in both clinical and non-clinical aspects of practice;
- Discuss the trainee's performance with the Head of Department or Director of Training if required;
- Discuss strategies to overcome any weaknesses in performance with the trainee concerned;
- Be responsible for completing twice-yearly formative in-training assessments, in conjunction with each trainee they supervise.
- Be responsible for completing twice yearly summative in-training assessments, and ensuring that these assessments are also completed by two clinical supervisors, for each trainee under their supervision;
- Provide an initial orientation to the training program to first year trainees at their institution.

The role of clinical supervisors is explained on page 42 of the *2006 Training Program Handbook* which states:

Clinical Supervisors are Fellows of the Australasian College of Dermatologists who consult at a facility which offers a dermatology training program. The primary role of the Clinical Supervisor is to provide on the job teaching and feedback to trainees.

In general, Clinical Supervisors should:

- Be familiar with the objectives, curriculum and procedures of the training program;
- Regularly observe trainees with patients, peers and other medical staff;
- Provide constructive feedback to the trainee on his/her performance in the clinical setting;
- Discuss strategies to overcome any weaknesses in performance with the trainee concerned;
- Be responsible for completing summative in-training assessment forms if requested by the Supervisor of Training;
- Discuss the trainee's performance with the Supervisor of Training if necessary.

The role of the Head of Department is described on page 43 of the *2006 Training Program Handbook* which states:

Each training post has a designated Head of Department. The Head of Department has specified duties as part of his or her employment in the hospital or other institution and these are not discussed in this document. The following outlines the position only as it relates to the ACD training program.

The Head of Department should:

- Be familiar with the objectives, curriculum and procedures of the training program;
- Ensure that Supervisors of Training and Clinical Supervisors are aware of their role in the training and assessment of trainees;
- Advise College of trainees and dermatologists employed in his/her department;
- Communicate with Supervisors of Training and Clinical Supervisors to monitor performance of trainees;
- If necessary, liaise with the Supervisor of Training and/or Director of Training to manage poorly performing trainees;
- If necessary, liaise with the Supervisor of Training to provide constructive feedback to the trainee on his/her performance in the clinical setting;
- Advise the trainee on any administrative issues related to their employment in the training institution.

### **2.8.3 Training Provided for Supervisors of Training**

#### **2.8.3.1 *Teaching on the Run Workshop***

The College requires all Supervisors of Training to attend a *Teaching on the Run Workshop*. This is a one day workshop held every year, in May, the day before the ASM commences.

The workshop covers:

- Teaching in clinical settings;
- Engaging the learner;
- A micro teaching session;
- Setting the scene (for teaching);
- Giving feedback;
- Planning formative assessment/appraisal.

The background reading for the workshop covers:

- Adult learning;
- The set, dialogue, closure approach to clinical teaching;
- Asking questions;
- Positive feedback;
- Teaching skills;
- Formative assessment, summative assessment and evaluation;
- The ideal formative assessment/appraisal;
- Role of formative assessment/appraisal in the learning cycle.

A copy of the workshop program and background reading for the workshop held in 2006 is attached (Attachment 26).

### **2.8.3.2 Supervisor of Training Information Manual**

Each year all SOTs are given a copy of the *Supervisor of Training Manual* (Attachment 27) which contains:

- An overview of assessment in the training program, guides to conducting formative and summative in training assessments (FITAs and SITAs, and examples of completed assessments;
- Copies of *Teaching on the Run* articles published in the *MJA*;
- Notices of changes to the training program which take effect in that training year.

### **2.8.3.3 Training Provided on Conducting Formative Assessments**

The *Teaching on the Run Workshop* provides training about formative assessment and covers:

- The importance of setting objectives for formative assessment or appraisal;
- Developing a strategy for conducting an effective formative assessment or appraisal of a junior doctor;
- Consideration of junior doctors with difficulties.

The background reading material for the program provides definitions of formative assessment, summative assessment and evaluation, compares formative and summative assessment, emphasizes the importance of being clear about the purpose of an assessment and describes the key features of an effective assessment system (pages 13 to 16).

In addition, as explained above, the *Supervisor of Training Information Manual* provides an overview of the FITA and SITA systems and guides for conducting these assessments.

### **2.8.4 Advice Provided to Supervisors/Trainers About Informing Patients About the Trainee's Role and Seeking Informed Consent for Treatment**

The College considers it to be a hospital's or institution's responsibility to provide advice to SOTs and Clinical Supervisors about informing patients regarding the role of trainees in patient management and when seeking informed consent to treatment. The reasons for this are that the hospital is the employer of the SOTs, Clinical Supervisors and the trainees and is also responsible for ensuring that appropriate treatment and care is provided to the patient.

The background reading material to the *Teaching on the Run Workshop* reminds supervisors that when teaching takes place in a clinical setting the teacher, learner and patient must be prepared for the session and that a patient must give their consent prior to the teaching episode.

### **2.8.5 Identification of Clinical Supervisors and the Training Provided for Them**

Clinical Supervisors are Fellows of the Australasian College of Dermatologists who consult at a training institution which offers an accredited dermatology training program. They are appointed by the training institutions where they work.

The College does not provide training for Clinical Supervisors, unless the Clinical Supervisor has also been appointed Supervisor of Training in the training institution where they work (see section 2.8.3).

### **2.8.6 Feedback From Trainees on the Quality of Training and Supervision**

The College obtains feedback from trainees on the quality of training and supervision through:

- Confidential interviews held with trainees during training position accreditation inspections (see section 2.7 of this submission);
- The Trainee Representative Committee;
- Surveys of trainees and recent graduates (see section 2.12 of this submission).

### **2.8.7 Mentors**

Trainees organise mentors through their state training program.

In Victoria the mentor program is co-ordinated by the DOT. Most trainees identify a potential mentor, ask the mentor if they are prepared to take on this role and advise the DOT of the arrangements.

In NSW the mentor program is co-ordinated by a Fellow of the College willing to take on the role. The co-ordinator keeps a record of the mentors and their mentorees. Most often, trainees self select a mentor and advise the co-ordinator who their mentor is. The mentor program is not compulsory and on occasions, trainees have declined to have a mentor.

There is no formal mentoring program in SA. The training program is relatively small with only six to seven trainees at any given time. The small size means that it is relatively easy for trainees to get to know each of the Fellows of the College involved in education. The DOT actively encourages trainees to approach these Fellows for advice.

The WA training program is small with only four trainees in total, so generally trainees use their SOT or the DOT as a mentor. However, the training program has an informal understanding that trainees may contact any of the Fellows of the College to discuss an issue. This ensures that a trainee is able to discuss the issue with a person with whom they feel comfortable.