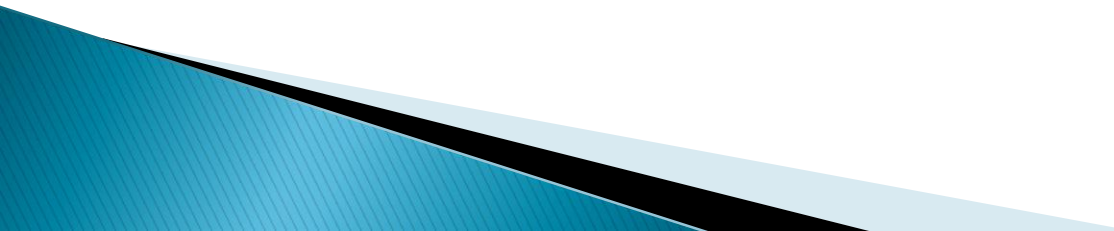


Educational Supervisors

Sarah Smith and Kate Evans

*(with thanks to Dr Kevin Smith, Becky Reynolds and Amrita
Jesurasa)*

- ▶ Recognition of time and effort involved in being an educational supervisor
 - ▶ Different approaches & styles
 - ▶ Feedback from other registrars in the region ‘what makes a great educational supervisor’
 - ▶ May change as SpRs progress through training
- 

What do registrars require from their educational supervisor?

- ▶ Phase 1:
 - Acknowledgement of the pressure of Part A
 - Support with exam preparation – help with practice questions and related work place experience
 - Acknowledgement of previous experience
 - Provides shadowing opportunities
 - Involves registrars in meaningful work



What do registrars require from their educational supervisor?

- ▶ Phase 2
 - Support with Part B
 - Involves registrars with key elements of health protection including preparation for on-call and hands on health protection experiences
 - Works with registrar to consider what training experiences they might require in the remainder of their training



What do registrars require from their educational supervisor?

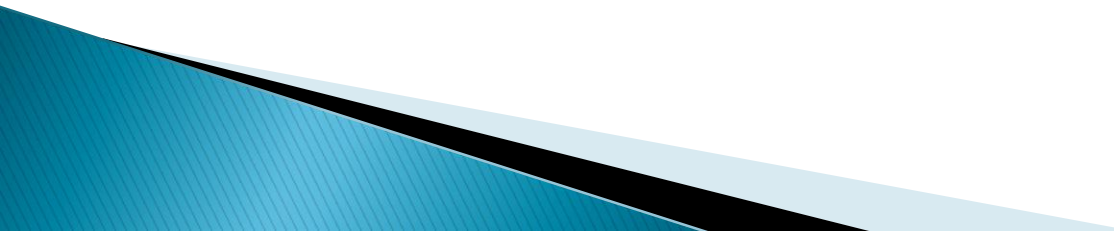
▶ Phase 3

- Access to senior leaders in councils including meaningful interactions with elected members
- Exposure to consultant level situations – ensuring the registrar is competent and prepared for a consultant post
- Support to become effective public health leaders through opportunities to lead significant programmes of work

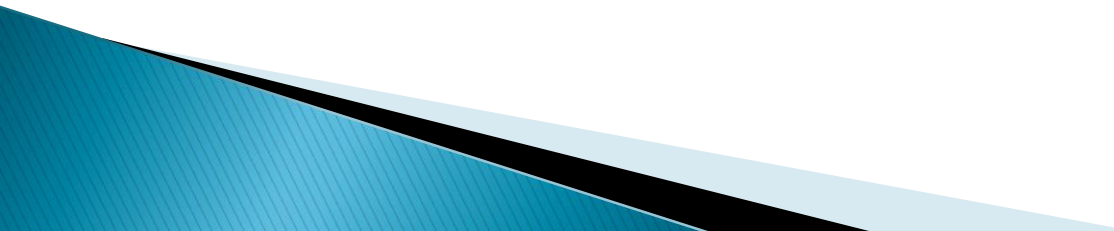
What do registrars require from their educational supervisor?

- ▶ All phases....
 - E Portfolio
 - Knowledge of the training programme
 - Interest in the aspirations of the registrar
 - Facilitating involvement in the team
 - Treat registrar as a colleague
 - Dedicated time for 1:1s
 - Good pieces of work relevant to the registrar's ability and training needs

Good Educational Supervisor Attributes

- ▶ Generosity with time and wisdom
 - ▶ Trust and confidence in the ability of the SpR
 - ▶ Willingness to develop trainees
 - ▶ Gives regular, constructive feedback
 - ▶ Provides a range of training opportunities
- 

....and some not so good attributes

- ▶ A lack of time or lack of direction
 - ▶ Not committed to the training of a registrar
 - ▶ Lack of understanding of the role of a registrar
 - ▶ Doesn't take account of the long and short term needs of the registrar
 - ▶ A lack of, or unconstructively critical feedback
 - ▶ Micromanagement
- 

“Thank you to all those who have supervised me over the years – I recognise that it can be a very thankless task at times, and this may get worse in the future. Please continue to do it...” Anon.
Reg.

