Teaching on the Run
RANZCP
Planning Learning
Workshop 1
Outcomes

• Increase understanding of the Competency Based Fellowship Programme (CBFP)

• Define your role with RANZCP trainees

• Develop clinical learning plan for a RANZCP trainee

  – Outcomes

  – Learning/teaching strategies

  – Feedback and Assessment

• Identify learner skills required for success
Plan

1. Discussion: Understanding your roles

2. Discussion: Preparation

3. Activity: Exploring RANZCP competencies

4. Present: Optimising training
Activity
This lecture is about making and flying a kite. Keep this information to yourself.
Activity
RANZCP

Progression of competence through stages of training

<table>
<thead>
<tr>
<th>1 Year</th>
<th>2 Years</th>
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<tbody>
<tr>
<td>STAGE 1</td>
<td>STAGE 2</td>
<td>STAGE 3</td>
</tr>
<tr>
<td>LOW INDEPENDENCE</td>
<td>DEVELOPMENTAL TRAJECTORY</td>
<td>HIGH INDEPENDENCE</td>
</tr>
<tr>
<td>BASIC</td>
<td>PROFICIENT</td>
<td>ADVANCED</td>
</tr>
<tr>
<td>PGY 1/2</td>
<td></td>
<td>JUNIOR CONSULTANT</td>
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## RANZCP Clinical Attachments

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</tr>
<tr>
<td>Acute</td>
<td>FP + POA + Rural</td>
<td>POA + Rural + Research</td>
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Psychotherapies

Non-Mandatory | Mandatory

**CAP** – child & adolescent; **CL** – consultation liaison; **FP** – forensic; **POA** – old age; **AP** – adult; **ADD** – addiction
# RANZCP Clinical Attachments

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**Psychotherapies**

- CAP – child & adolescent
- CL – consultation liaison
- FP – forensic
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Non-Mandatory | Mandatory
### RANZCP Clinical Attachments

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- Specified learning outcomes
- AND
- Workplace Based Assessments (WBA)
RANZCP Assessment

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- **WE**
- **OCI**
- **OSCE**

COMPETENCIES (supervisor assessment and EPAs)

PSYCHOTHERAPY LONG CASE

SCHOLARLY PROJECT

WE = Written Examination; OCI = Observed Clinical Interview; OSCE = Observed Structure Clinical Examination
You are responsible for your trainee…

How would you define your role?

Teacher
Supervisor
Assessor
Mentor
Clinician
Effective “Supervisor”

- Clinical competence
- Good communicator
- Role model
- Tailors teaching to trainee
- Good use of teaching time
- Inspires reflection
- Gives appropriate feedback
- Explores professionalism
- Encourages life balance

- Attitude (supportive, positive, interested)
- Available
- Willing to answer Qs
- Shows respect
Teacher
Supervisor
Assessor
Mentor
Clinician

What works for you?
Activity
Competency Based Fellowship Program

- CanMeds
- Fellowship Competencies
- Learning Outcomes
- Developmental Descriptors
TRAINING OUTCOMES…

…are **observable** and **measurable** and refer to the achievements of the learner

For example a trainee…

…demonstrates the ability to communicate effectively with a range of patients, carers, multidisciplinary teams, general practitioners, colleagues and other health professionals
Learning in the Competency Based Fellowship Program

- Fellowship Competencies
- Learning Outcomes
- Formal Education Course
- Good Supervision
- Workplace-based assessments (formative)
Assessment in the CBFP

- Fellowship Competencies
- Learning Outcomes
  - * Entrustable Professional Activities
    - Workplace-based assessments (Formative - elective)
  - * Supervisor Assessment
    - Workplace-based assessments (mandatory)

W1 Planning Learning v2.2
Competency-Based Training - RANZCP

1. Clearly defined outcomes

2. Formalised supervision

3. Structured activities – especially formative workplace based assessment

4. Summative assessment - workplace + College based
FELLOWSHIP COMPETENCIES - CANMEDS
How do you prepare for having a trainee?
Consider…

- Pre-rotation
- Orientation
  - Roles and responsibilities
  - Learners strengths and areas to improve
- Learning
  - Outcomes – trainee plan
  - Methods
- Assessment (formative and summative)
What do trainees need to succeed?
Trainees need….

- Good understanding of RANZCP requirements
- Understand competencies and outcomes
- Ability to reflect
- Incorporate feedback into behaviour
- Take responsibility for learning
Deliberate Practice

- Well defined and important tasks
- Opportunity to practice and improve
- Good supervision and feedback
- Motivation and endurance (hanging in there)
- Reflection
- Optimal use of time
Outcomes

• Define your role with RANZCP trainees
• Develop plan for clinical learning for a RANZCP trainee
  – Outcomes
  – Learning/teaching strategies
  – Feedback and Assessment
• Identify learner skills required for success
What will you change in your practice?
Evaluation

What worked well?

What could be better?