



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

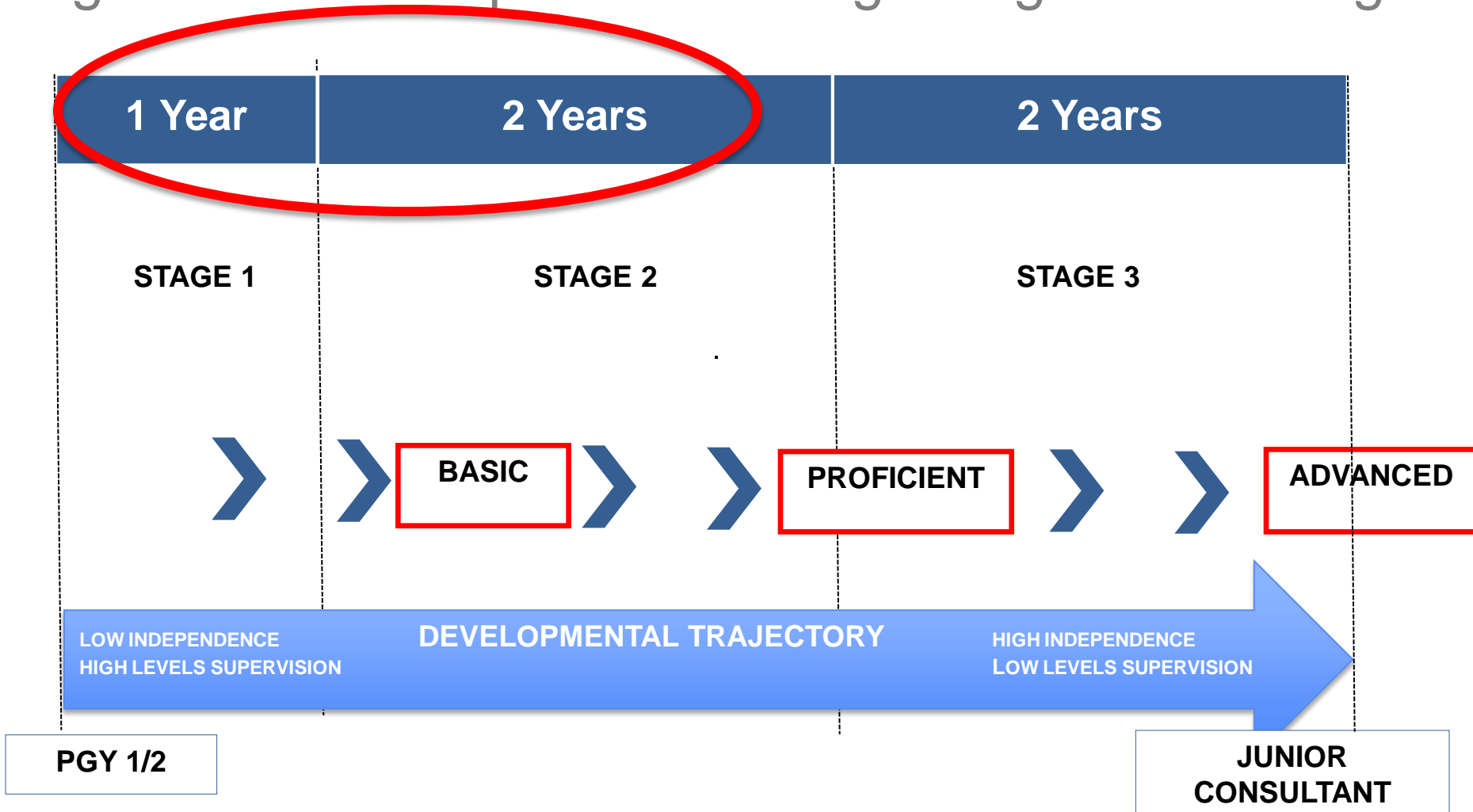
**This lecture is about
making and flying a kite.**

Keep this information to yourself.

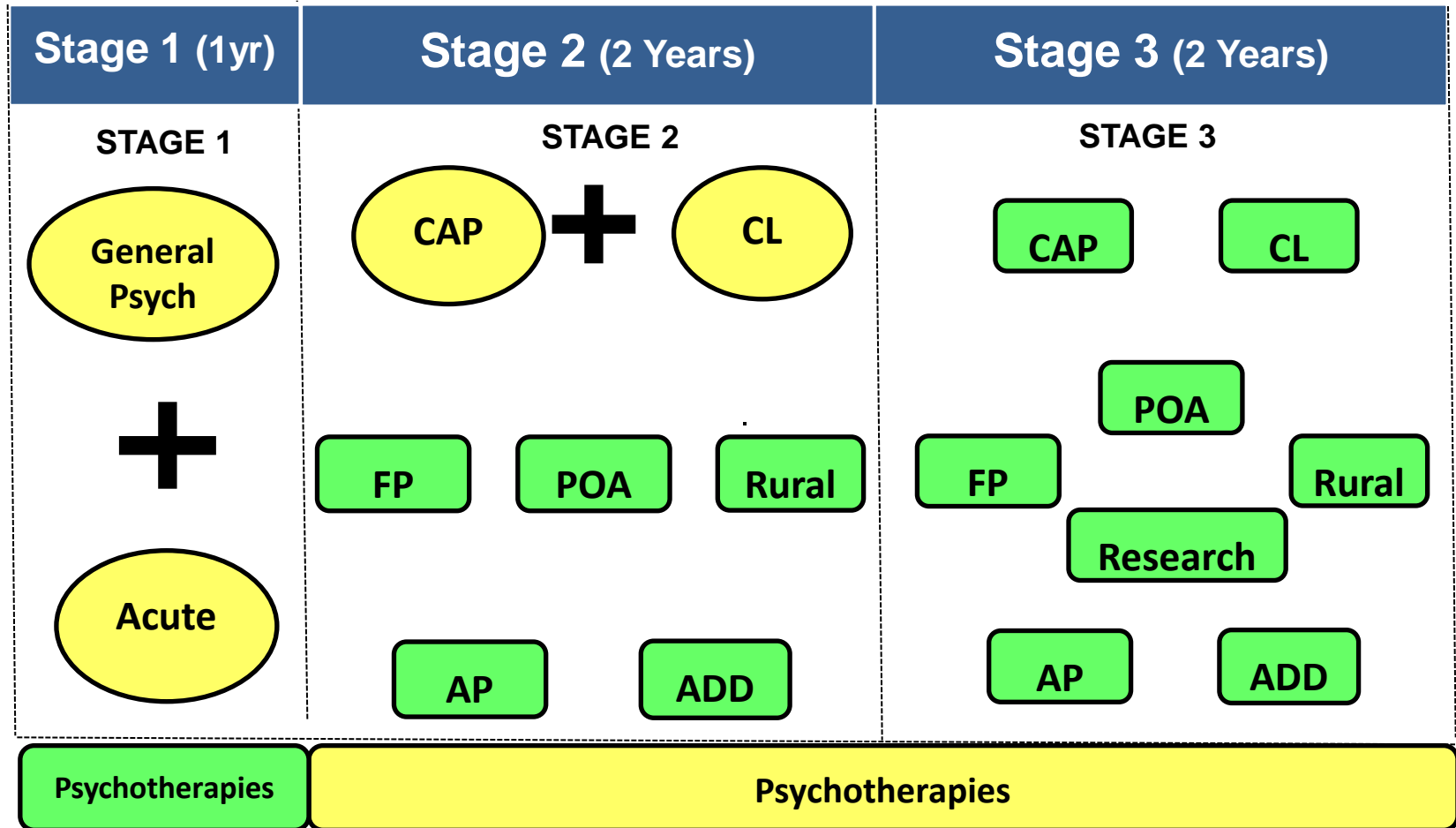
Activity

RANZCP

Progression of competence through stages of training



RANZCP Clinical Attachments



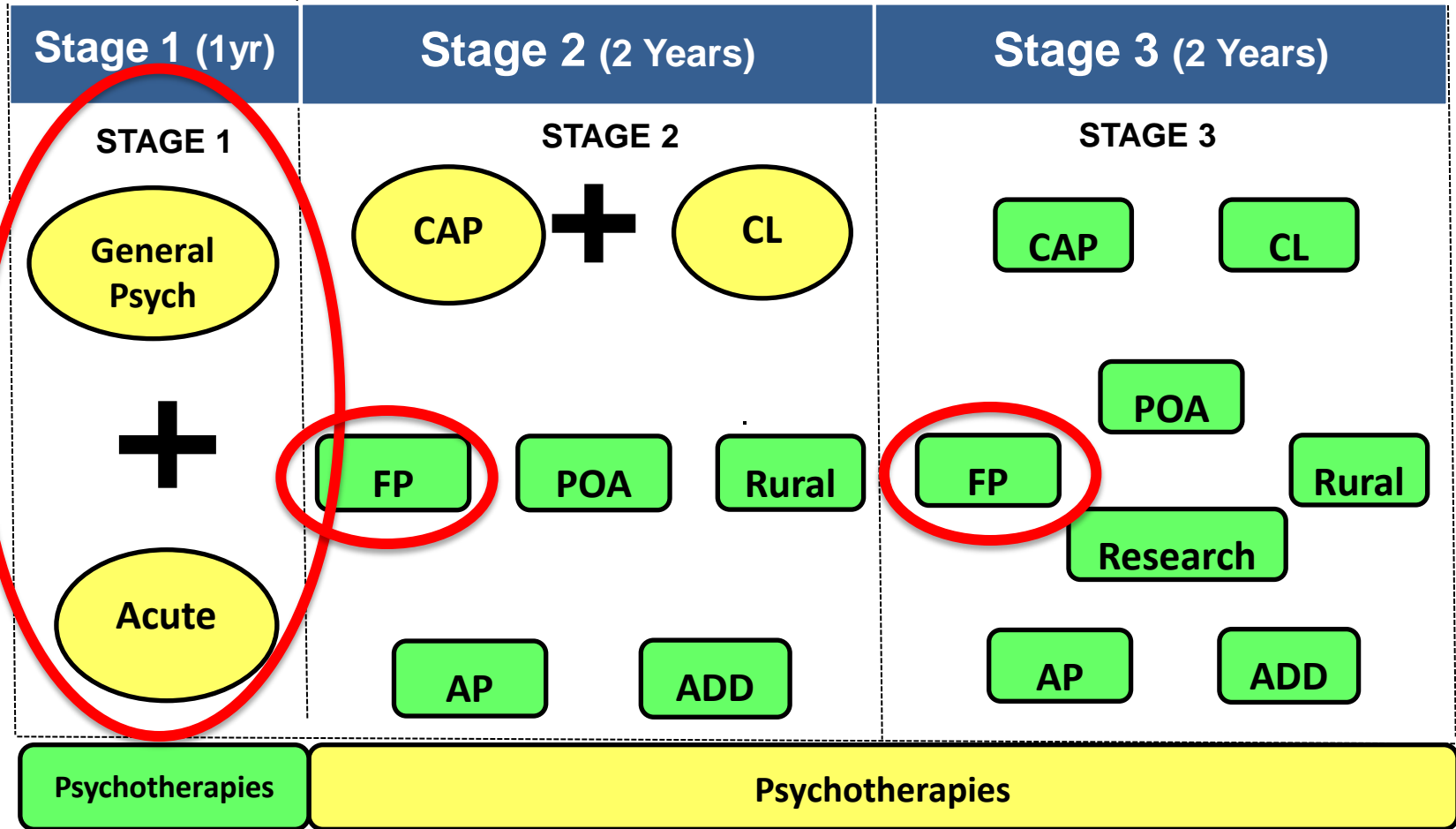
Non-Mandatory

Mandatory

CAP – child & adolescent; CL – consultation liaison; FP – forensic; POA – old age; AP – adult; ADD - addiction



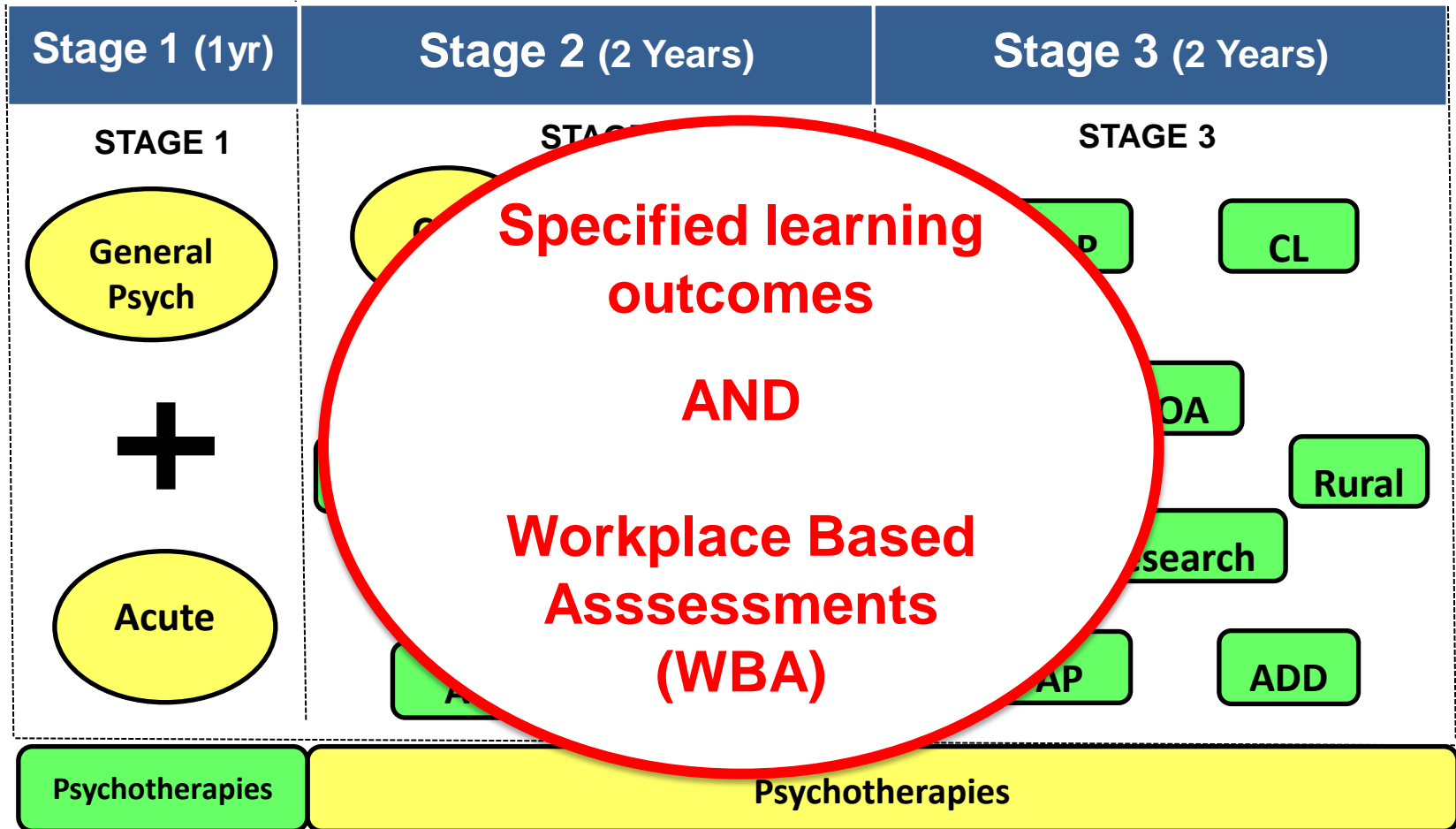
RANZCP Clinical Attachments



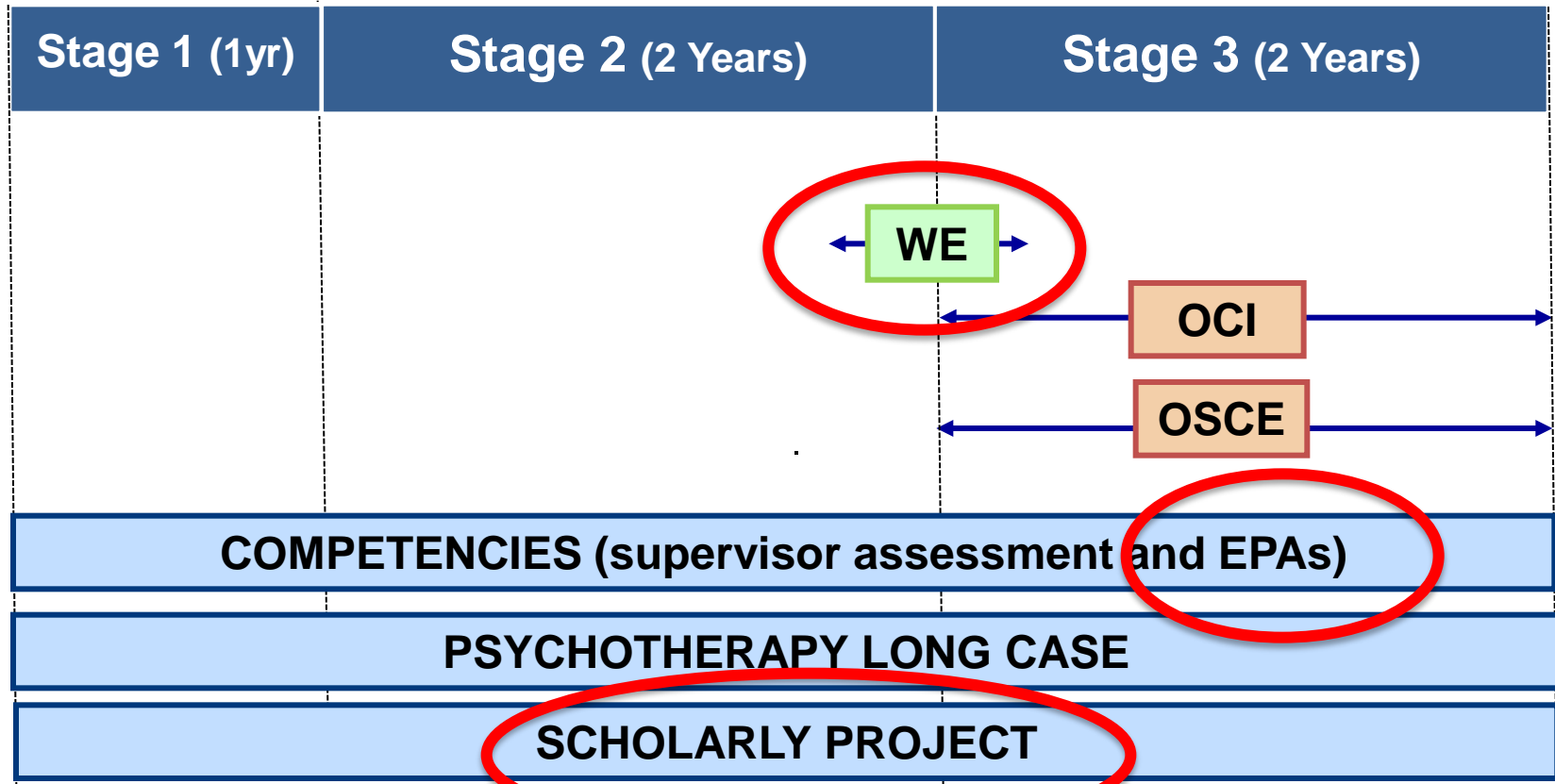
CAP – child & adolescent; CL – consultation liaison; FP – forensic; POA – old age; AP – adult; ADD - addiction



RANZCP Clinical Attachments



RANZCP Assessment



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

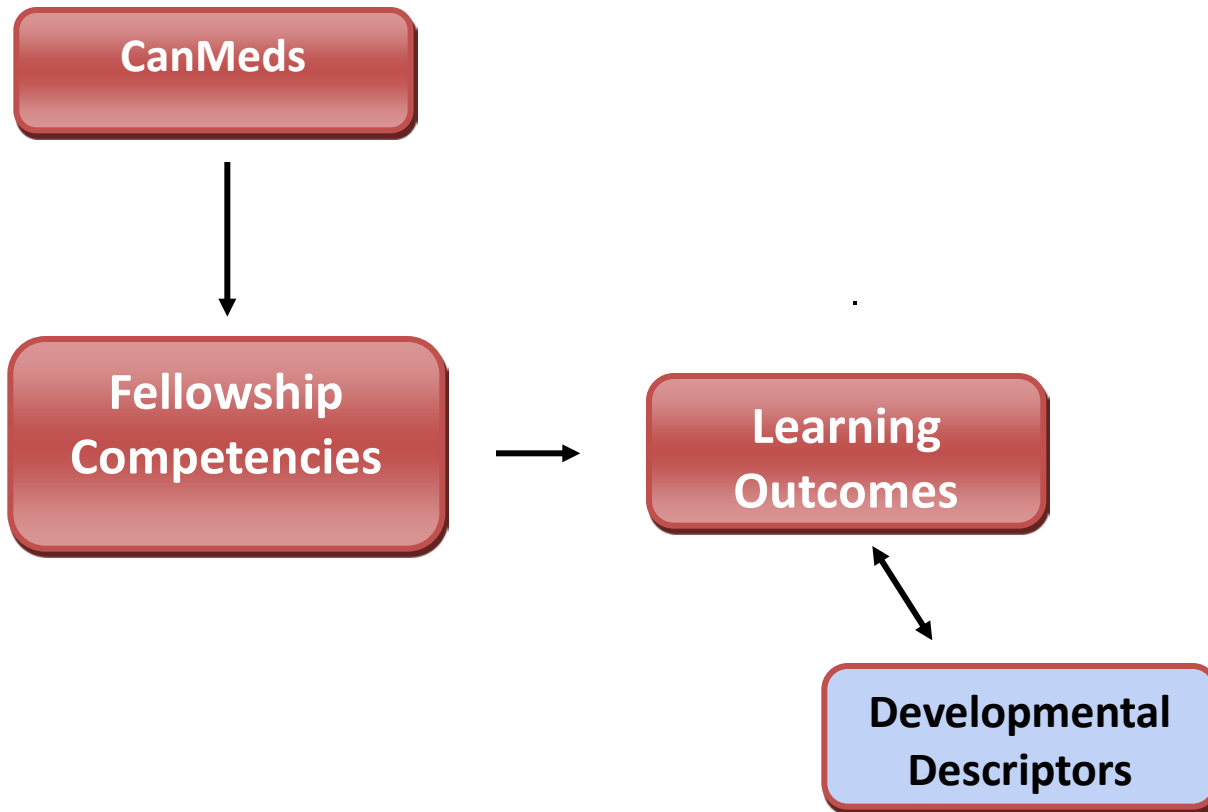
Teacher
Supervisor
Assessor
Mentor
Clinician

What works for you?

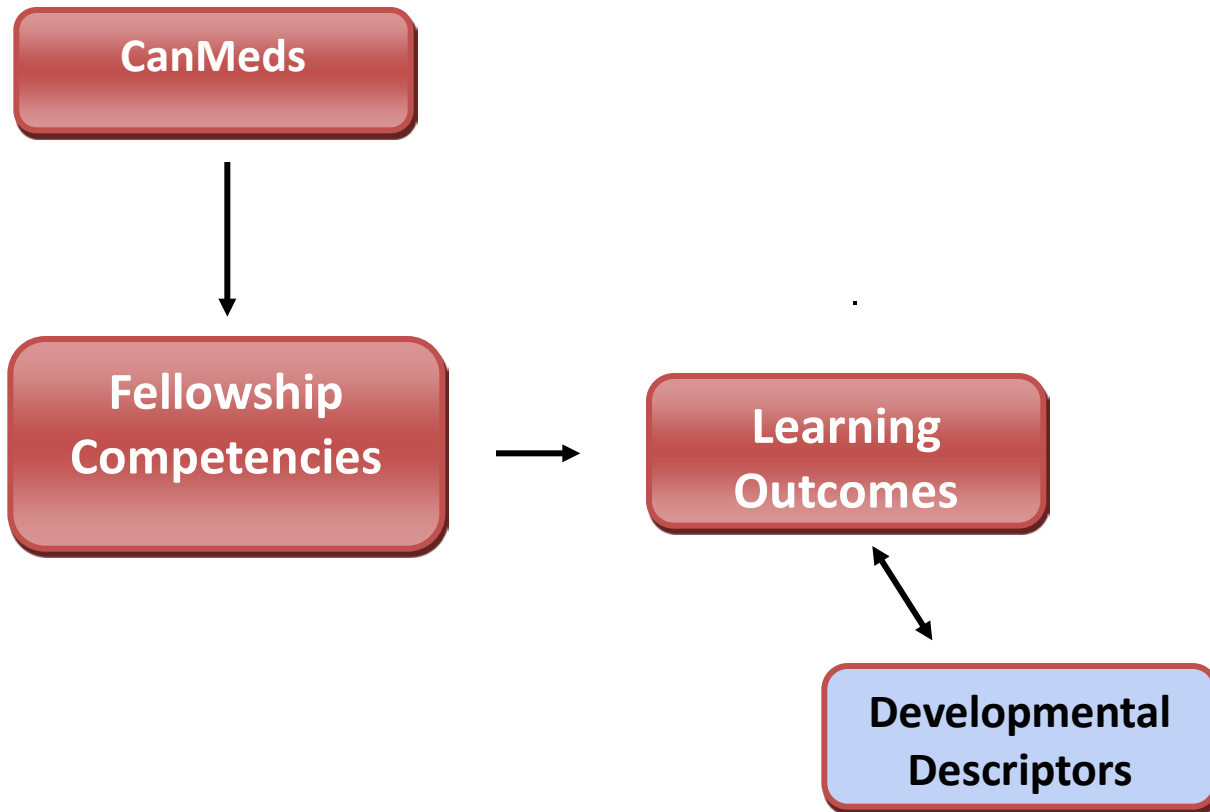


Activity

Curriculum Based Fellowship Program



Competency Based Fellowship Program



TRAINING OUTCOMES...

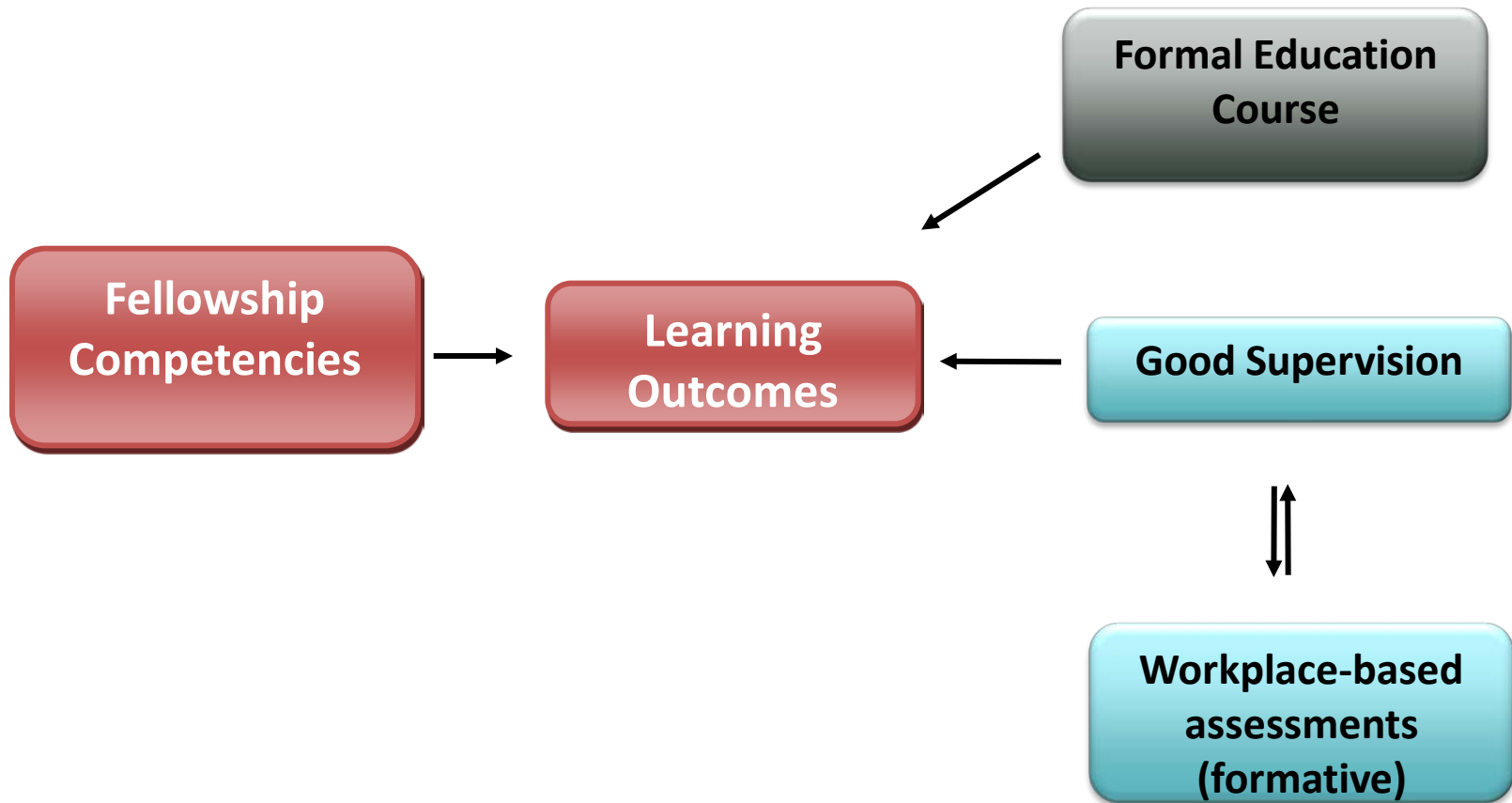
...are **observable** and **measurable** and refer to the achievements of the learner

For example a trainee...

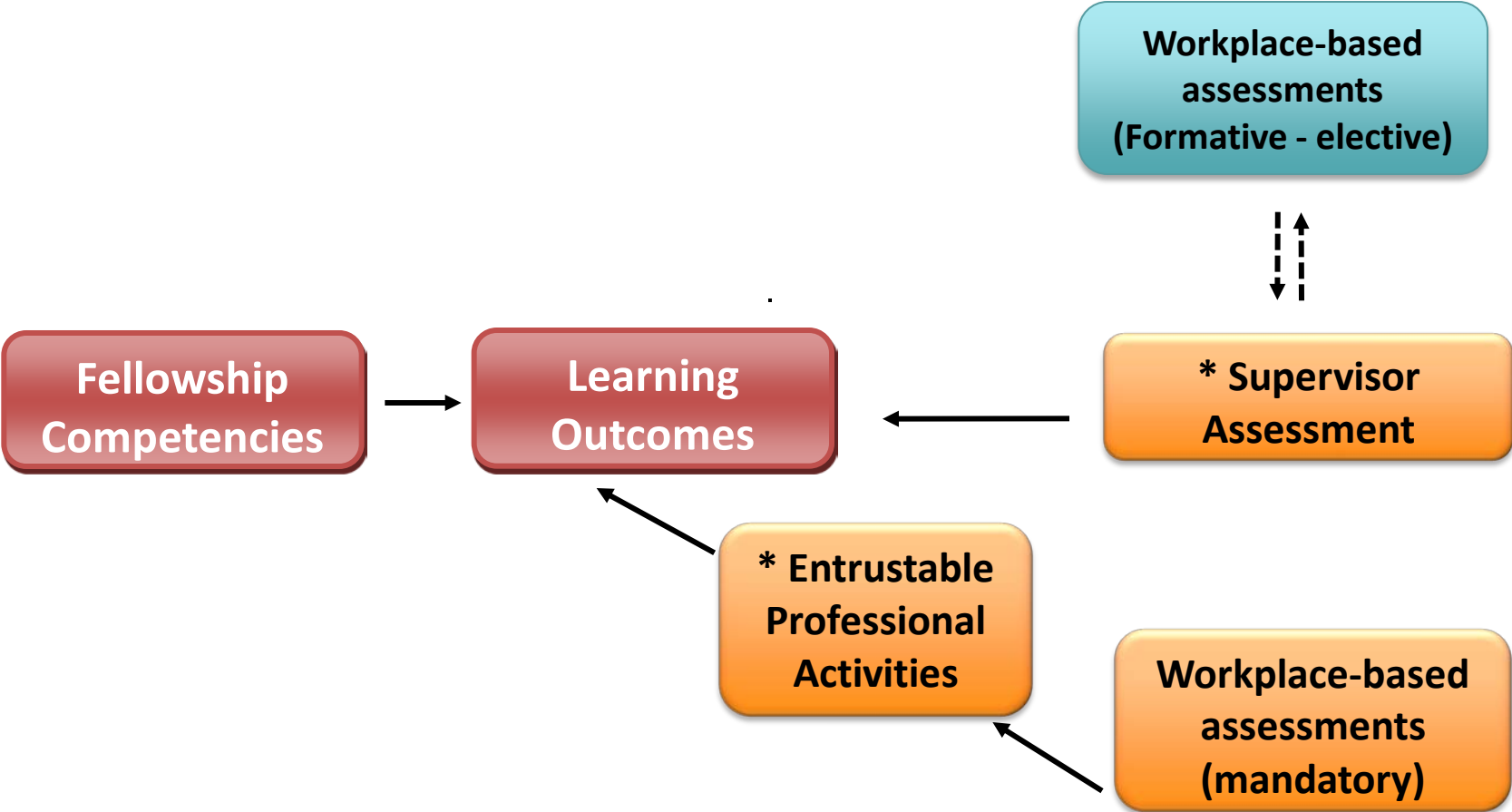
...demonstrates the ability to communicate effectively with a range of patients, carers, multidisciplinary teams, general practitioners, colleagues and other health professionals



Learning in the Competency Based Fellowship Program



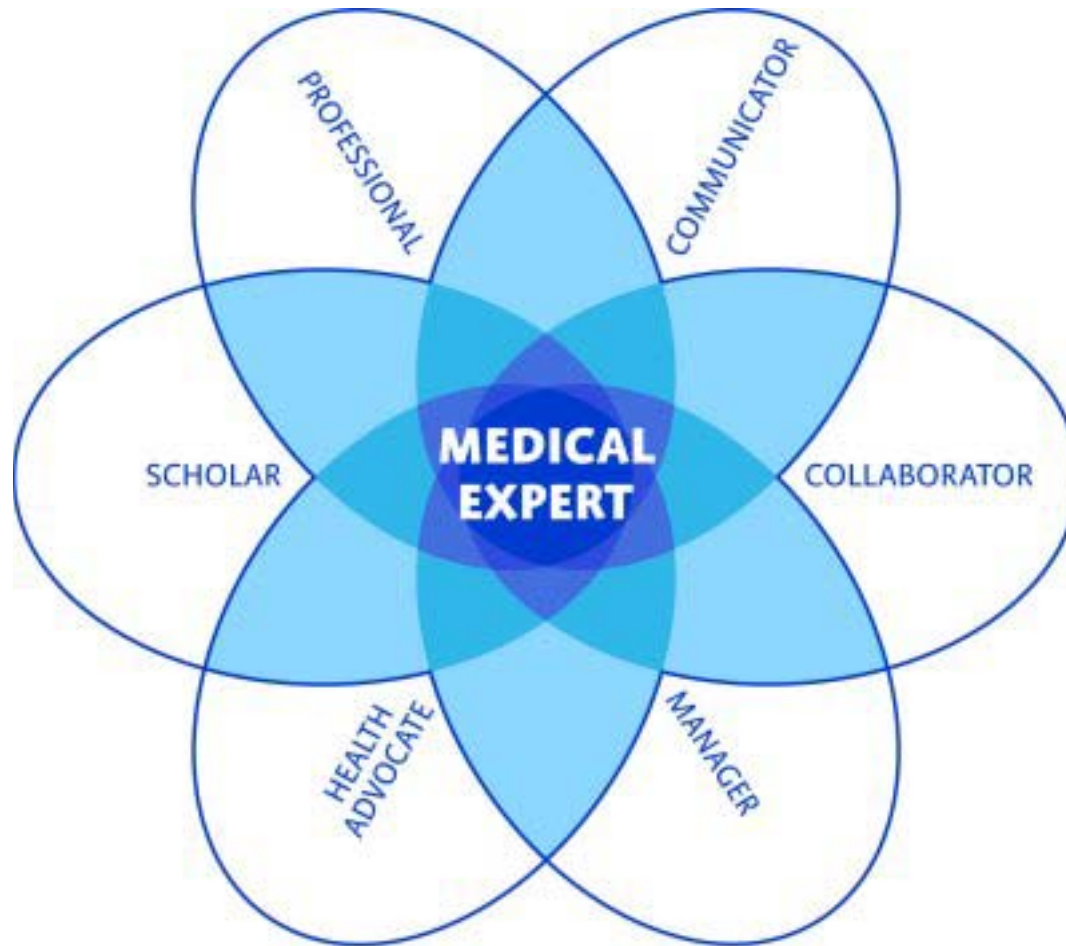
Assessment in the CBFP



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?

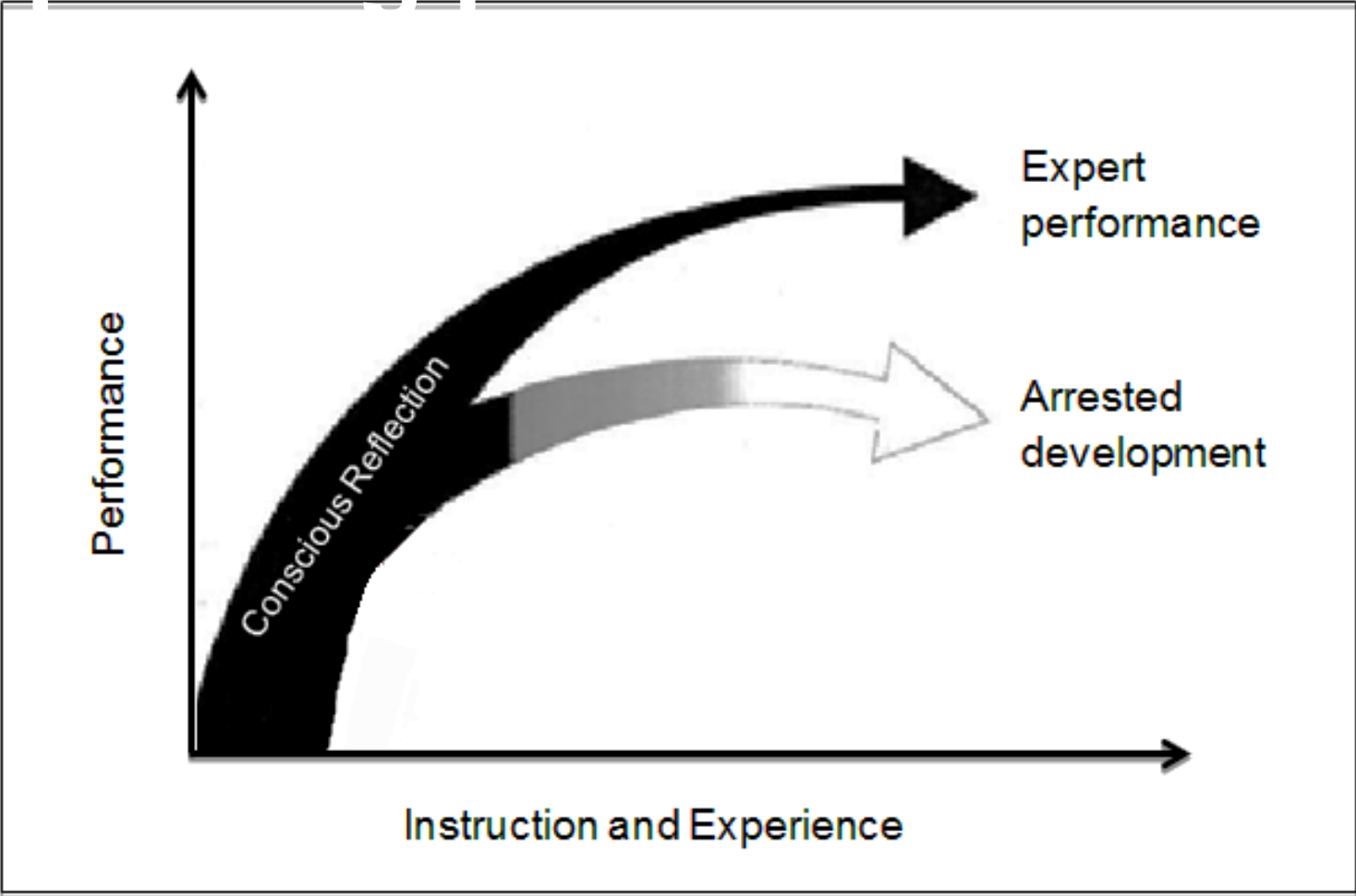
Consider...

- 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?