

Training facilitators and supervisors

In pre-graduate medical teaching, Aarhus, Denmark

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Background:

In 2011 the Faculty of Health at Aarhus University, Denmark, introduced mandatory courses in communication and peer supervision each semester for medical Master's degree students. There are 5 modules progressing over 3 years from a simple doctor-patient consultation to a complex and authentic consultation. Each student is expected to dedicate 30 hours to communication training each semester.

Method:

The modules are structured as small group teaching, including teaching-learning activities such as short presentations, interactive case-scenarios, and different feedback and peer supervision methods. In module 2 and 5 the students are also obliged to hand in a portfolio assignment. The methods are new to our faculty and therefore we implemented a "2 approaches" faculty development program for the facilitators and supervisors in all 5 modules.

The "2-approaches" faculty development program:

The co-facilitator program (2 times a year)

Approach: Apprenticeship:

Trained in a 3 hours introduction/training course (5-10 participants).

Training in co-facilitation with an experienced facilitator.

Mandatory mid-term evaluation with the course coordinator.

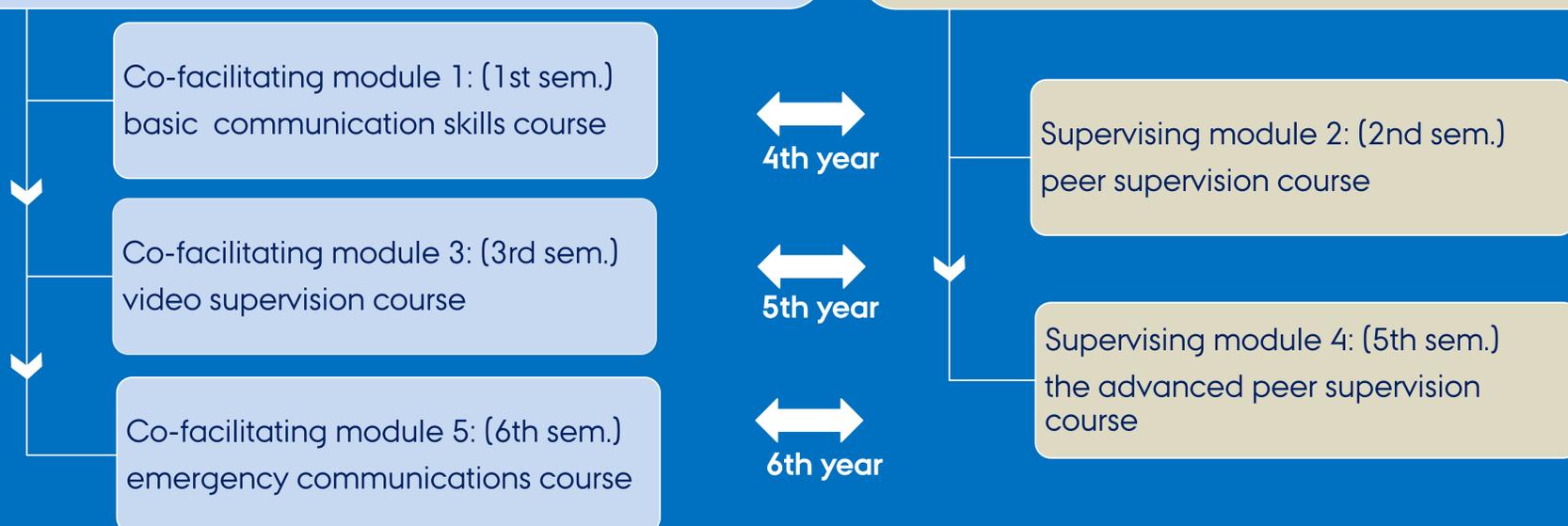
The peer supervisor program (1 time a year)

Approach: Professional peer supervision:

Trained in a 3 day course (up to 18 participants).

Learning by gaining insight and experience in the same way they will be training with the students.

Mandatory mid-term supervision with the course coordinator.



Results:

- To this date 78 physicians have completed the faculty development program
- Each semester 200 students complete each module, that is 1000 students each semester / 2000 students each year
- Structured student evaluations indicate a high level of self evaluated learning outcomes

Conclusions:

From portfolio assignments in module 2 and 5 it is clear that the students obtain learning objectives

25 new facilitators and supervisors are trained each year. Does this have an effect on the way that communication skills and peer supervision is used in the clinic? This calls for research in the future

By training the faculty we obtain a common understanding and level of expertise

