Tutor Self Reflection

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Introduction

- Training tutors
- Evaluation – driving developments
  Focus on quality improvement
  - Ricarda
  - Nicola
Questions?

- What can be learnt from pharmacist tutor evaluations?
- Is self-evaluation more useful than ranking competencies?
- Are differences seen in pharmacist attributes dependent on the regulation system in place?
What is a tutor?

- Preceptor, educational supervisor, assessor, mentor, supervisor
- Do we mean the same things when using these terms?
- Standards and frameworks - importance
- Journey of prereg tutor training in GB 2007, 2014, revision of standards (pharmacy professionals), standards initial education and training
Beyond pharmacy

- Other professions
  - Health Education England – Multiprofessional: Professional Development Framework for Educators
    - [https://faculty.londondeanery.ac.uk/new-multiprofessional-framework-for-educators/professional-development-framework-for-educators](https://faculty.londondeanery.ac.uk/new-multiprofessional-framework-for-educators/professional-development-framework-for-educators)
  - International
    - Online
    - Face-to-face
  - Core skills
Nursing

• ‘Preceptorship is a clinical teaching model through which undergraduate nursing students are facilitated to acquire beginning competencies that enable them to function effectively in the complex workplace environment upon graduation. Central to this model are preceptors who, although they may be expert clinicians, require specific educational support in order to carry out their student supervision role effectively’
  – Positive impact
  – Need for better preceptor support - workload management, to enable preceptors apply acquired knowledge and skills

http://www.internationaljournalofcaringsciences.org/docs/50_kamolo_special_10_2.pdf
How do you measure competence?
How do you measure competence?

- Frameworks
- Self-assessment
- Outputs
- Feedback – trainees/interns, patients, organisations (employer, regulator)
- Adherence to standards
Within a context of patient-centred professionalism
GPhC guidance on tutoring

2.1 You must put patient safety first at all times
2.2 You must practise as a tutor only if you are fit and competent to do so
2.3 You must make sure that a trainee is training safely and effectively
2.4 You must take appropriate action when a concern is raised by or about a trainee
2.5 You must maintain confidentiality in relation to your tutoring role, but disclose relevant information about a trainee when it is in the public interest to do so

3.1 Being a professional role model
3.2 The pre-registration training programme
3.3 Assessing your trainee’s performance
3.4 Giving feedback to your trainee
3.5 Supporting your trainee
Understanding self

To effectively prepare to meet the challenges of modern healthcare, professionals need to alter the perception of learning as being a passive process and begin taking a greater responsibility/ownership for their learning.

1) What do you think are the benefits of self-assessment?

2) What are the barriers to self-assessment?
How do we know?

- Patient feedback
  - [https://www.bmj.com/content/352/bmj.i913](https://www.bmj.com/content/352/bmj.i913) *BMJ* 2016; 352 18 February 2016
  - Annual survey NHS England
- Trainee/intern feedback
- [https://www.pharmacyregulation.org/pre-registration-surveys-2016](https://www.pharmacyregulation.org/pre-registration-surveys-2016)
- Peer discussion

Do you regularly ask for feedback?
And how do you do this?
Ranking

- As individuals use the handout to rank tutor attributes
- Not an exhaustive list
- Think of other attributes not noted, but that you feel are important
- Five minutes
What others have said - ranking

1. Communicating well
2. Maintaining high standards
3. Having a patient focus
4. Listening
5. Honesty
6. Being trustworthy
7. Showing respect
8. Good ethical decision making
9. Maintaining confidentiality
10. Aiming for excellence
11. Showing reliability
12. Supporting the team and other healthcare workers
13. Using appropriate language and manners
14. Being hardworking
15. Ability to assess others
16. Using reflection
17. Being punctual
18. Being altruistic
19. Having a service orientation
20. Dressing suitably
What others have said – self description

Communication
Professional
Skills

Patience
Up-to-date
Supportive
High-standards
Leadership
Approachable
Knowledge

Organised
Ability
Listening
Understanding-trainee
Give-feedback
Patient-focused
Trustworthy
Respect
Honest
Role-model
Are there any limitations to this?
Leadership

A leader
– Assesses risk and mitigates this – making decisions
– Teaches others
– Delegates to skilled people
– Leads by example
– Doesn’t abuse their position
– Goes the extra mile

• Link to RPS Leadership Framework - https://www.rpharms.com/resources/frameworks/leadership-development-framework

• NHS Leadership Academy https://www.leadershipacademy.nhs.uk/
Johari window

- Open: Known by self, Open
- Blindspot: Unknown by self, Exclamation mark
- Hidden: Unknown to others, Tunnel
- Unknown to all: Unknown to others, Question mark
SWOT

- Strengths
- Weaknesses
- Opportunities
- Threats
Activity

- Posters – use post its to identify external factors affecting your SWOT
- Self reflection – use the handout to identify internal factors affecting your SWOT
Feedback from UK

- Professional
- Organised
- Approachable
- Good-listener
- Ethical-decision-making
- Reliable
- Honesty
- Patient-focused
- Communication-Skills
- Hardworking

- Networking
- Workload-Planning
- Skills-Audit
- Organisation
- Use-Skills
- Training
- Time-Management
- Developing-Others
- Learning
- Delegation

- Delegating
- Feedback
- Patience
- Clinical-knowledge
- Distractions
- Receiving-criticism
- Communicating-effectively
- Embracing-change
- Keeping-up-to-date

- Time-Management
- Targets
- Workload-Pressure
- Staff-Competence
- Staff-Availability
- Personal-Skills
Internal vs External
Self-directed learning cycle

Figure 1. Boyatzis' Theory of Self-Directed Learning (Goleman, Boyatzis, and McKee, 2002)

1. My Ideal Self - Who do I want to be? What do I want out of life and work?

2. My Real Self - How do I act

3. My Learning Agenda - Building on my Strengths while reducing Gaps

4. Experimenting with new behaviour thoughts & feelings

4. Practice the new behaviour, building new neural pathways through to mastery

5. Developing Trusting Relationships, like coaches that help, support & encourage each step in the process

2. My Strengths Where my ideal and Real Self overlap

2. My Gaps - where my Ideal & Real Self differ

Goleman, D., Boyatzis, R.E., McKee, A. 2002
The New Leaders: Transforming the art of leadership into the science of results
Mapping learning resources

• Activity
Future

• Learning together across roles in pharmacy?
• Multiprofessional learning?
• Communities of learning?
References

• GPhC Standards for Pharmacy Professionals
https://www.pharmacyregulation.org/spp
Guidance on tutoring

• GPhC Guidance on Tutoring

• Pre-registration manual (Performance Standards)
http://www.pharmacyregulation.org/performance-standards

• GPhC registration assessment framework
https://www.pharmacyregulation.org/the-registration-assessment

• Goleman, D., Boyatzis, R.E., McKee, A. 2002. The New Leaders: Transforming the art of leadership into the science of results

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Contact us 😊

- Research collaborations
- Developing the healthcare workforce
- Frameworks for education

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Wild Flowers