

# FAQ

## FREQUENTLY ASKED QUESTIONS

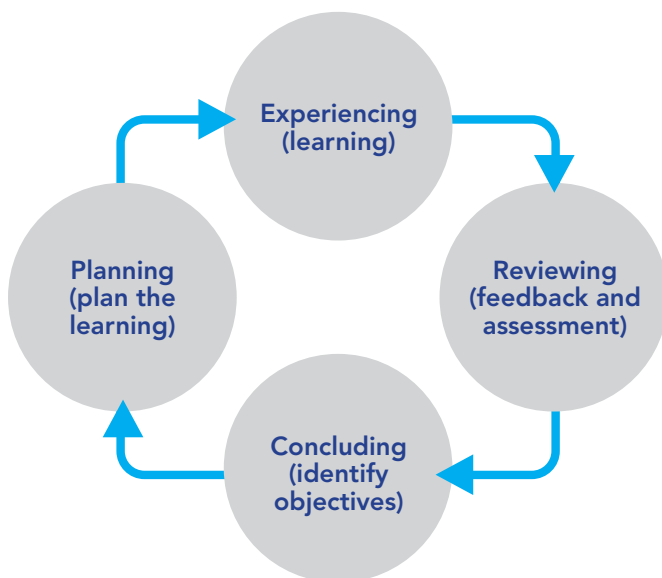


PODCAST WEBINAR

## Can I ask you a quick question? Ad hoc supervision and informal teaching

An important part of supervising a GP registrar is being able to incorporate the principles of teaching and learning into ad hoc corridor consultations. These informal opportunities to expand the trainee's knowledge, and build their confidence and skills, are vital in and of themselves, and further serve to inform planned learning as part of the learning cycle. (Figure 1).

**FIGURE 1. THE LEARNING CYCLE (KOLB, 1984)**



### What defines a "good" learning experience

- Teacher committed to educating the learner.
- Subject matter is relevant to learner.
- Learner is personally motivated – autonomous and self-directed.
- Appropriate level of instruction.
- Teacher is respectful of the learner.
- Active involvement/practical application.
- Clear goals are set.
- Regular feedback through the learning process.
- Time for reflection provided.

### Learning styles

As supervisors, we need to appreciate that our own learning style often shapes the way we teach others. Indeed, just as we may have had problems with certain teaching styles we encountered through our own education, there is always the potential for a mismatch between our teaching style and the learning style of our trainee. Being mindful of this will go a long way to avoiding problems. To this end, various models have been devised to explain how learning styles can differ (Figure 2, Figure 3, Figure 4).

**FIGURE 2: LEARNING TYPES (HONEY & MUMFORD, 1986A)**

<b>ACTIVITISTS</b>	<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Learn through trial and error</li> <li>• Involved fully in new experiences</li> </ul>
<b>REFLECTORS</b>	<ul style="list-style-type: none"> <li>• Observe and think about it</li> <li>• Like information first, before taking action</li> <li>• Collect data then reflect on it</li> </ul>
<b>THEORISTS</b>	<ul style="list-style-type: none"> <li>• Prioritise getting an understanding of the theory</li> <li>• Want to be convinced by clarity of argument</li> <li>• Question: does it make sense?</li> </ul>
<b>PROGMATISTS</b>	<ul style="list-style-type: none"> <li>• Ready to give it a go, try it out in practice</li> <li>• Practical, down-to-earth</li> <li>• Like an expert to demonstrate through application</li> </ul>

# FAQ

## FREQUENTLY ASKED QUESTIONS

FIGURE 3: VAK MODEL (1920S)

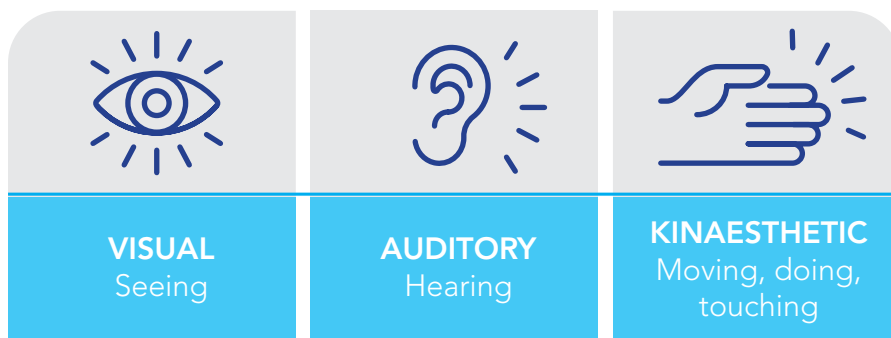


FIGURE 4: TEACHING LEARNERS TO BE SELF-DIRECTED (GROW, GERALD O., 1991)

	AUTHORITY / EXPERT	SALESPERSON / MOTIVATOR	FACILITATOR	DELEGATOR
DEPENDANT LEARNER	MATCH	NEAR MATCH	MISMATCH	<b>SEVERE MISMATCH</b> STUDENTS RESENT FREEDOM THEY ARE NOT READY FOR
INTERESTED LEARNER	NEAR MATCH	MATCH	NEAR MATCH	MISMATCH
INVOLVED LEARNER	MISMATCH	NEAR MATCH	MATCH	NEAR MATCH
SELF- DIRECTED LEARNER	<b>SEVERE MISMATCH</b> STUDENTS RESENT AUTHORITARIAN TEACHER	MISMATCH	NEAR MATCH	MATCH

**TEACHING** is a planned learning activity,  
while **LEARNING** is a change in behaviour  
brought about by that teaching.

# FAQ

## FREQUENTLY ASKED QUESTIONS

### Teaching Opportunities

There are a range of different teaching opportunities available for teaching your registrars such as:

- Informal case reviews**  
 The most common form of teaching in the practice, and the most valuable if teaching principles are applied (using approach in Figure 5).
- Structured formal case reviews inc. random case analysis (RCA)**  
 Sitting down with your registrar and getting them to show you their case notes from one particular case, giving you a solid understanding of how your registrar is progressing and what direction their teaching should take.
- Audits – case notes, results**  
 Not used as frequently as informal or formal case reviews, but actually quite effective as a teaching opportunity, auditing your registrar’s case notes and results can provide insight into what they are thinking and if they are perhaps ordering too many tests versus targeting tests appropriately.
- Referral letter review**  
 Reviewing referral letters can be effective in the same way as auditing case notes.
- Topic tutorials**  
 Often prompted by the registrar’s questions, this common teaching approach can be ad hoc or planned – refer to GPSA website for resources on specific topics (see <https://gpsupervisorsaustralia.org.au/teaching-plans/>).
- Direct observation and video observations**  
 You watching your registrar AND your registrar watching you – both forms of observation are highly valuable forms of teaching, but it is worth noting the dynamics of the 3-way interaction .
- Practical procedures**  
 Registrars typically find this to be their preferred method of learning as it gives them a chance to get the hands-on experience they need to develop their independence.
- Online learning**  
 Using the internet with your registrar can be a really good teaching/learning opportunity, not just looking things up, but upskilling together using online resources. This can enhance the rapport between you and make a really positive impact on the learner.

### Opportunistic Teaching

Problem-solving and commitment might be wait-and-see, follow up, investigate or not.

FIGURE 5. MICRO-SKILLS METHOD (NEHER ET AL, 1992)

<b>1.</b>	<b>Get a commitment</b>
	What do you think is going on?
	What do you want to do?
<b>2.</b>	<b>Probe for supporting evidence</b>
	Explore the learner’s mind map
	Tap into their clinical reasoning skills
<b>3.</b>	<b>Reinforce what was done well</b>
<b>4.</b>	<b>Give guidelines about errors and omissions</b>
	Ask the learner
<b>5.</b>	<b>Teach a general principle</b>
	Teach one or more general rules
	Plan learning

FIGURE 6. PQRST FRAMEWORK (MORGAN S., 2021)

<b>P</b>	<b>What is the Patient’s PROBLEM?</b>
<b>Q</b>	<b>What is the registrar’s QUESTION?</b>
<b>R</b>	<b>How well does the registrar REASON?</b>
<b>S</b>	<b>What is the SOLUTION?</b>
<b>T</b>	<b>What can be TAUGHT?</b>

# FAQ

## FREQUENTLY ASKED QUESTIONS

### 3-Way interactions

When you attend the registrar's consulting room, there is inevitably a 3-way interaction with different dynamics. None of these is necessarily right or wrong:

- The patient as the outsider (Figure 1)
- The registrar as the outsider (Figure 2)
- The supervisor as the outsider (Figure 3)
- A genuine 3-way interaction (Figure 4)

**FIGURE 1: THE PATIENT AS THE OUTSIDER**



**FIGURE 2: THE REGISTRAR AS THE OUTSIDER**



**FIGURE 3: THE SUPERVISOR AS THE OUTSIDER**



**FIGURE 4: A GENUINE 3-WAY INTERACTION**



# FAQ

## FREQUENTLY ASKED QUESTIONS

### Resources



All GPSA resources are available [here](#)

- FAQ: [A "Call for Help" List for Supervisors and Registrars](#)

### References

Grow, Gerald O. (1991). "Teaching Learners to be Self-Directed." *Adult Education Quarterly*, 41 (3), 125-149. Expanded version available online at: <http://longleaf.net/wp/wp-content/uploads/2021/03/SSDL.pdf>

Honey, P. and Mumford, A. (1986a) *The Manual of Learning Styles*, Peter Honey Associates

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

[Neher JO, Gordon KC, Mey0er B and Stevens N. 'A Five-Step "Microskills" Model of Clinical Teaching' Am Board Fam Pract. 5:419-24 1992](#)

[Morgan S 'PQRST: A framework for case discussion and practice-based teaching in general practice training' AJGP 50 \(8\) p 603-606 2021](#)