

Supervisor Framework Mapping Professional Development

This document has been developed to support Supervisors in identifying relevant resources in building capability across the competencies outlined in the Supervisor Framework. It is intended to be used in conjunction with the Supervisor Framework Self-Assessment Form.

Professional Development courses listed may be delivered in either face-to-face or online formats, as indicated in the following table. The following courses and abbreviations are used throughout this mapping document:

Professional Development Course	Format	Cost
<u>Foundation Skills for Surgical Educators (FSSE)</u>	Online + webinar	Free to members
<u>Operating with Respect (OWR)</u>	Face to face	Free to members
<u>Induction for Surgical Supervisors and Trainers (ISST)</u>	Online + 2 webinars	Fee for all participants
<u>Difficult Conversations with Underperforming Trainees (DCUT)</u>	Online + webinar	Fee for all participants
<u>Keeping Trainees on Track (KTOT)</u>	Online on demand	Free to members
<u>Trainee Feedback (TF)</u>	Online on demand	Free to members
<u>Facilitating Online (FO)</u>	Online on demand	Free to members
<u>Identifying and Addressing Microaggressions (IAM)</u>	Online on demand	Free to members
<u>Introduction to Operating with Respect (IOWR)</u>	Online on demand	Free to members
<u>Women in Surgery Microlearning Activity (WIS)</u>	Online on demand	Free to members
<u>Foundation Skills for Surgical Educators Refresher (FSSER)</u>	Online on demand	Free to members
<u>Aboriginal and Torres Strait Islander Cultural Safety: Course 1</u>	Online on demand	Free to members
<u>Aboriginal and Torres Strait Islander Cultural Safety: Course 2</u>	Online on demand	Free to members
<u>Aboriginal and Torres Strait Islander Cultural Safety: Course 3</u>	Online on demand	Free to members
<u>Environmental Sustainability in Surgery</u>	Online on demand	Free to members
<u>Remote, Rural and Regional Professional Skills Course (RRR)</u>	Online on demand	Free to members

Supervisor Framework	Face-to-Face Courses	Hybrid Courses (webinar and online)	Online Courses
1. PROFESSIONALISM			
1.1 Models professional and ethical standards regarding Trainee education and training			
Maintains performance as a competent practicing surgeon	OWR		IOWR, IAM
Complies with the RACS Code of Conduct, regulatory and legislative requirements	OWR		IOWR, IAM
Leads and addresses a zero-tolerance approach towards unprofessional behaviour including discrimination, bullying and sexual harassment	OWR		IOWR, IAM
Maintains respectful interactions when under stress and responding to adversity	OWR		IOWR, IAM
1.2 Develops professional educational expertise			
Evaluates and reflects on own capabilities as a supervisor and teacher		ISST, FSSE	KTOT
Seeks to develop the skills, attitudes and practices of an effective teacher		ISST, FSSE	TF
2. EDUCATIONAL MANAGEMENT AND LEADERSHIP			
2.1 Implements high quality evidence based educational standards			
Manages and reports critical training incidents promptly		ISST, DC, FSSE	
Advocates for training post accreditation standards		ISST	
Maintains confidentiality of sensitive information relating to Trainees		ISST, DC	KTOT

Contributes to an educational vision for the Unit		ISST, FSSE	TF
2.2 Liaises with professional education organisations			
Facilitates impartial and timely resolution of training related disputes		ISST, DC, FSSE	TF
Engages with and advises RACS Specialty Training Boards in matters relevant to education and training		ISST, DC	TF
Engages with stakeholders to protect and advocate for Trainee education and training		ISST, DC, FSSE	KTOT
Advocates for professional and personal development for Trainees		ISST, DC, FSSE	TF
2.3 Facilitates a team approach to teaching			
Involves and supports the clinical team in teaching and training		ISST, FSSE	TF
Evaluates and builds the team's teaching capabilities		FSSE	TF
Delegates teaching tasks clearly and appropriately to team members		ISST, FSSE	KTOT
Modifies teaching according to the team's education skills and abilities		ISST, FSSE	KTOT, TF
Identifies and supports the development of new supervisors	OWR	ISST, FSSE	TF, DCUT, KTOT
3. TRAINEE AND PATIENT SAFETY			
3.1 Maintains patient safety and high quality care whilst facilitating Trainee learning			
Facilitates cultural awareness and safety to ensure patient rights are respected in the training situation	OWR		IAM, IOWR
Facilitates Aboriginal, Torres Strait Islander and Maori cultural awareness training for Trainees			Courses 1-3
Demonstrates and instructs correct and safe		FSSE	KTOT, TF

surgery when supervising and teaching Trainees			
Maintains patient safety whilst providing Trainees with opportunities for independent practice			KTOT, TF
3.2 Facilitates personal health and wellbeing of the Trainee			
Identifies Trainee stress and fatigue and provides resources to ensure well being		ISST, DC	KTOT, TF
Supports Trainees to take responsibility for their own health, and wellbeing		ISST	KTOT, TF
4. TEACHES AND FACILITATES LEARNING			
4.1 Establishes and maintains a safe and supportive environment for learning			
Establishes and maintains a professional relationship with the Trainee		ISST, FSSE	
Recognises Trainees' prior knowledge and acknowledges them as 'coproducers' of new knowledge and skills		FSSE	KTOT, TF
Supports Trainees to learn and to ask questions without fear of repercussions	OWR	ISST, FSSE, DC	IOWR
Facilitates access to learning opportunities, including theatre and clinic lists		ISST, FSSE, DC	
Reviews and adjusts supervision to meet the needs of Trainees, colleagues and patients		FSSE	KTOT
Facilitates Trainee learning through clear instruction and constructive feedback		ISST, FSSE, DC	KTOT
Recognises potential barriers to Trainee learning and identifies strategies to manage		ISST, FSSE	KTOT
Empowers Trainees to improve the educational environment			TF
4.2 Promotes learning through teaching			

Ensures Trainees have a comprehensive training orientation to the unit		ISST, FSSE	KTOT
Knows their specialty curriculum and how to deliver it		ISST, FSSE	KTOT
Identifies Trainee learning needs and cocreates specific learning goals with the Trainee		ISST, DC, FSSE	TF
Enables Trainees to undertake self-directed learning in a variety of clinical contexts and settings		FSSE	TF
Observes and questions Trainees to promote and evaluate their learning		FSSE, ISST	KTOT
Utilises a range of learner-centred teaching and training techniques		FSSE, DC	
Creates opportunities for Trainee peer learning		ISST, DC	KTOT, TF
Provides Trainees with practical learning experiences appropriate for their level of training		ISST	KTOT, TF
Shares clinical decision making to facilitate Trainee learning		FSSE	KTOT, TF
Encourages Trainees to undertake appropriate external training opportunities			KTOT
Directs Trainees to useful learning resources		ISST	
Facilitates Trainee learning of new digital technologies in healthcare		ISST	
Supports Trainees to prepare for the Specialty Fellowship Examination			KTOT, TF
Integrates educational theory into practice to develop Trainee clinical decision making		ISST, FSSE	KTOT
Recognises and uses spontaneous learning opportunities	OWR	ISST, FSSE	
Integrates educational theory into practice to develop Trainee clinical decision making		ISST, FSSE	

Evaluates the teaching program at the end of the rotation to meet curriculum and accreditation requirements		ISST, FSSE	KTOT, TF
5. ASSESSMENT OF LEARNING			
5.1 Monitors learning through assessment and feedback			
Establishes a culture of constructive feedback as the norm	OWR	ISST, FSSE, DC	IOWR, IAM,
Uses recommended assessment tools and models of feedback		ISST, FSSE	KTOT
Provides regular and specific feedback to assist Trainees to monitor and improve their performance		ISST, FSSE, DC	KTOT
Makes fair, valid, unbiased and reliable judgements about Trainees' performance when assessing		ISST, FSSE, DC	KTOT
Facilitates and documents midterm and end of term assessments		ISST, FSSE, DC	KTOT
Encourages Trainees' ownership and engagement in the assessment process		ISST, FSSE	KTOT, TF
5.2 Manages underperformance			
Identifies underperforming Trainees based on objective information		ISST, FSSE, DC	KTOT
Informs Trainees of concerns and referral pathways and assistance offered by RACS		ISST, FSSE, DC	KTOT
Refers Trainees to the RACS Specialty Training Boards in a timely manner		ISST, FSSE, DC	KTOT, TF
Ensures Trainees have an identified Supervisor available for all clinic and theatre list			TF

