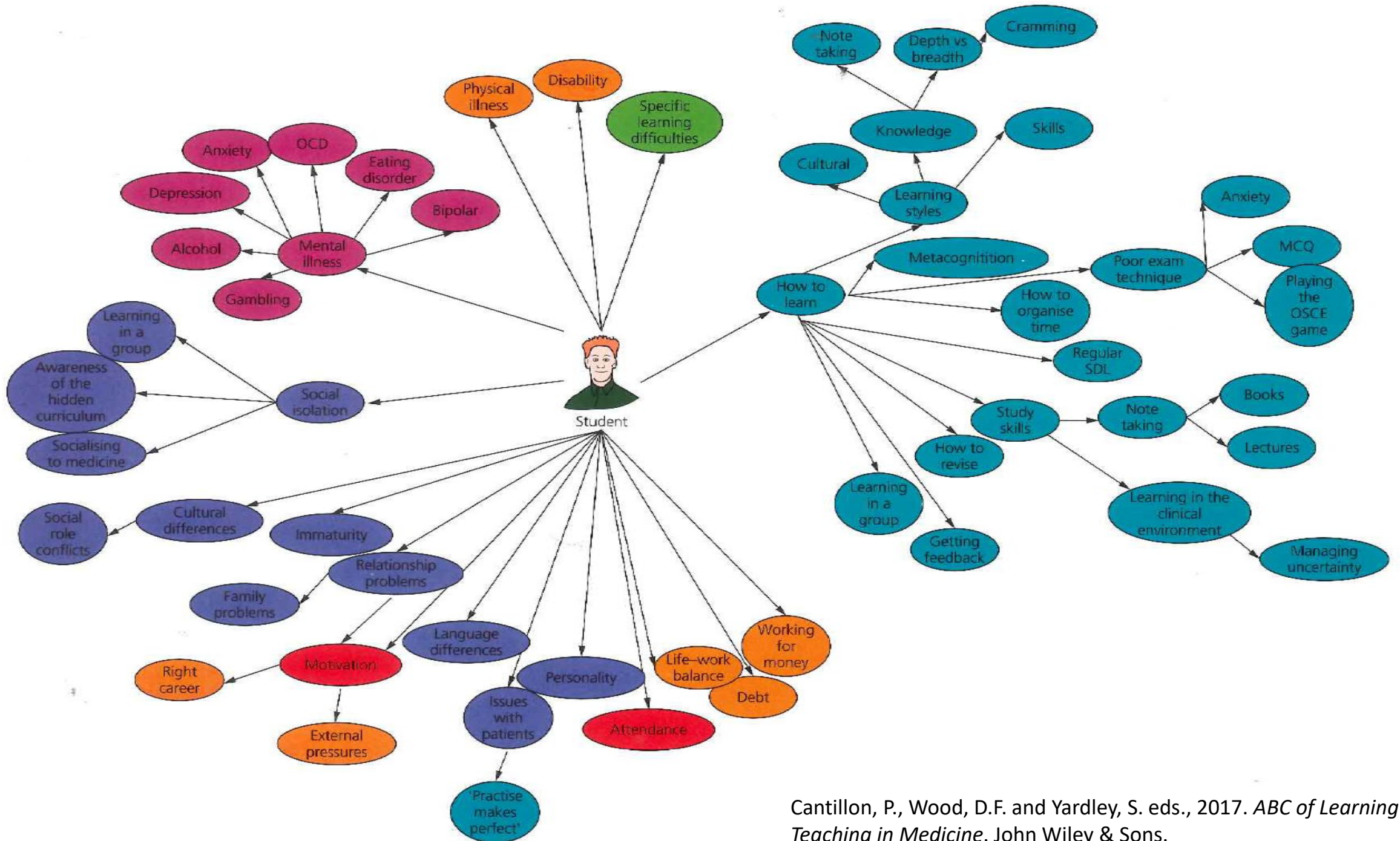# Learning Outcomes

Part 1:

- Consider your role in the learning environment

- Identify key factors in trainee's self efficacy

Part 2:

- Awareness of the types of issues that can arise

- Identify key interventions for Trainees

- Awareness of the variety of support you can offer

- Know when to seek further help and guidance

Cantillon, P., Wood, D.F. and Yardley, S. eds., 2017. *ABC of Learning and Teaching in Medicine*. John Wiley & Sons.

Learning is social in nature

Bandura's (1977) Social Cognitive Theory

Brings together two approaches to learning:

Behavioural – the influence of our environment on our actions

Cognitive – recognising the process of cognition in mediating our learning/functioning
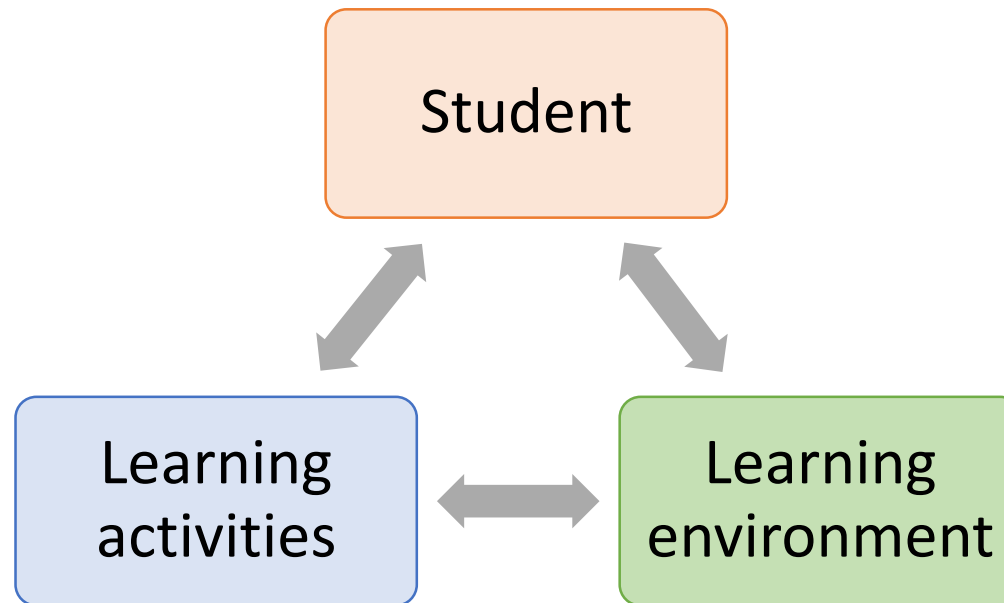
Adapted from: Kaufman and Mann (2014).

Your Learning Environment

"A positive learning environment is a key contributor to an effective student support system and requires the support of institutional leadership and the participation of ALL members of the medical education community." Barzansky and Young 2017

AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher
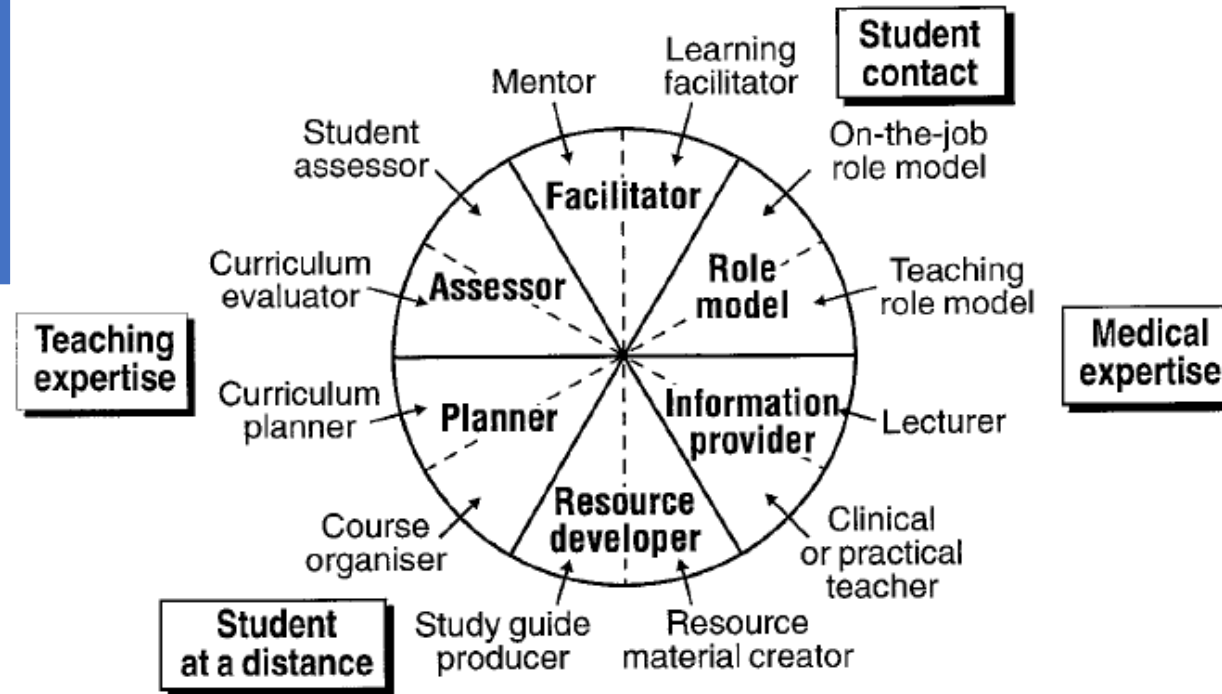

Figure 1. The 12 roles of the teacher.

Understanding Self Efficacy – Bandura (1977)

"Self-efficacy is a personal belief in one's capability to organise and execute courses of action required to attain designated types of performances."

Mastery experiences – our actual performances

Vicarious experiences – our observation of others successes/failures

Verbal persuasion - both verbal and otherwise from trainers/assessors

Physiological feedback - physiological experiences which we use to judge our capableness, strengths, and vulnerabilities.

Performance outcomes

↑ Passing assessments/exams
↑ Positive/detailed feedback
Assessments/Competencies/Performance
↓ Failed assessments early in programme/competencies with little or no feedback

Vicarious Experiences

↑ Sharing/praising the good work of others
↑ Trainee/staff role Models
Peer Mentoring/Peer working
↓ belittling achievements or exaggerating failures

Verbal Persuasion

↑ encouraging of realistic goals/outcomes. "you can do it"
MSF/PDRs
↓ discouraging comments about progress or ability leading to doubts about achieving goals

Physiological feedback

↑ Discussing effects in supervision or mentor sessions
↑ Helping trainees recognise reactions/emotions and help them cope with them.
Mock assessments (mOSFA)
↓ "everyone gets that" "toughen up"

Trainee in difficulty cases

Group Discussions

Discuss: What support would you offer/put in place

for this trainee? Are there any wider consideration

Feedback: via SLIDO/main group

Summary

Task A:

You have 3 scenarios on your table that you may encounter. In your table groups, please discuss the scenario and decide:

- What steps should be taken in each case and how you would help support the trainee?

- What guidance and information would be available to you?

Please feedback your group's responses using Slido adding your table number as a group and indicating the scenario number.

Case 1

Issue:
One of your trainees has had a recent bereavement after the death of a close family member and a long episode of sickness absence. They divulge in a 1-2-1 with you that it is proving to be a very difficult time for them. They are financially struggling to be away from home and also away from the support of family and friends. They clearly look distraught and you suspect they may not be looking after themselves (mentally/physically).

Case 2

Issue:
One of your trainees has a complex long term health condition. They are being supported by their GP and wider health professionals as well as your OH department. Due to the nature of the condition they may be out of the department anywhere from one day to whole week. They want to finish the programme but are worried about how they will keep up with their peers up and their long term job prospects.

Case 3

Issue:
Your trainee has failed their OSFA and is clearly very upset. You meet for a 1-2-1 and they say they are finding it hard to get past the result and that they are anxious about their workloads and sitting the OSFA again. You also notice that the trainee has a great deal of outstanding competencies to complete before the upcoming deadline.

Task B: Scenarios from NSHCS

You have 3 scenarios that have all had resolutions with NSHCS. This is to build upon the cases in the previous task and add wider context to trainees in difficulty.

In your table groups, please discuss the scenario and decide:

- What steps could be taken in each case and how you would help support the trainee?

- What guidance and information would be available to you?

Please feedback your group's response(s) using Slido adding your table number as a group and indicating the scenario number.

Trainees in difficulty…

Scenario 1

Issue:
Trainee contacted the NSHCS regarding lack of clinical scientist support in the training department and the capacity to train. Trainee was not being given the study time to complete assessments or e-portfolio evidence. Trainee tried to speak to the training officer but nothing changed following their discussion.

Trainees in difficulty...

Scenario 1

Issue:	Actual action taken:	Outcome
Trainee contacted the NSHCS regarding lack of clinical scientist support in the training department and the capacity to train. Trainee was not being given the study time to complete assessments or e-portfolio evidence. Trainee tried to speak to the training officer but nothing changed following their discussion. Discuss what you would do to rectify the situation and what are the steps you would take to support the trainee?	NSHCS contacted the training department to discuss situation. Accreditation team reviewed work place training and discovered department was not given accreditation for training. Local commissioner and School worked together to find alternative training department.	Trainee transferred to accredited department and was given a 12 month extension to work place training. Trainee completed the STP successfully.

Trainees in difficulty…

Scenario 2

Issue:
Trainee was signed off on long term sick leave for stress related issues in the training department, trainee requested deferral of training. Following the end of the deferral period, trainee requested reduction in hours and change in his line manager. Trainee was signed off work again by his GP for mental health illness, he then submitted an application to request a transfer.

Trainees in difficulty…

Scenario 2

Issue:	Actual action taken:	Outcome
Trainee was signed off on long term sick leave for stress related issues in the training department, trainee requested deferral of training. Following the end of the deferral period, trainee requested reduction in hours and change in his line manager. Trainee was signed off work again by his GP for mental health illness, he then submitted an application to request a transfer. Discuss what you would do to support the trainee? What steps would you take and what guidance and information would be available to you?	The NSHCS, employer and commissioner agreed a 1 year deferral. NSHCS liaised with the trainee via email and phone to discuss concerns and provide advice. NSHCS also liaised with training officer, the Trust and Human Resources. NSHCS contacted potential alternative training providers and sought guidance from HEE and Post Graduate Dean.	Alternative training provider could not be found. Trainee resigned.

Trainees in difficulty…

Scenario 3

Issue:
Training officer contacted NSHCS with concerns regarding trainees conduct, capability and ability to complete the STP.

Trainees in difficulty…

Scenario 3

Issue:	Actual action taken:	Outcome
Training officer contacted NSHCS with concerns regarding trainees conduct, capability and ability to complete the STP. What steps would you take and what guidance and information would be available to you?	NSHCS advised training officer to follow employer capability.	Trainee was managed by the department and successfully completed STP.

Building a support network resource

- Identify support in department and/or consortium. TO, Supervisor, Mentors, Role models

- Identify Lead HCS

- HCS Trainee Networks (offer a "buddy scheme").

- Trust level support (how to access OH, counselling and well-being services)

- NSHCS Trainee Support Unit

London Trainee Placement Support – who to contact

Having problems with the training at my placement
- Step 1 – Speak to your training officer or placement supervisor
- Step 2 – Speak to the head of department / service
- Step 3 – Contact the NSHCS: nshcs@hee.nhs.uk
- Step 4 – Contact London local HEE office Professional Lead for Healthcare Science: aarti.makan@hee.nhs.uk

Should you feel you cannot for any reason speak with staff within your department and want to discuss something confidential then, depending on issue follow Step 3 or Step 4

I would like to get some support regarding work-based training and projects
- Step 1 – Speak to your training officer or placement supervisor
- Step 2 – Speak to the head of department / service
- Step 3 – Contact the NSHCS: nshcs@hee.nhs.uk
- Step 4 – Contact the London Healthcare Science Trainee Network: londonhcstn@gmail.com

I am having trouble accessing travel and accommodation funding
Remember the NSHCS do not deal with funding. Trainees are strongly advised to discuss the allocated funding with training officers / managers at the beginning of each academic year. HEE London Local office will request that you follow these steps:
- Step 1 – Speak to your training officer or placement supervisor or head of department / service
- Step 2 – Speak to the Trust Lead Scientist
- Step 3 – If funding is still an issue, trainees can contact London local HEE office Professional Lead for Healthcare Science: aarti.makan@hee.nhs.uk who will make contact with training officers (thus follow step 1 and step 2 to begin with)

Supporting your trainee

- **Assess each trainee individually**

- Review your trainees learning environment/experiences

- Offer emotional support/signposting where necessary

- Hold regular 1-2-1s with your trainee (inc OneFile progress)

- Assign Mentors with knowledge of the Programme

- Create structured learning plans/goal setting

- Seek Help/guidance from Trust HR/OH Dept. and NSHCS

- PABBS – Evidence Based Suicide Bereavement Training

And importantly...

Review your training delivery

Now – does it have the right level of support for trainees?

After each Cohort - ask for feedback from trainees/support staff

After experiencing trainees in difficulty – reflect on what went well, what can you do differently going forward?

Further Reading

Artino, A.R., 2012. Academic self-efficacy: From educational theory to instructional practice. *Perspectives on medical education*, *1*(2), pp.76-85.

Barzansky, B. and Young, G.H., 2017. Student support. *A Practical Guide for Medical Teachers*, p.332.

Harden, R.M. and Crosby, J.O.Y., 2000. AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. *Medical teacher*, *22*(4), pp.334-347.

Kaufman, D.M. and Mann, K.V., 2010. Teaching and learning in medical education: how theory can inform practice. *Understanding medical education: Evidence, theory and practice*, *16*, p.36.

NHS Staff and Learners' Mental Wellbeing Report

https://www.hee.nhs.uk/our-work/mental-wellbeing-report?utm_source=Twitter&utm_medium=social&utm_campaign=SocialSignIn

HCS Educators…keep momentum!

HEA Fellowship

#HCSed community

Access HEE Funding for Educators

Educational conferences/meetings (AMEE, Bham Conf and HCSed)

Eureka!

Practical Skills in Education and Leadership (PSEL)

Mentor Training: Royal College of Physicians

Literature around Health Professions Education: AMEE Guides, practical guides…

Scholarship: PGCert/PGDip/MEd

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- Step 3 – If funding is still an issue, trainees can contact London local HEE office Professional Lead for Healthcare Science: aarti.makan@hee.nhs.uk who will make contact with training officers (thus follow step 1 and step 2 to begin with)

For any questions about this information contact: aarti.makan@hee.nhs.uk

London Trainee Academic Support – who to contact

Having problems with the training at my HEI / University

- Step 1 – Speak to your tutor
- Step 2 – Raise issue with formal student feedback mechanisms of your university
- Step 3 – Contact the NSHCS: nshcs@hee.nhs.uk
- Step 4 – Contact London local HEE office Professional Lead for Healthcare Science: aarti.makan@hee.nhs.uk

I would like to get some support with study skills, scientific writing, presentation skills

- Step 1 – Speak to your training officer or placement supervisor
- Step 2 – Speak to your HEI / university tutor who can direct you to the appropriate university support channels
- Step 3 – Contact the London Healthcare Science Trainee Network: londonhcstn@gmail.com

For any questions about this information contact: aarti.makan@hee.nhs.uk

London Trainee Personal support – who to contact

Having personal and/or have a learning difficulty during training and need help. HEE Local office and the NSHCS strongly recommend that trainees always have the personal support they need and encourage trainees to:

- Step 1 – Speak to your training officer or placement supervisor
- Step 2 – Speak to the head of department / service
- Step 3 – Follow Trust policies wrt occupational health and HR processes
- Step 4 – Contact the trainee support unit within NSHCS: nshcs@hee.nhs.uk
- Step 5 – Contact London local HEE office Professional Lead for Healthcare Science: aarti.makan@hee.nhs.uk
- Step 5 – Contact your GP
- Step 6 – London STP and HSST trainees can access the London Professional Support Unit

Should you feel you cannot for any reason speak with staff within your department and want to discuss something confidentially, then follow Step 4 or Step 5

For any questions about this information contact: aarti.makan@hee.nhs.uk