

The trainee support process – Guidelines and templates

These guidelines are to be used by supervisors of training (SOT) to document a meeting for the trainee support process (TSP). Before commencing this process, consider whether the trainee is safe to practice. If not, discuss with the head of department (HOD), considering the trainee's rostered duties and the immediate safety of patients and the trainee.

The HOD should be informed that a meeting has been scheduled and may be in attendance. The HOD should follow the requirements and processes prescribed by the relevant regulatory board/council. The [Wellbeing SIG](#) resource documents may be a useful adjunct to the process.

As the SOT, you should consider possible solutions and plans of action before the meeting and should be prepared with all relevant documentation. The most common issues trainees face outlined in this the [RGA Trainee Support – A Practical Guide](#).

Trainees requiring support should minimise their involvement with the college and other key stakeholder committees and/or working groups in order to prioritise their training.

The supervisor should lead the initial meeting with the trainee. A formal time should be set aside for the discussion with sufficient advance warning for the trainee. The meeting should occur with adequate time for consideration and in a private place. The trainee is encouraged to contribute to the discussion. The trainee should be offered the opportunity to bring a support person.

Documenting discussions with trainees

Adequate permanent confidential records of discussions with the trainee must be maintained. The records should be detailed, factual, and contemporaneous and include matters raised and the views expressed by the trainee.

Any information provided to the trainee indicating that there may be disciplinary action must be clearly stated. Such information must be understood and acknowledged in writing by the trainee. A failure to accept or acknowledge a warning would be grounds for initiating a disciplinary process, according to employer requirements.

It is advisable to seek assistance from the relevant hospital human resources department to ensure compliance with employment legislation.

Following discussion

A copy of the record will be provided to the trainee.

- A copy of the record of the discussion and agreed action plan must be forwarded to the Manager, ANZCA Training and Assessments and State Support Officer at the commencement of the TSP. Once the process is complete, this should be reported to the Manager, ANZCA Training and Assessments.

Meeting details

ANZCA ID

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| | | | | | |
|--|--|--|--|--|--|

Trainee name _____

Training site _____

Supervisor of training _____

Head of department _____

State support officer _____

TSP start date _____

Persons present and designation (role or relationship to the trainee)

1. _____
2. _____
3. _____
4. _____
5. _____

Discussion and summary of concerns

You should use active listening techniques and pay attention to your own and the trainee's body language and non-verbal cues. Six principles form the core of active listening:

1. Encourage the trainee to express opinions.
2. Clarify the trainee's perceptions of what is said.
3. Restate essential points and ideas.
4. Reflect the trainee's feelings and opinions.
5. Summarise the content of the message to check validity.
6. Acknowledge the opinion and contribution of the trainee.

Shortcomings in trainee performance and training progress should be clearly identified. (Record discussion on next page. If more space is required, attach additional pages.)

RGA SOT summary of concerns

Trainee summary of concerns

The trainee should provide a self-assessment, including an explanation about their performance and the issues or struggles they are experiencing.

Action Plan

Clear expectations about required performance should be outlined. The supervisor of training and trainee will devise and implement a management plan. Agreed, achievable goals should be set, together with practical suggestions for their attainment. Suitable resources to support the trainee's progress should be identified. A time frame for the trainee to access relevant resources should be agreed.

A framework for goal setting is SMART goals:

- a) Specific: What? Why? By whom? By when?
- b) Measurable: How will progress be measured?
- c) Attainable: Goals must be within the trainee's capability
- d) Realistic: The trainee has the support, resources and ability to achieve the goals
- e) Timely: There should be a specific target date for completion (noting there may be a series of dates by which time particular steps may need to be achieved).

Clarify expectations around the role and responsibility of the trainee to implement and deliver on the plan. Include key points/milestones and when these will be achieved.

Agree any actions ANZCA/SOT will take to support the trainee in the implementation of the plan

Before finishing the meeting, ask the trainee to commit to at least one action they will complete to initiate the plan. Identify strategies to achieve this

| SMART GOALS | Date for completion | Who is responsible? |
|--|----------------------------|---------------------|
| <i>E.g., I will write a study timetable this week leading up to my next exam attempt</i> | <i>One week from today</i> | <i>Trainee</i> |
| | | |
| | | |
| | | |

| SMART GOALS | Date for completion | Who is responsible? |
|-------------|---------------------|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Once the action plan is agreed, discuss the consequences of failure to meet agreed targets.

Date and time of discussion _____

Duration of discussion _____

Date of next review _____ End date of TSP _____

Trainee Signature _____ Date _____

SOT Signature _____ Date _____

Following completion of this form, the supervisor of training should provide a copy to the trainee, state support officer and the head of department. Please email this document within two weeks of the meeting to rga@anzca.edu.au