SUPERVISOR SURVEY PURPOSE

In July 2024 135 supervisors were emailed an online Supervisor survey.

The survey purpose was twofold-

* to evaluate effectiveness of College processes including resources, training and feedback.
* Gather baseline workplace data to provide clarity on the current state of supervision in urgent care, noting the increased supervisory requirements which will result from the implementation of WBAs in 2025.

The ratings were strongly agree, agree, neutral, disagree and strongly disagree. Participants were able to provide further perspectives and suggestions for College improvement by free text for some questions. The College recognizes that such qualitative data can be harder to interpret due to varied responses. The response rate was 38%.

Results were collated in Jotform and a report prepared which has been shared with survey participants and placed on the College website.

SURVEY RESULTS

Supervisors

73% (n=39) strongly agree/agree that the supervisor role is rewarding

55% of respondents identified time allocation as the main challenge to supervision, including juggling service provision with teaching time. Others highlighted aspects such as motivating the registrar (n=3), providing negative feedback (n=3) and addressing clinical concerns (n=1).

Employer support and remuneration

49% felt well-supported by their employer in their role as a supervisor and that their employer allowed adequate time for them to perform their supervision duties.

16% did not feel well supported by their employer and 20% stated their employer did not allow adequate time for them to perform their duties as a supervisor. The reasons provided include lack of protected teaching time and that supervision is unpaid.

29% (n=15) of respondents stated they are remunerated by their employer for their supervision role.

53% (n=51) do not have protected supervision time. The remainder had variable protected time ranging from the majority below 4h per week to 10h (n=1), 16h (n=1) and 20h (n=1).

College support

57% feel well-supported by RNZCUC in their role as a supervisor

Those who disagreed with the level of support (4%, n=2) were asked to provide reasons. From the additional anonymized responses provided, neither of these respondents are currently supervising registrars. One responded that service provision was more important.

49% agreed they are supported by RNZCUC with respect to managing the registrar who has difficulty in meeting training requirements, but a further 49% were neutral or deemed this not applicable.

Usefulness of College supervision resources

Feedback about the usefulness of College supervision resources was positive, including supervision policy 83%, supervisor training 79%, quarterly appraisal form 67% and DPD orientation 59%.

There was less positive feedback about Bootcamp 49% and Supervision peer group 41%, noting that neither of these activities are mandatory. Indeed, up to 40% of supervisors have never attended supervision peer group. Barriers to attendance include different time zones between countries, time constraints from shift work, and other commitments. Suggestions for improvement to supervisor training include recording peer group meetings for supervisors to watch at a later stage.

College training

71% agreed RNZCUC provides adequate supervision and training for supervisors

Most respondents had completed RNZCUC training within the last 2 years, and 37% over 2 years ago. Several (n=2) were exempt due to prior training and experience while others (n=3) described access issues.

Suggestions for further education at Bootcamp or peer group meetings

* “Difficult conversations (especially around performance)”
* “Trainees in trouble, burnout, stress, dual fellowship training”
* “Managing difficult trainees, especially those working part time”
* “Techniques for coaching and mentoring and different tools that can be used to accomplish tasks”
* “The struggling registrar is always the most challenging and time consuming. Often have challenging personalities, lack of self-awareness etc.”
* “How people sign off core skills - what approach, is it all observed or just discussion, any specific methods?”

Workplace

Rostering and training

64% of supervisors are rostered more than once a week to work a clinical shift with the registrar/s they are supervising while 24% are rostered infrequently.

59% of workplaces have processes in place to facilitate clinical teaching by supervisors.

92% of workplaces provide an appropriate training experience with respect to case mix-including number, breadth, acuity and complexity of cases.

Only 2 % (n=1) stated that registrar training needs are not being met in their workplace.

Support

76% of workplaces provide a safe and supportive training environment overall.

Only 2% felt their workplace did not provide a safe and supportive environment with respect to supervision

84% of workplaces provide a safe and supportive environment with respect to cultural safety

78% of workplaces provides a safe and supportive environment with respect to registrar wellbeing

Welfare

90% of workplaces provide access to a confidential service such as EAP, in case of registrar need

While 57% agreed their workplaces have processes in place to identify and support registrars in difficulty, 31% of respondents were neutral on this.

Feedback

Respondents agreed they have adequate opportunity to provide formal (79%) and informal (80%) feedback to their registrar/s.

24% of supervisors felt they did not receive adequate feedback on their effectiveness as a supervisor

CONCLUSION

This most recent survey was an opportunity to triangulate supervisors’ opinions on the effectiveness of College supervisory requirements and processes and to guide further quality improvement. The responses affirmed that the strengthening of supervision processes and improvements in resources over recent years have been beneficial.

This survey identified three main areas for consideration and further comment.

* Current processes for communicating requirements and resource updates to Supervisors. Feedback was surprising given relevant information is clearly available on the College website supervision page, and all supervisors are informed of College resources when they meet individually with the DPD. The educational component of the peer group meetings is recorded and available on the website for those unable to attend via zoom. The DPD communicates via email with the supervisor group and regularly contributes to the College’s monthly newsletter.
* Supervisor effectiveness feedback, noting positive responses to this question in previous year’s surveys.

Registrars have several opportunities to provide feedback on supervisor effectiveness. These include in-person supervisor meetings, the supervision appraisal forms, and at exit interview. Registrar feedback is an important consideration, when the PSC reviews the approved supervisor list.

In those situations where registrars don’t feel comfortable providing feedback or they have concerns, they may contact the DCT or DPD directly, so that any issues can be addressed with the supervisor, on their behalf. The College will remind registrars of these options at the Orientation webinars.

* Remuneration of supervisors continues to be an important topic. Prior to 2024, supervisors were not paid by the College. In 2024, limited funding of $450 per registrar was approved by Workforce Planning and Funding for supervisors of first year registrars, and this will be distributed at the end of the year. The outcome of an application to Workforce Planning and Funding for funding of supervision for all registrars in 2025 is awaited.

New changes made in response to this survey include

* mandatory attendance at Supervisor peer group once every 3 years
* Increased frequency of Supervisor peer group meetings to 6 times a year.
* Interactive Supervisor session at September 2024 Bootcamp recorded for those unable to attend
* Advising registrars at the Orientation webinar of the importance of providing supervisor feedback and modalities for doing this.