

**Royal College of General Practitioners and Warwick Medical School**  
**Annual Education, Research and Innovation Symposium**  
**16<sup>th</sup> June 2016 - Abstract Submission Form**

<b>PRESENTER'S DETAILS Session E. Doing Things Differently</b>		
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<b>Category</b> Audit, Research, Education Project, Innovation Project		
<b>Authors</b> Dr Dawn Jackson		<b>Title of Study</b> What's Happening in the GP Trainee-Trainer Relationship?
<p><b>What's the problem you are tackling?</b></p> <p>This study was undertaken as an initial stage of PhD research, to help inform avenues for future study. Semi-structured interviews were undertaken with 4 experienced GP educators to address the following research questions:</p> <ul style="list-style-type: none"> <li>• Are there particular theories or models of supervision which relate to their experiences of General Practice Supervision?</li> <li>• What is their understanding of the training needs of GP trainees?</li> <li>• What is their understanding of the methods which GP trainers should use to identify and address these needs?</li> </ul>		
<p><b>How did/will you do it?</b></p> <p>Participants were purposively sampled from a population of experienced GP educators in the West Midlands, to ensure a breadth of geographical area, educator title and gender. Participants included training programme directors, advanced trainers and area directors. Interviews were conducted by a single researcher (the PhD student) and recorded by Dictaphone. They were transcribed verbatim and analysed by the researcher using content and coding methods. The emerging themes were related to models and theories of clinical supervision.</p>		

### **What did you find?**

The results indicated that difficulties in training relationships appeared to be associated with a lack of agreement (or correspondance) between trainee and trainer. Trainees in these instances were felt to demonstrate a “lack of engagement” with the educators’ expectations of trainee behaviour and attitude. These findings relate somewhat to Bordin’s (1983) model of the supervisory working alliance, whereby a lack of “agreement” in the tasks and goals of supervision can adversely affect the working alliance. . The educators themselves appeared to differ in some cases as to their expectation of trainee attitude and behaviour. Theories of “role theory”, particularly “anticipatory role theory” (Biddle, 1986) may go some way to explaining this finding, where participants in the supervisory relationship may hold differing understandings or expectations of their “role” in the relationship, and that of the other party. Some educators demonstrated elements of the supervisor as the “guide”, by setting an environment and conditions for learning that were tailored to the trainee. Others demonstrated the opinion that the trainee should drive the process of supervision, and suggested a series of prescribed behaviours that should be expected for all trainees. Rotter’s (1954) social learning theory, and the “locus” of control in the supervisory relationship has been considered, as the responses suggested that the educators occupied varying positions on the spectrum of “locus of control”.

### **Why does this matter?**

If there is variability in the views of experienced educators with regards to “roles”, “expectations” and “locus” in the supervisory relationship, it follows that this variability could also exist within GP tainers and GP trainees. The scene could be set for a mismatch in expectations from trainee and trainer in the supervisory alliance, which could have bearing on “agreement” and ultimately “alliance”.

This PhD study ultimately wants to examine these concepts in the context of the GP supervisory relationship, to consider their importance and impact, and to determine if steps to address mismatch of “roles” and “expecations” would be of value.

These results provide additional questions for further study, and the presenter would welcome audience comments and feedback to help guide the next stage of research.

Biddle, B. J. (1986). "Recent Developments in Role Theory." Annual Review of Sociology **12**: 67-92.

Bordin, E. S. (1983). "A Working Alliance Based Model of Supervision." The Counselling Psychologist(11): 35-42.

Rotter, J. B. (1954). Social Learning and Clinical Psychology. Englewood Cliffs, NI, Prentice-Hall