

## Principal: Entrustable Professional Activity - Operative Supervision of a Junior Colleague

This activity involves the Trainee undertaking supervision of junior colleagues to perform appropriate procedures, in the appropriate setting.

Competence	Indicative behaviours	Indicative questions
<b>Medical expertise</b>	<ul style="list-style-type: none"><li>• Knows the procedural steps clearly</li><li>• Understands other perioperative issues with respect to the condition/procedure</li></ul>	<ul style="list-style-type: none"><li>• Can the Trainee anticipate and break down the procedure into steps for the person they are supervising?</li><li>• Can the Trainee predict, and deal with steps where the junior may start to struggle?</li></ul>
<b>Judgement and Clinical Decision-Making</b>	<ul style="list-style-type: none"><li>• Chooses the right case/moment to allow the junior colleague to operate</li><li>• Takes over/provides direct guidance when required</li><li>• Makes an assessment of junior colleague's ability</li></ul>	<ul style="list-style-type: none"><li>• Does the Trainee sometimes try and teach at inappropriate times eg unstable patient?</li><li>• Are they too quick to take over? Or too slow to take over?</li></ul>
<b>Education and Training</b>	<ul style="list-style-type: none"><li>• Uses appropriate teaching style for adult learning</li></ul>	<ul style="list-style-type: none"><li>• Does the Trainee use adversarial or humiliation approach in their teaching style?</li></ul>
<b>Professionalism</b>	<ul style="list-style-type: none"><li>• Understands role of operative/procedural teaching</li><li>• Can balance service vs teaching obligations</li></ul>	<ul style="list-style-type: none"><li>• Does the Trainee start to understand the difficult balance between service and teaching?</li></ul>
<b>Health Advocacy</b>	<ul style="list-style-type: none"><li>• Ensures teaching/supervision is part of the consent process with patient</li><li>• Maintains advocacy for patient safety through the supervision process</li></ul>	<ul style="list-style-type: none"><li>• Does the Trainee appear to be aware and monitoring the effects that the teaching episode may have on clinical outcome for the patient?</li><li>• Do they mention operative teaching in the consent process?</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Communicates clearly with the junior during the procedure, giving explicit instructions where necessary</li><li>• Allows some freedom where appropriate, can instruct without over-pressurising</li></ul>	<ul style="list-style-type: none"><li>• Does the junior colleague appear comfortable during the teaching?</li><li>• Does the Trainee appear to be over-bearing, giving no freedom, not able to "stand back" and watch when appropriate?</li></ul>
<b>Collaboration and Teamwork</b>	<ul style="list-style-type: none"><li>• Recognises time pressures that other members of the operative team may be under and takes this into account when teaching</li></ul>	<ul style="list-style-type: none"><li>• Does the Trainee pick up on verbal or non-verbal cues from other team members that it may be timely to "take over"?</li><li>• If they have to "take over" is this done in a constructive and diplomatic way?</li></ul>

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