Supervision skills
Objective

provide you with supervision skills which can be applied in your day-to-day practice enhancing your performance as a supervisor
Activity

- Reflect on Module One
Skills of an effective supervisor

✓ Clinically competent and knowledgeable
✓ Good teaching and interpersonal skills
✓ Helpful behaviours
  ✓ Direct guidance on clinical work
  ✓ Linking theory and practice
  ✓ Joint problem solving
  ✓ Offering feedback
  ✓ Reassurance
  ✓ Role model
✓ Feedback
What are supervision strategies you employ in your own work environment?
Goal setting

Who has heard of SMART?
Who has used it?
Joint exercise
Document
Be directive as needed

Pre-activity reflection
Teaching script

✓ Teach key lessons relevant to your clinical practice
✓ Interactive and tailored to Junior Doctors knowledge
Entrustable Professional Activities

a critical part of professional work that can be identified as a unit to be entrusted to a trainee once sufficient competence has been reached
Activity

- What are the key tasks your Junior Doctors need to be able to perform independently?
- How do you know they your juniors are ready for more independent practice?
One Minute Preceptor

Patient encounter (history, examination, etc)

Get a commitment ("What do you think is going on?"

Probe for underlying reasoning ("What led you to that conclusion?"

Teach general principles ("When that happens, do this...")

Help learner identify and give guidance about omissions and errors ("Although your suggestion of Y was a possibility, in a situation like this, Z is more likely, because...")

Reinforce what was done well ("Your diagnosis of X was well supported by the history...")
Use this time in your training to:

- Develop and hone your supervision skills
- Find what works for you
- Practice on your current Junior Doctors
- Seek feedback from both the Junior Doctors and your Supervisor

Your need for supervision skills will only increase as you progress in your career
Resources


**Entrustment Decision Making in Clinical Training**

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**Abstract**

The decision to trust a medical trainee with the critical responsibility to care for a patient is fundamental to clinical training. When carefully and deliberately made, such decisions can serve as significant stimuli for learning and also shape the assessment of trainees. Holding back entrustment decisions too much may hamper the trainee’s development toward unsupervised practice. When carelessly made, however, they jeopardize patient safety. Entrustment decision-making processes, therefore, deserve careful analysis.

Members (including the authors) of the International Competency-Based Medical Education Collaborative conducted a content analysis of the entrustment decision-making process in healthcare training during a two-day summit in September 2013 and subsequently reviewed the pertinent literature to arrive at a description of the critical features of this process, which informs this article.

The authors discuss theoretical backgrounds and terminology of trust and entrustment in the clinical workplace. The competency-based movement and the introduction of entrustable professional activities force educators to rethink the grounds for assessment in the workplace. Anticipating a decision to grant autonomy at a designated level of supervision appears to align better with health care practice than do most current assessment practices. The authors distinguish different modes of trust and entrustment decisions and elaborate five categories, each with related factors, that determine when decisions to trust trainees are made: the trainee, supervisor, situation, task, and the relationship between trainee and supervisor. The authors’ aim in this article is to lay a theoretical foundation for a new approach to workplace training and assessment.
Post-Activity

Supervision skills

This activity is intended to reinforce your learning from the session, ensuring you can put the skills gained into practice in your everyday setting.

Preparation

Read the attached:

Neher, J.O., Stever, Fam Med. 35(6)

Reflection

Supervision skills

As well as facilitating and monitoring learning, the intention of this reflection exercise is to encourage a means by which you can continue to learn and grow, with an established link between reflection and deeper learning.

Reflection should occur as soon as possible following the event, to be contemporaneous and meaningful, even though the impact may occur a significant time after completing this module.

Objective

Describe how the module contributed to the development of your knowledge, skills or attitudes?