



# SuperSIM

CLINICAL SUPERVISION  
TRAINING USING SIMULATION

## UNMOTIVATED AND DISENGAGED



DEPARTMENT OF  
RURAL HEALTH



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Australian Government  
Department of Health

## UNMOTIVATED AND DISENGAGED

This learning material is based on **DOMAIN 1** of the [National Clinical Supervision Competency Resource](#) (HWA 2014) and is inconclusive of the following competency elements:

### Prepare and Plan

- Clarification of roles
- Learning outcomes

### Problem solve

- Problem identification and prevention
- Management of performance issues



# LEARNING OBJECTIVES

While completing this module please reflect on the following learning objectives:

- Developing an alliance and establishing learning outcomes with the learner
- Tailoring individual learning plans and supervision programs
- Discussing performance concerns and sources of support
- Identifying and addressing barriers to student engagement in learning



## SIMULATION VIDEO

To view the **simulation video** simply left click on the link shown in the box on the right.

If it fails to open, right click and **'Open Hyperlink'**.

The video will open in a new window.

Enter the access password and hit the play button .



Access password = SuperSIM15

# REFLECTIVE QUESTION 1

How might you engage David in the process of defining his learning objectives and use this as means to motivating him and building an alliance with him?



# REFLECTIVE QUESTION 1

## Suggested response:

Supervisor

- At the start of the placement, identify and record the specific learning objectives with the student
- Creating a positive environment and avoid approaches to learning that exploit fear and humiliation as key motivators

Student

- Encourage them to provide a list of their written learning objectives
- Ensure they engage in a full range of appropriate clinical work and they are not limiting their exposure to certain tasks

Feedback

- Use briefing and debriefing to help the student appreciate and value specific learning opportunities
- Regularly check progress against the learning objectives and if necessary strategically modify them

# REFLECTIVE QUESTION 2

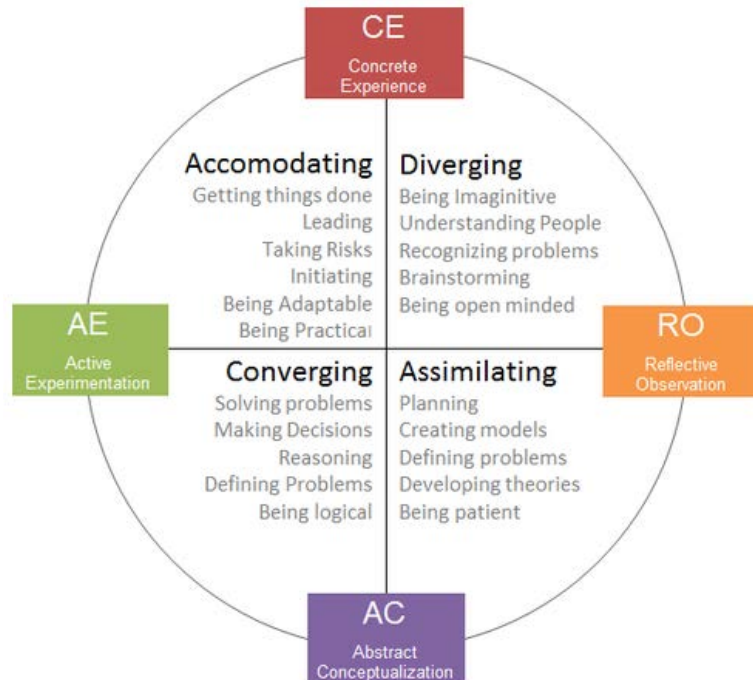
As part of assisting David it will be important to identify the style of learning that best suits his needs.

**Kolb's Experiential Learning Theory** recognises four different learning styles. What are they?



## REFLECTIVE QUESTION 2

Suggested response:



**Diverging Style** ... able to look at things from different perspectives.

**Assimilating Style** ... preference for a concise, logical approach.

**Converging Style** ... can solve problems and find solutions to practical issues.

**Accommodating Style** ... learning is 'hands-on' and relies on intuition rather than logic.

[Go to: <http://lsibba310.weebly.com/introduction-to-kolb-learning-style-inventory.html>]

# REFLECTIVE QUESTION 3

One of the staff members suggested that David should just be failed outright and that busy staff do not have the time to motivate unmotivated students.

What could we as supervisors do to help manage a difficult student?



# REFLECTIVE QUESTION 3

## Suggested response:

- Determine if it is an issue of improper personal conduct or poor professional performance.
- Identify sources of support. For example: University, colleagues, previous supervisors.
- Be clear on the University processes for failure of a student and discuss if the academic staff member responsible.
- Ensure that accurate, dated and signed records are kept of feedback, supervision and appraisal.
- Feedback from multiple sources is helpful where there are concerns about conduct and provides a good focal point for discussions about aspects of performance that are lacking.
- Identify a suitable opportunity to share your concerns with the student, being careful to focus on observable behaviours rather than personal characteristics or traits.

# REFLECTIVE QUESTION 4

Identify what you believe to be some of the 'early warning signs' of a student having difficulty.



## REFLECTIVE QUESTION 4

### Suggested response:

Seven key early warning signs are:

- The 'disappearing act': disappearing between clinic and ward; lateness; frequent sick leave.
- Low work rate: slowness in doing procedures, clerking patients, dictating letters, making decisions; arriving early, leaving late and still not achieving a reasonable workload.
- 'Ward rage': bursts of temper; shouting matches; real or imagined slights.
- Rigidity: poor tolerance of ambiguity; inability to compromise; difficulty prioritising; inappropriate 'whistle blowing'.
- 'Bypass syndrome': junior colleagues or nurses find ways to avoid seeking the doctor's opinion or help.
- Career problems: difficulty with exams; uncertainty about career choice; disillusionment with medicine and health care generally.
- Insight failure: rejection of constructive criticism; defensiveness; counter-challenge.

[Paice E (2006) The role of education and training. In: Cox J, King J, Hutchinson A and McAvoy P (eds) Understanding Doctors' Performance, pp. 78-90. Radcliffe Publishing, Oxford.]

# ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Problem Solving** in Clinical Supervision:

- JCU's Workplace Educators Resource Package, Learning Styles and Learning Theory.  
[http://www.jcu.edu.au/wiledpack/modules/fsl/JCU\\_090463.html](http://www.jcu.edu.au/wiledpack/modules/fsl/JCU_090463.html)
- London Deanery, Setting Learning Objectives  
<http://www.faculty.londondeanery.ac.uk/e-learning/setting-learning-objectives>
- London Deanery, Managing the Trainee in Difficulty  
<http://www.faculty.londondeanery.ac.uk/e-learning/managing-poor-performance/>
- Vanderbilt University, Center for Teaching, Motivating Students  
<http://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>

# CONGRATULATIONS

You have now completed the learning material in SuperSIM related to:

## **Prepare and Plan**

- **Clarification of roles**
- **Learning outcomes**

## **Problem solve**

- **Problem identification and prevention**
- **Management of performance issues**

You may now wish to move onto another unit of learning.

