



# SuperSIM

CLINICAL SUPERVISION  
TRAINING USING SIMULATION

## INTERVENTION AND RISK MANAGEMENT



DEPARTMENT OF  
RURAL HEALTH



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Australian Government  
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# INTERVENTION AND RISK MANAGEMENT

This learning material is based on **DOMAIN 1 & 2** of the [National Clinical Supervision Competency Resource](#) (HWA 2014), inclusive of the following competency elements:

## Communication

- **Workplace communication**

## Safety

- **Risk management**
- **Creation of a safe environment**



# LEARNING OBJECTIVES

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

- Expressing thoughts and ideas clearly, directly, honestly and respectfully
- Communicating and acting on any risks or intervening if safety is compromised
- Recognising when a learner is having difficulty and engaging productively in a timely manner
- Engaging in active supervision and determining the appropriate level of supervision to ensure safety



## 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 .



<http://vimeo.com/114312227>

Access password = SuperSIM15

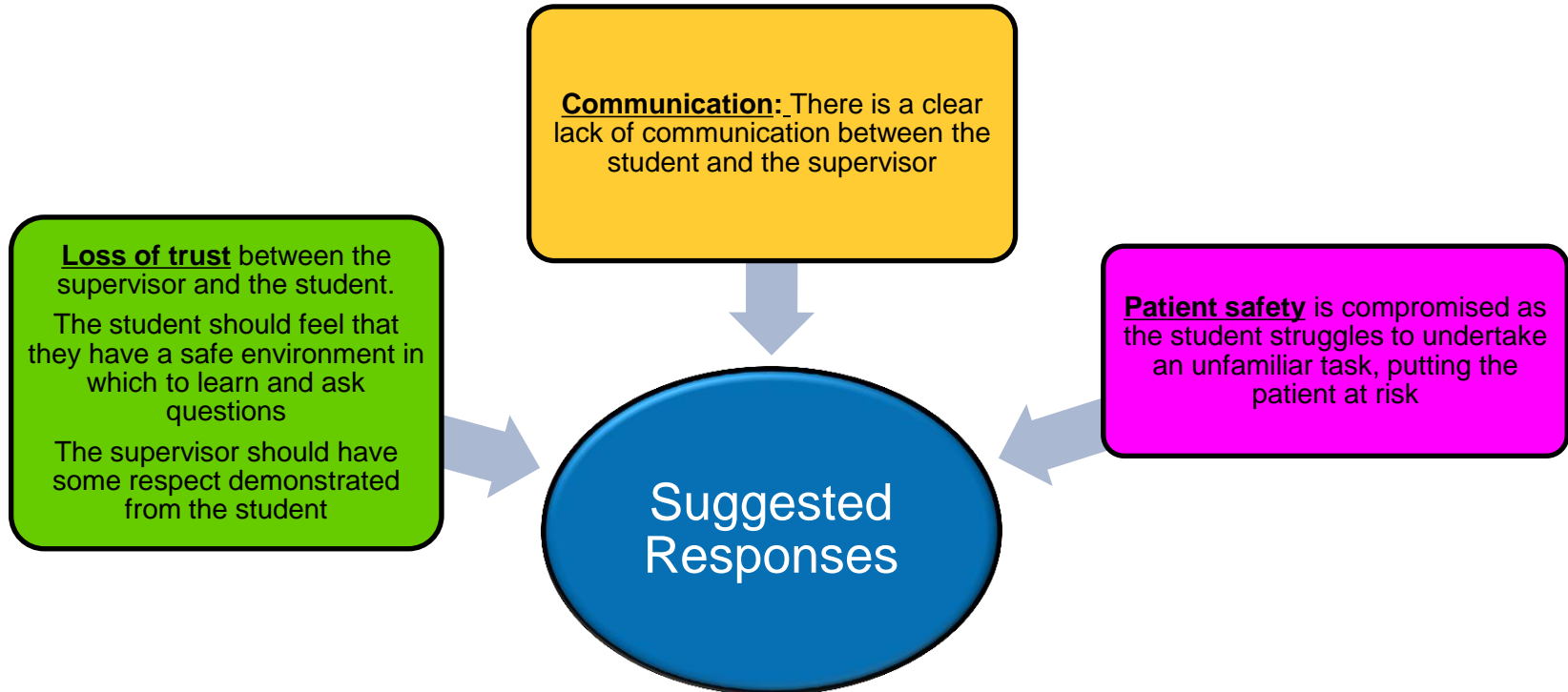
# REFLECTIVE QUESTION 1



In this scenario the supervisor has deliberately chosen to disengage from an apparently arrogant student as a way of highlighting the student's weakness.

What, if anything, is wrong with this approach?

# REFLECTIVE QUESTION 1



# REFLECTIVE QUESTION 2



How do you suggest this difficult situation could have been better managed by the clinical supervisor?

# REFLECTIVE QUESTION 2

## Suggested Response:

Prior to the student attempting the cannulation ...

- The supervisor could have discussed her concerns with colleagues and sought advice on how to manage the students over confidence. While she shared her concerns, no strategies were forthcoming.
- She could have expressed her concerns openly and honestly, but respectfully, to the student with a view to establishing a two-way communication.

When it was apparent that the student was having difficulty ...

- She should have intervened (respectfully) and counselled the student afterwards.

# REFLECTIVE QUESTION 3

What do you suggest is the relevance of governance and leadership to this scenario?



## REFLECTIVE QUESTION 3

### **Suggested response:**

- There should be a governance structure and policy in place to ensure that education and training, as well as clinical supervision, takes place in a safe environment for the patient, learner and supervisor.
- Communication channels should be defined such that if a supervisor has concerns about a learner these concerns can be shared with colleagues and an appropriate level of supervision put in place.

# REFLECTIVE QUESTION 4



**‘Emotional Intelligence’\*** can be defined as the ability to monitor your own and other people’s emotions, recognise those emotions and respond appropriately.

How would you reflect on the emotional intelligence of the clinical supervisor in this scenario?

\* Goleman D. (1995) Emotional Intelligence, New York, NY, England: Bantam Books, Inc.

# REFLECTIVE QUESTION 4



**Suggested  
response:**

She generally displayed a poor level emotional intelligence.

She appeared indifferent to the experiences, as well as the emotions of both the patient and the student.

She failed to respond appropriately to the emotions of others, giving way to her own emotional need to dominate the student.

# ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Communication and Safety** in Clinical Supervision:

- Avril Henry, 'Barriers to communication between generations'. *HETI, CSSP Masterclass Series*, Sydney, 5<sup>th</sup> June 2013  
<http://www.heti.nsw.gov.au/courses/cssp-masterclass-series/webcasts/>
- Kendra Cherry, 'What is Emotional Intelligence? Definitions, History and Measures of EI'  
<http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm>
- HETI. *Trainee in difficulty: A management guide for Directors of Prevocational Education and Training*. 2nd edition. Sydney: HETI, 2012.  
<https://www.heti.nsw.gov.au/resources-library/trainee-in-difficulty-2nd/>

# CONGRATULATIONS

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

## Communication

- **Workplace communication**

## Safety

- **Risk management**
- **Creation of a safe environment**

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

