



SuperSIM

CLINICAL SUPERVISION
TRAINING USING SIMULATION

NEW STUDENT ORIENTATION



DEPARTMENT OF
RURAL HEALTH



This project was possible due to funding through the Australian Department of Health.



Australian Government
Department of Health

NEW STUDENT ORIENTATION

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

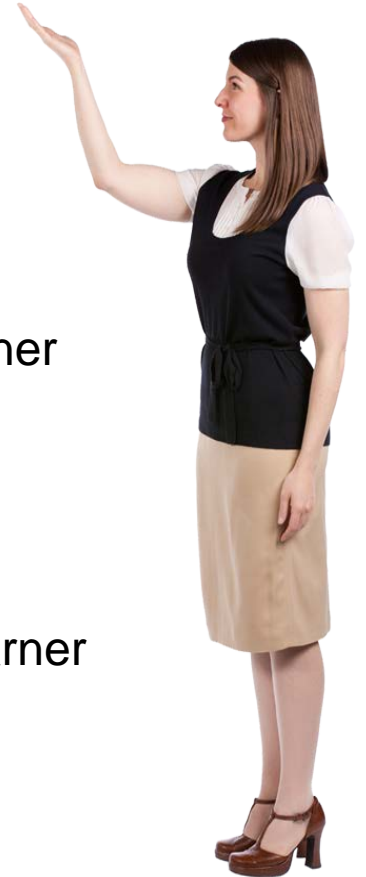
Prepare and Plan

- **Clarification of roles and supervisory relationship**
- **Clarification of learning outcomes**

LEARNING OBJECTIVES

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

- Identifying how to establish a supervisory role with the learner
- Clarifying targeted learning outcomes with the learner
- Contributing to the planning of the supervision program
- Constructing learning plans relevant to the needs of the learner



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

What sorts of items do you think should be on a 'Student Orientation Checklist' or in a 'Student Orientation Manual'?

What do you think might be the value of such a checklist or manual?

REFLECTIVE QUESTION 1

Suggested response:

- A student orientation checklist for the SA Department of Health is available at:
http://w3.unisa.edu.au/health/cpu/documents/Online_orientation.pdf
 An example of an orientation checklist can be found as Attachment 1 on page 16.

Vaccines	Workplace orientation	Checks	Roles
<ul style="list-style-type: none"> • Are vaccinations up to date? • What are the local health service vaccination requirements for students? • Can student access vaccinations whilst on placement? • Are any vaccinations critical prior to commencement of placement 	<ul style="list-style-type: none"> • Specific to worksite. • Should include the including the general layout of the workplace and access to toilets and tea room • -Local fire requirements 	<ul style="list-style-type: none"> • Mandatory for all clinical placements • Criminal History • Working with children check 	<ul style="list-style-type: none"> • Supervisory Frameworks may include • Communication and reporting methods between supervisor and student • Student and supervisor expectations • Provision of feedback, how and frequency • Assessment requirements

- Your checklist may include different items relevant to your clinical environment.
- Also, try Googling ‘student orientation checklist for clinical placement’.

REFLECTIVE QUESTION 2

Why is it necessary to distinguish between the university's directed objectives and the student's personal objectives in this context?

How might they differ?



REFLECTIVE QUESTION 2

Suggested response:

University Objectives	Student's Objectives
<ul style="list-style-type: none">• Indicate where the student's learning should be at relative to the curriculum requirements• Indicate the minimum requirements to be achieved during the placement• Students must have access to the necessary resources to achieve these absolute minimum objectives• Students must include these as part of their personal objectives	<ul style="list-style-type: none">• They give an indication of any areas that the student themselves might feel they are perhaps weak in or require more attention• These objectives allow students to express their learning preferences and perhaps develop particular knowledge and skills of interest to them• Allows the student to be involved with their own learning, to excel and push the boundaries, within their prescribed scope of practice

REFLECTIVE QUESTION 3

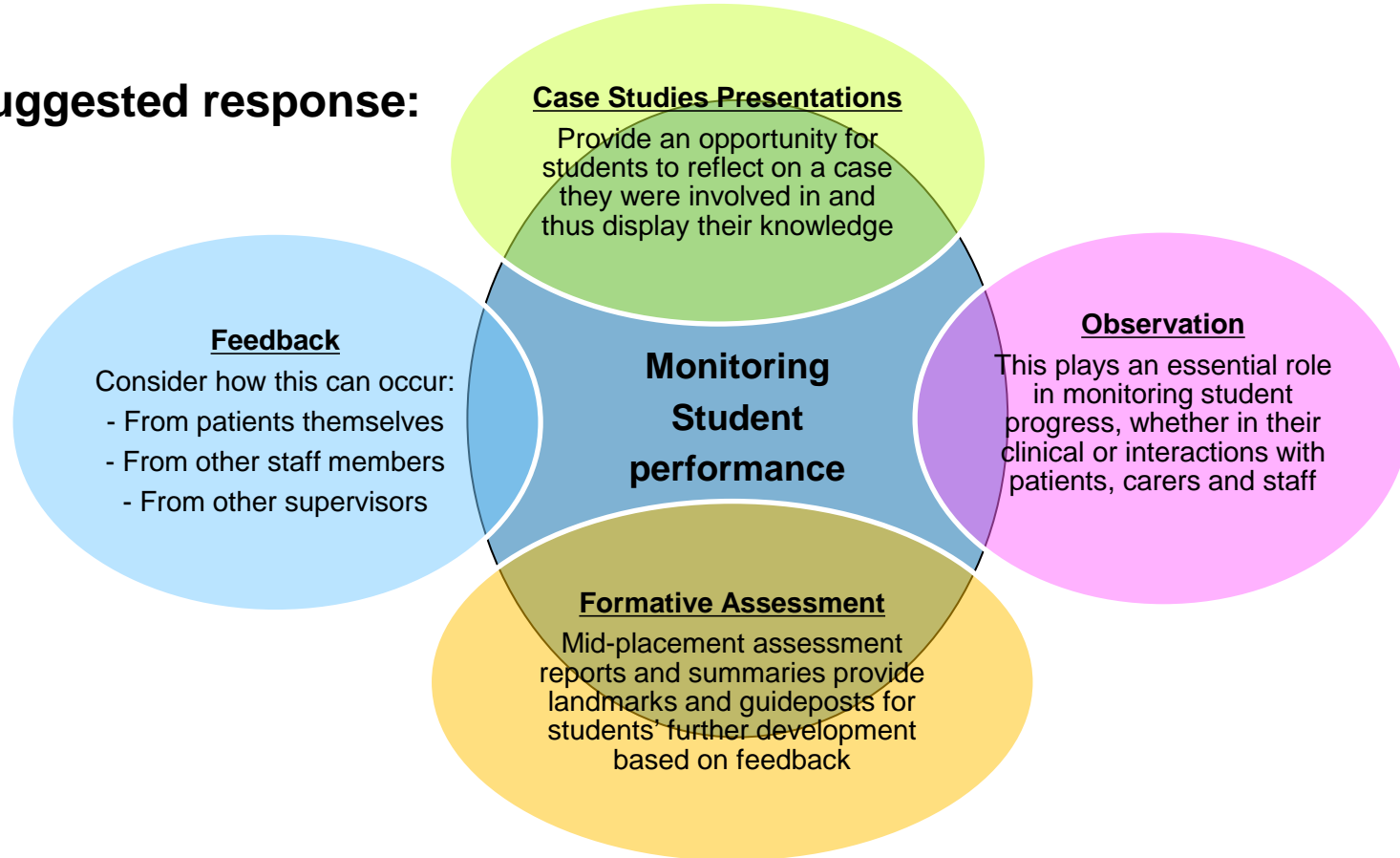
Ian and David suggested to Katrina that she writes out her objectives so that they may revisit them together periodically during the placement.

How else might you monitor your students' progress during a placement?



REFLECTIVE QUESTION 3

Suggested response:



REFLECTIVE QUESTION 4

After the initial meeting with Ian, David is going to run through a few things in the department with Katrina before she begins work.

Make a list of the things that might be necessary to include in the context of your department or practice?

ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Clarification of Roles, Supervisory Relationships and Learning Objectives** in clinical supervision.

- ClinEd Australia, Preparing for and managing a clinical placement
<http://www.clinedaus.org.au/topics-category/preparing-for-and-managing-clinical-placements-15>
- London Deanery; Assessing Educational Needs
<http://www.faculty.londondeanery.ac.uk/e-learning/setting-learning-objectives/>
- James Cook University, Workplace Educators Resource Package
http://www.jcu.edu.au/wiledpack/modules/placement/JCU_089714.html

CONGRATULATIONS

You have now completed the learning material in SuperSIM related to the **Preparing and Planning for Clinical Supervision**, including:

- **Clarification of Roles and the Supervisory Relationship**
- **Clarification of learning outcomes**

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

