



SuperSIM

CLINICAL SUPERVISION
TRAINING USING SIMULATION

PERFORMING UNDER PRESSURE



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

DEPARTMENT OF
RURAL HEALTH



HETI
HEALTH EDUCATION &
TRAINING INSTITUTE



Hunter and Coast
ICTN
Interdisciplinary Clinical
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UNE
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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:

Problem Solve

- Problem identification and prevention
- Management of performance issues

Communication

- Workplace communication



LEARNING OBJECTIVES

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

- Assisting the learner develop strategies to cope with stressful situations
- Identifying and addressing factors that are potential performance barriers
- Ensuring information is understood using two way feedback
- Expressing thoughts and ideas clearly, directly, honestly and with respect




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/114312229>

Access password = SuperSIM15

REFLECTIVE QUESTION 1

In the simulation video, was there a point at which you feel the student could perhaps have been given clearer and more concise instructions?

If so at what point was that?

What do you think should have been the nature of those instructions?



REFLECTIVE QUESTION 1

Suggested response:

- The student should have been given better instructions at the outset, rather than just relying on her apparently having done a postural BP test before.
- The supervisor should have given detailed instructions about what the student had to do, including how to operate the monitoring equipment.
- The instructions could have been given in such a way as to be directed to the patient, thus demonstrating to the student how to inform the patient correctly prior to the test.

REFLECTIVE QUESTION 2

Consider Benner's stages of clinical competence at:

http://www.jcu.edu.au/wiledpack/modules/performance/JCU_090559.html

If you were to classify the stage of competence of the student in the simulation video, where would you put her on the novice to expert continuum and why?



REFLECTIVE QUESTION 2

Suggested response:

- **Benner's Stage 2: Advanced Beginner**
 - She has dealt with similar tasks or situations previously.
 - She is able to recognise recurrent meaningful aspects in situations (or have them pointed out by a mentor).
 - She operates on general principles and is developing the ability to perceive variations from recurrent meaningful patterns.
 - She needs help setting priorities and cannot yet reliably sort out what is most important in complex situations.
 - She still needs help to prioritise tasks and is not yet used to working under pressure.



REFLECTIVE QUESTION 3

How would describe the clinical supervisor's reaction to the situation?



REFLECTIVE QUESTION 3

Suggested response:

- Most inappropriate!
- He seemed to blame the student for the patient collapsing when the majority of the responsibility was the supervisors for not managing the situation carefully enough.
- The supervisor seemed insensitive to the student's feeling and showed a lack of empathy for the learner.
- The supervisor was also insensitive to the patient's feeling, as well as to other patients and staff in the ED at the time.

REFLECTIVE QUESTION 4

While clinical competence is commonly assessed in the workplace, using real patients, list some other ways that clinical competence and readiness to practice might be assessed.

REFLECTIVE QUESTION 4

Suggested response:

- In the Simulation Learning Environment (SLE) using mannequins
- Using Objective Structured Clinical Examinations (OSCEs)
- Using mock patients and scripted scenarios
- Use of developed competencies checklists
- You can add others to this list

ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Problem Solving and Communication** in clinical supervision.

- JCU's Workplace Educators Resource Package, Evaluating Performance
<http://www.jcu.edu.au/wiledpack/modules/performance/index.htm>
- Carolyn Hastie, '*The Sensitive Clinical Supervisor*', CSSP Masterclass Series, Newcastle, 22nd April 2013.
<http://www.heti.nsw.gov.au/courses/cssp-masterclass-series/webcasts/>
- London Deanery, Structured Assessments of Clinical Competence
<http://www.faculty.londondeanery.ac.uk/e-learning/structured-assessments-of-clinical-competence>
- HETI, Trainee in difficulty: a management guide
<https://www.heti.nsw.gov.au/resources-library/trainee-in-difficulty-2nd/>

CONGRATULATIONS

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

Problem Solve

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

Communication

- **Workplace communication**

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

