



# SuperSIM

CLINICAL SUPERVISION  
TRAINING USING SIMULATION

## SAFETY IN CLINICAL SUPERVISION



DEPARTMENT OF  
RURAL HEALTH



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# SAFETY IN CLINICAL SUPERVISION

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

## Safety

- Ethical, professional and legal standards
- Risk management
- Creation of a safe environment

## LEARNING OBJECTIVES

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


- Undertaking supervision with reference to relevant professional standards
- Identifying, communicating and acting on any risks within defined parameters
- Monitoring the environment and adjusting workplace strategies as required
- Recognising and intervening if or when safety is compromised

## 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/114837906>

Access password = SuperSIM15

# REFLECTIVE QUESTION 1

In general terms, what do think are the relevant key legal and ethical guidelines and recommendations relating to student supervision?



# REFLECTIVE QUESTION 1

## Suggested Response:

- Students must work within the legal and ethical boundaries of the profession in which they are training.
- Students must work within the scope of practice defined by their stage and year of study, in accordance with the academic curriculum of the university in which the student is enrolled.
- Students must work under the supervision of an accredited health professional.

# REFLECTIVE QUESTION 2

What do you think are the implications of the lapse of supervision shown in this scenario?



# REFLECTIVE QUESTION 2

## Suggested Response:

- An error has been made in the patient's medication. While it may have little consequence for the patient in this case, it should be reported so that the root cause of the error can be determined and measures put in place to ensure it doesn't happen again.
- The next time there is a lapse in student supervision that results in a clinical error the consequences could be more serious. At the very least this should be investigated as a 'near miss'.

# REFLECTIVE QUESTION 3

If you had the responsibility, what remedial changes would you recommend in relation this this scenario to help ensure patient and student safety in the future?



# REFLECTIVE QUESTION 3

## Suggested Response:

Recommendations might include:

- Students must never do a medication round without supervision by an RN.
- All medications must be checked by the supervising RN before the student dispenses them to the patient.
- If the supervisor is called away the medication round is suspended and no medications are to be dispensed until the supervisor returns.
- Patient charts must not be removed or interfered with during a medication round without advice being given to the supervising RN.

# REFLECTIVE QUESTION 4

Identify and discuss a safety issue or incident involving a student that has occurred, or may arise in your clinical environment.

How might you implement best practice to reduce and manage this particular risk?



# REFLECTIVE QUESTION 4

## Suggested Response:

The response to this will be profession specific, as well as specific to your clinical environment.

Discuss the response with your peers.



# ADDITIONAL RESOURCES

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

- Clinical Excellence Commission, NSW. *Clinical Supervision at the Point of Care*. [http://www.cec.health.nsw.gov.au/\\_documents/programs/patient-safety/patient-safety-report-clinical-supervision-2012.pdf](http://www.cec.health.nsw.gov.au/_documents/programs/patient-safety/patient-safety-report-clinical-supervision-2012.pdf)
- Baggoley C. 'The impact of clinical supervision on health care quality and safety'. *Outcome of Proceedings of the National Supervision Summit*, Melbourne March 2013; pp.9-10. <http://www.clinicaleducators.org/wp-content/uploads/2013/04/Supervision-Summit-report.pdf>
- Kilminster et al. AMEE Guide No. 27: Effective educational and clinical supervision. *Medical Teacher* 2007; 29: 2-19. pdf version available at: <http://informahealthcare.com/doi/abs/10.1080/01421590701210907>

# CONGRATULATIONS

You have now completed the learning material in SuperSIM related to the **Safety and Quality in Clinical Practice**, including:

- **Ethical, professional and legal standards**
- **Risk management**
- **Creation of a safe environment**

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