



SuperSIM

CLINICAL SUPERVISION
TRAINING USING SIMULATION

SHARING THE TEACHING LOAD



DEPARTMENT OF
RURAL HEALTH



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Australian Government
Department of Health

SHARING THE TEACHING LOAD

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

Safety

- Ethical, professional and legal standards
- Interprofessional collaboration



LEARNING OBJECTIVES

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

- Undertaking supervision according to relevant professional standards
- Modelling collaborative teamwork and interprofessional practice
- Developing capacity to supervise students from other disciplines




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/114313837>

Access password = SuperSIM15

REFLECTIVE QUESTION 1

In this scenario the medical student is being supervised by a physiotherapist and a radiographer.

What do you perceive to be the potential challenges and limitations to such shared supervision, if any?



REFLECTIVE QUESTION 1

Suggested response:

- There may be a perception by some within the medical profession that the student is getting a poorer quality of supervision and that they will not gain relevant knowledge and skills from other health professionals.
- It is important to be aware of the supervision standards for undergraduate students in some disciplines, where it is stipulated that supervision must be performed by an accredited practitioner in that discipline.
- While some interprofessional supervision may be undertaken, it should not be assumed to be standard practice, even in rural areas where staffing levels may be compromised.

REFLECTIVE QUESTION 2

List some ways of sharing the teaching load when you have students from different disciplines on placement at the same time in the same location.



REFLECTIVE QUESTION 2

Suggested response:

- Multidisciplinary ward rounds
- Student attendance at Grand Rounds
- Multidisciplinary team case conferencing
- Multidisciplinary small group teaching sessions
- Other activities that are specific to your clinical environment (you can add them to the list)

REFLECTIVE QUESTION 3

What do you see as the potential advantages of sharing the supervision of students across disciplines?



REFLECTIVE QUESTION 3

Suggested response:

- It may share the student supervision workload and permit some relief from supervisory duties for their principal supervisor.
- It may help to build interprofessional teamwork between practitioners in different disciplines through some degree of shared responsibility.
- It may broaden the students' (and supervisors') perception of health care through demonstration of the roles of other health care disciplines and the contribution they make to positive patient outcomes.
- It may increase the depth and breadth of the students' knowledge and improve their understanding of their own discipline boundaries.

REFLECTIVE QUESTION 4

Teamwork in health care is highly valued.

What do you see as the core components of effective teamwork?



REFLECTIVE QUESTION 4

Suggested response:

TeamSTEPPS Model

Leadership

- Activities are coordinated and understood, information is shared and necessary resources are available.

Situation Monitoring

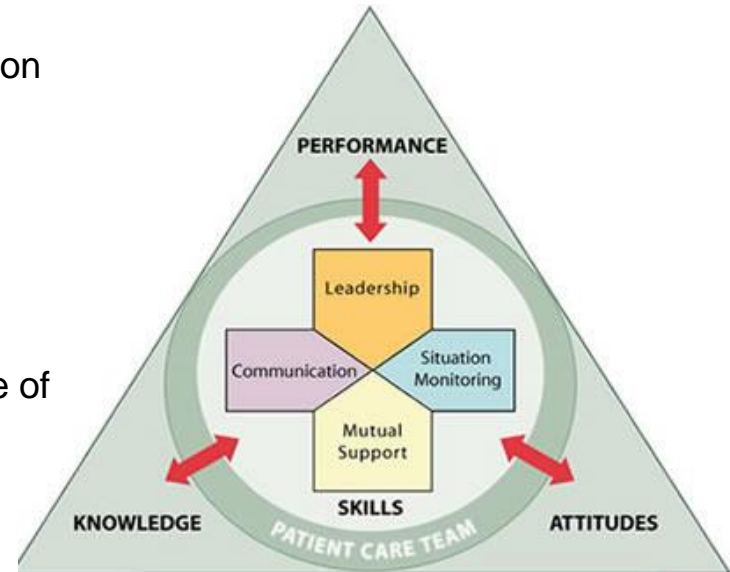
- Actively assessing the situation to gain information, understanding or maintaining awareness.

Mutual Support

- Supporting other team members through knowledge of their responsibilities and workload.

Communication

- Information is clearly and accurately exchanged.



For more information - http://teamstepps.ahrq.gov/about-2cl_3.htm

ADDITIONAL RESOURCES

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

- London Deanery, Interprofessional Education, Making Clinical Teaching Interprofessional
<http://www.faculty.londondeanery.ac.uk/e-learning/interprofessional-education/making-clinical-teaching-interprofessional>
- Thomas E. Improving teamwork in healthcare: current approaches and the path forward. *BMJ Qual Saf* 2011; 20: 647-650.
<http://qualitysafety.bmj.com/content/20/8/647.full#T1>
- ClinED Australia, Practice Context, Rural and Remote, Interprofessional education
<http://www.clinedaus.org.au/topics-category/interprofessional-education-86>

CONGRATULATIONS

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

Safety

- **Ethical, professional and legal standards**
- **Interprofessional collaboration**

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

