



# SuperSIM

CLINICAL SUPERVISION  
TRAINING USING SIMULATION

## COMMUNICATION AND CONFLICT RESOLUTION



DEPARTMENT OF  
RURAL HEALTH



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



Australian Government  
Department of Health

# COMMUNICATION AND CONFLICT RESOLUTION

Learning Units in the this module are based on **DOMAIN 1** of the [National Clinical Supervision Competency Resource](#) (HWA 2014) and are inclusive the following competency elements:

## Communication

- **Workplace communication**
- **Managing conflicts**

## LEARNING OBJECTIVES

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

- Providing opportunities for two-way feedback
- Identifying sources of conflict and taking action to manage or prevent conflict
- Applying a range of approaches to resolve conflict
- Using honest and respectful feedback and disclosure to improve understanding



## 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/114310590>

Access password = SuperSIM15

# REFLECTIVE QUESTION 1

During this scenario there is a breakdown in communication causing conflict between the supervisor and the student.


Identify how the supervisor contributes to this communication breakdown?

# REFLECTIVE QUESTION 1

## Suggested response:

Supervisor failed to:

- Explain techniques and highlight essential points to undertake the task
- Develop or enhance capacity for clinical reasoning
- Provide constructive feedback on behaviour
- Provide encouragement to assist the student's professional growth
- Effectively ask questions to develop the students' ability to reflect and self evaluate



The supervisor's body language is negative

# REFLECTIVE QUESTION 2

To avoid escalation of the conflict, the Manager tries to steer the student away from being either **aggressive** (demanding that the supervisor is punished) or **passive or submissive** (withdrawing from the situation altogether). How should the student have communicated with the supervisor?

Consider this in the context of communication styles. Go to:

<http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html>



# REFLECTIVE QUESTION 2

## Suggested response:

### AGRESSIVE

- An aggressive person behaves as if their needs are the most important and as though they have more rights and have more to contribute than other people. They believe they are right.

### ASSERTIVE

- This is the healthiest and most effective style of communication. Being assertive is about having the confidence to communicate without resorting to manipulation or aggression.

### PASSIVE

- Passive or submissive communication is about pleasing other people to avoid conflict. A submissive person permits other peoples' needs to be considered more important and allows them more rights.

# REFLECTIVE QUESTION 3

List some measures that might be put in place to help ameliorate the students concerns without being dismissive of them?

## REFLECTIVE QUESTION 3

### Suggested response:

Identify the problem

- Be specific and try to consider both sides of the conflict

Explore the background

- Be an active listener and don't assume to know what's happening

Be supportive

- Provide a supportive environment to resolve conflict

Provide timely intervention

- Initiative action at the time the concerns are raised

Maintain confidentiality

- Ensure that issues are only discussed with the parties involved

Document the process

- Ensure specific observations, discussion and decisions are recorded

Seek support

- Try to resolve issues locally but seek external support in necessary

Review and evaluate outcomes

- Assign dates for review and follow-up decisions taken

# REFLECTIVE QUESTION 4

Brain storm or brain write (<http://www.innovationmanagement.se/imtool-articles/brainwriting-a-more-perfect-brainstorm/>) what you think might be the key issues that need to be discussed in the subsequent mediation session between the two parties involved in the conflict depicted in the simulation video.

(There are no right or wrong answers.)

# ADDITIONAL RESOURCES

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

- ClinEd Australia, Core Clinical Education Skills, COMMUNICATION  
<http://www.clinedaus.org.au/topics-view/communication-7>
- London Deanery, Managing the Trainee in Difficulty  
<http://www.faculty.londondeanery.ac.uk/e-learning/managing-poor-performance>
- Queensland Occupational Therapy Fieldwork Collaborative, The Clinical Educators Resource Kit, Part 5 – Students Experiencing Difficulty, Managing Students’ Concerns  
<http://www.qotfc.edu.au/resource/index.html?page=65385>
- Claire Newton, The Five Communication Styles  
<http://www.clairenewton.co.za/my-articles/the-five-communication-styles.html>

# CONGRATULATIONS

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

## **Communication**

- **Workplace communication**
- **Managing conflicts**

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