



SuperSIM

CLINICAL SUPERVISION
TRAINING USING SIMULATION

TEACHING & LEARNING OPPORTUNITY



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

DEPARTMENT OF
RURAL HEALTH



HETI
HEALTH EDUCATION &
TRAINING INSTITUTE



Hunter and Coast
ICTN
Interdisciplinary Clinical
Training Network

UNE
University of
New England

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TEACHING & LEARNING OPPORTUNITY

This learning material is based on **DOMAINS 1 & 2** of the [National Clinical Supervision Competency Resource](#) (HWA 2014) and is inconclusive of the following competency elements:

Quality

- **Experiential learning**
- **Evidence based practice**

LEARNING OBJECTIVES

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

- Involving the learner in the decision making process
- Challenging the learner in a constructive manner
- Encouraging students to participate in training activities
- Demonstrating clinical reasoning
- Using evidenced based practice



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 are the **principal advantages and disadvantages** of students being exposed to supervision by different practitioners and different clinical environments?



[Image from Supporting Health Students in the Workplace:
<http://www.supportingstudents.org.au/learning-package.html>]

REFLECTIVE QUESTION 1

Suggested response:

Principal Advantages	Disadvantages
<ul style="list-style-type: none">• They see a variety of techniques that, provided they result in similar outcomes, give the students alternative approaches to clinical situations.• They will eventually adopt or develop a technique based on their broad range of experience.	<ul style="list-style-type: none">• They may be confused by practitioners who fail to give valid reasons for using particular techniques beyond 'that's the way it's done'.• They may be taught techniques that are wrong and contradict the best evidence.

REFLECTIVE QUESTION 2

On this occasion, the supervisor directed his student to go and find the answer to the clinical question himself. Why did he do this instead of simply explaining the preferred approach?



REFLECTIVE QUESTION 2

Suggested responses:

The supervisor was probably trying to make several points:

- Often when we search for evidence ourselves we are more likely to remember it.
- He wanted Paul to be aware that there is a body of evidence for doing particular examinations and procedures in particular ways.
- It was perhaps more beneficial for Paul to learn how to look for the evidence than to simply get the right answer.
- Perhaps Nick was unsure of the best answer and so he sent Paul to find out and enlighten both of them, which is fine.

REFLECTIVE QUESTION 3

Briefly explain the concept of evidence based practice.



REFLECTIVE QUESTION 3

Suggested response:

Evidence based practice (EBP) is the use of the best available **research evidence** combined with the **clinical expertise** of the practitioner and consideration of the **patient's values, preferences and beliefs** to ensure the best possible care is delivered.

Reference:

Sackett D, Rosenberg WMC, Gray JAM, Haynes RB, Richardson WS. Evidence based medicine: what it is and what it isn't. *BMJ* 1996; 312: 71.



ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Experiential Learning and Evidence Base Practice** in Clinical Supervision:

- ClinEd Australia, Facilitating Clinical Reasoning
<http://www.clinedaus.org.au/topics-category/facilitating-clinical-reasoning-102>
- The University of Queensland, Evidence-based Practice in Health Sciences
<https://www.library.uq.edu.au/how-to-guides/evidence-based-practice-health-sciences>
- Practical Doctor, Practical Prof, Teaching Nuts and Bolts, SNAPPS
<http://www.practicaldoc.ca/teaching/practical-prof/teaching-nuts-bolts/snapps/>
- Centre for Research in Evidence Based Practice, Bond University
<http://bond.edu.au/research/our-research/university-research-centres/centre-for-research-in-evidence-based-practice/index.htm>

CONGRATULATIONS

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

Quality

- **Experiential learning**
- **Evidence based practice**

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