Implementing online interdisciplinary supervision training in public service settings

Lessons learnt and helpful hints


What is supervision?

It is a process that provides dedicated time and an opportunity for **learning and development**, within the context of an **ongoing professional relationship** with an experienced practitioner. The aim of this partnership is to **engage in guided reflection** on current practice in ways designed to **develop and enhance that practice** in the future. [1,2]
**Benefits of supervision**

<table>
<thead>
<tr>
<th>Practitioner</th>
<th>Patients</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coping skills [7]</td>
<td></td>
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*** Evidence suggests that the benefits of supervision come from **effective supervision** [4,5] which relies on appropriate **training** of both supervisees and supervisors.
How do we provide supervision training

Face to face training
- Access
- Time
- Travel
- Cost
- Technology
- Engagement
- Social interaction

Video conference
- Access
- Time
- Travel
- Cost
- Technology
- Engagement
- Social interaction

Online training
- Access
- Time
- Travel
- Cost
- Technology
- Engagement
- Social interaction
Objectives

- Develop, pilot and evaluate an online supervision package
Product Design Lifecycle

- Analyse
- Design
- Develop
- Implement
- Evaluate
Analyse

• What are the pros, cons, benefits and risks?

• Is this a viable & sustainable option?
Analyse

What?
• Online training package to meet learners’ needs

Why?
• Training needs analysis
• Improve access

Who?
• Target audience
• Learner profile
• Demographics

Where?
• Online, but … who will host it?

When?
• ASAP, but what is realistic?

How?
• Delivery modes/methods
• How do consumers access it?
• Cost analysis/funding
Design

Training & Assessment Strategy (TAS)
- Models of training
- Learning goals
- Assessment
- Curriculum
- Implementation
- Evaluation schedule
- Design plan / timeline

Engagement strategies
- Interactivity
- Look and feel
- Adult learning principles
- Marketing
- Key design features

Implementation plan
Develop

- Review existing resources against latest evidence based practice
- Conceptualise & design interactive activities
- Update resources and content
- Create new content (mixed media)
- Transfer content into storyboards
- Translate storyboard into package
- Review content and design
- Pilot & test with potential users
Key Design Features

**Supervision for the supervisee**
Planning and preparation for supervision > Learning needs and goal setting

**Activity - SMART Goal setting**
The SMART Goals you set here will be applied to other activities in this package.

- Type your learning need for goal 1 here
- Type your learning need for goal 2 here
- Type your Supervision goal 1 here
- Type your Supervision goal 2 here

**Learning styles**
Neil Fleming classifies learners into four sensory modalities:

- Visual: graphs, diagrams
- Audial: headphones, lecture
- Read/write: books, writing
- Kinaesthetic: hands-on, demonstrator

Within this categorisation, a learner may be multimodal (i.e. equal preference from all, swap from one preference to another depending on context, or require input from all to make a decision).

For a personalised VARK profile for your learning preference, complete the short questionnaire on the VARK Lean website:

http://vark.com/ehr/vark-questionnaire/
Key Design Features

Supervision for the supervisee

Introduction to supervision > What is supervision?

Cunningham Centre

Supervision for the supervisee

Checkpoint 3: Introduction to supervision > Benefits of supervision

Choose the correct responses by clicking in the box next to the two correct answers then submit your response. You are not limited to the number of attempts to select the correct response.

- supports those working in isolation
- helps with developing and managing work rosters
- reduces burnout
- allows supervisor to take over care of the supervisee’s patients
- provides a safe environment to discuss personal issues

Supervision for the supervisee

Checkpoint 2: Introduction to supervision > Differences between supervision, operational management and mentoring

Choose a response by dragging the description on the right onto the correct term. You are not limited to the number of attempts to select the correct response.

Match the definition to the correct term:

Supervision: focuses on issues such as attendance, work allocation of a unit, team or department

Line management: is a structured learning and development activity and involves learning goals

Mentoring: assists in the development of one’s potential, leadership skills and career advancement.
Checkpoint 1: Introduction to supervision

**What is the primary aim of supervision?**

- To develop the skills and practice of the supervisee.
- To assure patients they are receiving high quality care.
- To enable the organisation to maintain a high level of clinical governance.

**Feedback**

- Congratulations. You have selected the correct response.
- Try again. You have not selected the correct response. You have three attempts to select the correct response.
- Incorrect. You have not answered this question correctly.

**Interaction**

- Type: Graded Multiple Choice
- Trigger: By Question
- Feedback: By Question
- Shuffle: Answers
- Score: By Question
- Attempts: 3
- Points: 1 for correct; 0 for incorrect
- Change number of attempts available after each submission.
- Record to results slide

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**Planning and preparation for supervision > Supervisory relationship**

**Ineffective supervisory relationships**

- Traits to avoid in order to enhance the supervisory relationship:
  - being absent or unavailable
  - ignoring the supervisee’s strengths and interests
  - not recognising the need to share responsibility for any interpersonal conflicts that may arise
  - not addressing disengagement as a matter of priority
  - irritability and intolerance – leads to avoidance of disclosure
  - being rigid and not giving reasons to processes or instructions
  - not taking responsibility for or managing staff in difficulty
  - not addressing disengagement as a matter of priority
  - telling instead of coaching

**Graphics**

- Slide show of photos/illustrations relating to vo.

**Voice over**

- There are certain traits supervisors should avoid in order to enhance and strengthen the supervisory relationship, including:
  - being absent or unavailable
  - ignoring the supervisee’s strengths and interests
  - not recognising the need to share responsibility for any interpersonal conflicts that may arise
  - not addressing disengagement as a matter of priority

The video on the following page depicts a scenario where the supervisor exhibits some of these traits, and then depicts that same scenario using effective qualities of supervision. You will observe in the video, that effective supervision does not necessarily mean more time and effort on the supervisor’s part. Just by switching your approach and using effective techniques can result in a beneficial outcome for both the supervisee and the supervisor.
Implement

Course offer

Marketing

Enrolment

Users undertake training

Review & update
Evaluate

- Questionnaires and user feedback
  - Meet learning goals
  - Learning styles and preferences
  - Ease of use, ability to access content
- Volume of users & % completions
- Amend training as required
- Further research required
Barriers & Enablers

- Technology
- Access
- Local controls
- Funding
- Outsourcing
- Engagement
- Insufficient planning

+ Engaging the right people at the right time
+ Management support
+ Access
+ Quality of package
+ Marketing
+ Knowledge of the process
Key Lessons Learnt

1. Research as much as you can before you begin
   • Review other learning packages
   • Take note of effective & frustrating elements

2. Understand the process and likely timeframes (consider all aspects including planning and design, development, outsourcing & contracting processes)

3. Investing additional time during analysis and design phase improves implementation process
Conclusions

Implementing online interdisciplinary supervision training is a worthwhile pursuit, though barriers exist which must be addressed to ensure access to a high quality, flexible, and cost effective training product for clinical educators and supervisors.

This package will augment our current options rather than replacing them.
Questions

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References