

Implementing online interdisciplinary supervision training in public service settings

Lessons learnt and helpful hints

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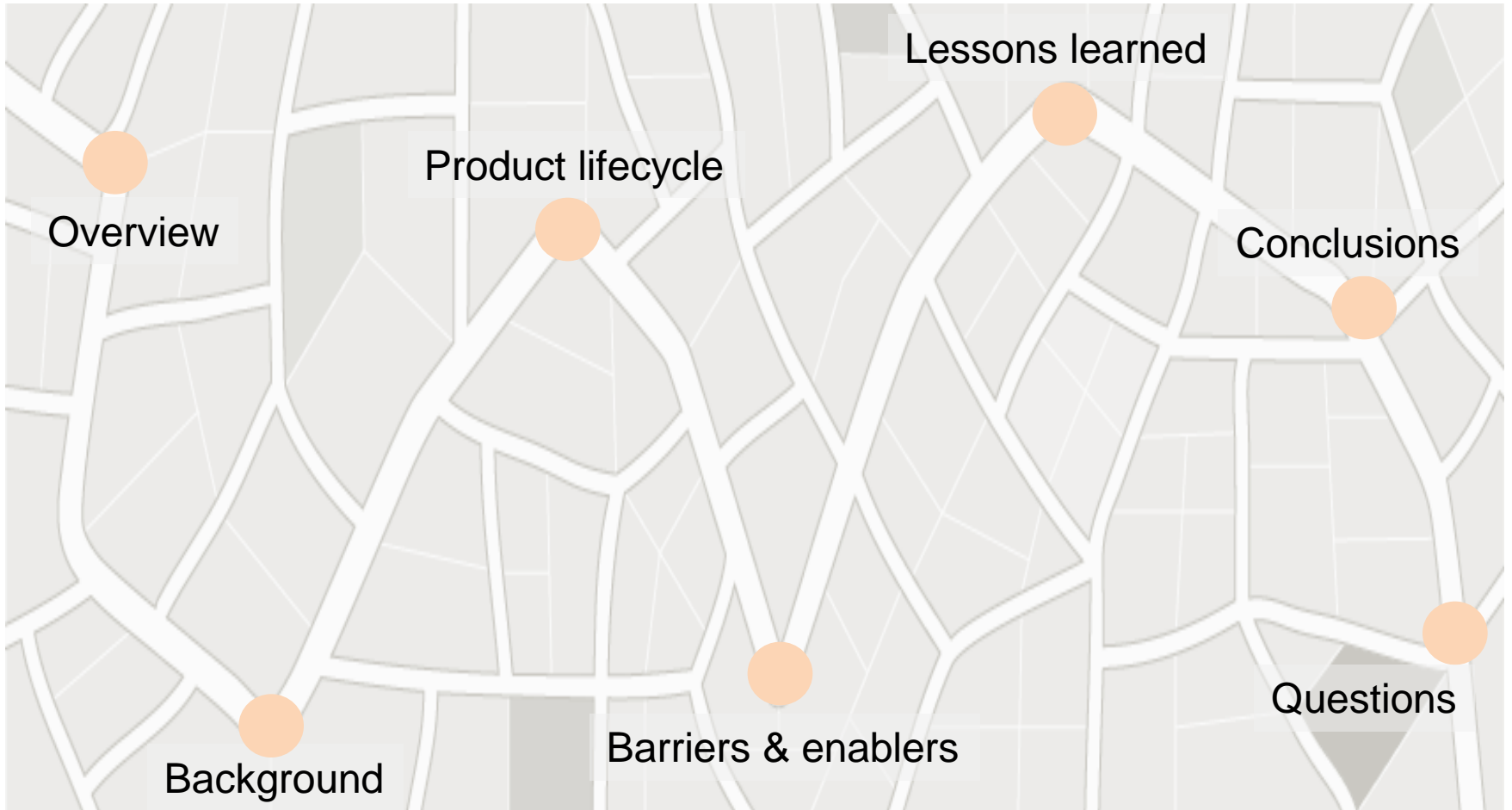
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Overview



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

Practitioner

Patients

Organisation

Reduce burnout [3]

Improved outcomes [8]

Increase governance [10-12]

Reduce isolation [4,5]

Safer patient care [8]

Support clinical workforce [10-12]

Improve job satisfaction [4,5]

Staff competence [9]

Support clinical education [10-12]

Professional development [6]

Best practice outcomes [9]

Job retention [4,11]

Competence [4]

Communication with staff [4]

Health Service Directive [13]

Coping skills [7]

*** 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

The screenshot shows a web-based interface for 'Supervision for the supervisee' from Darling Downs Hospital and Health Service. The interface includes a main menu banner with a group of people, three columns of module topics, and navigation controls at the bottom.

Supervision for the supervisee Darling Downs Hospital and Health Service

[Resources](#) [Help](#)

Main menu

Module 1

- Definition of supervision
- Benefits of supervision
- Supervision model
- Supervision in Queensland Health

Module 2

- Supervisory relationships
- Learning needs and goal setting
- Supervision agreement

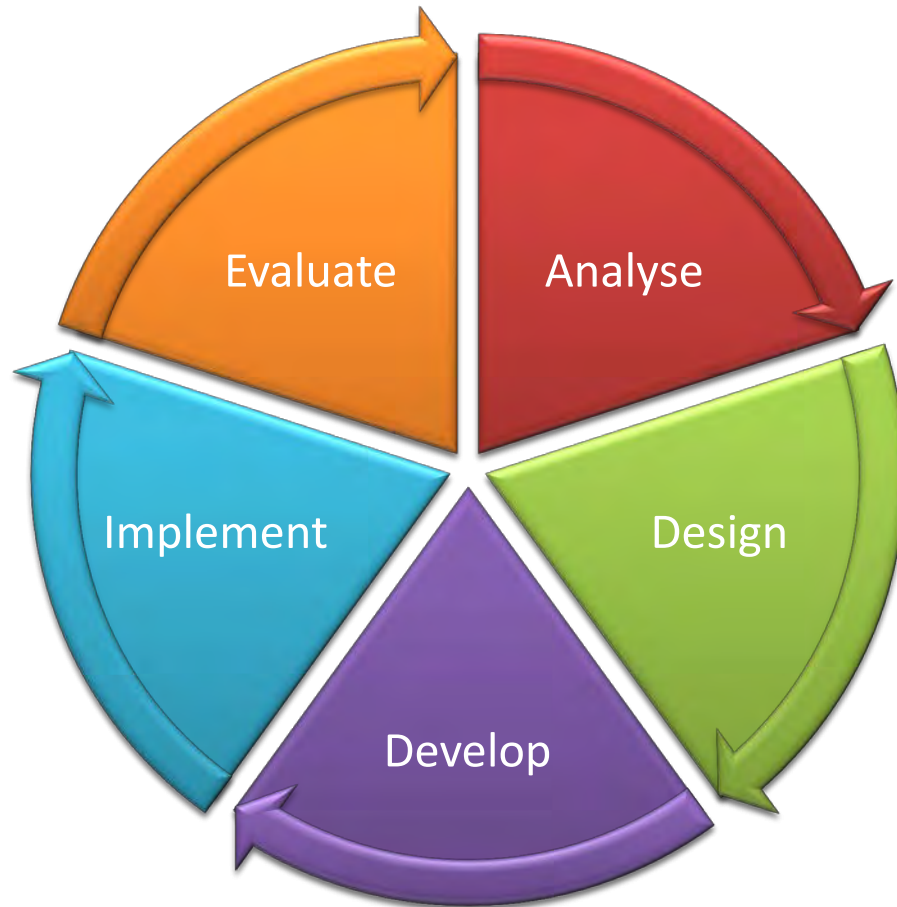
Module 3

- Supervision sessions
- Learning styles and activities
- Reflective practice
- Feedback
- Documenting supervision

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Product Design Lifecycle



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

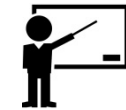
Develop



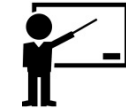
Review existing resources against latest evidence based practice



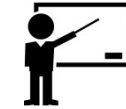
Conceptualise & design interactive activities



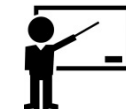
Update resources and content



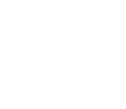
Create new content (mixed media)



Transfer content into storyboards



Translate storyboard into package



Review content and design



Pilot & test with potential users



Key Design Features



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Resources Help

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 2 here

type your Supervision goal 1 here

type your Supervision goal 2 here

S Specific

m Measurable

a Attainable/Achievable

R Realistic

t Time bound

e Evaluate goals regularly

R Review after evaluation process

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Resources Help

Learning styles

87 by Neil Fleming classifies learners into four sensory modalities:

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 Learn website

<http://vark-learn.com/the-vark-questionnaire/>

Visual = graphs, diagrams	Aural = headphones, lecture	Read/write = books, writing	Kinaesthetic = hands on, demonstration	Multimodal = jigsaw, interconnecting
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Key Design Features



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Resources Help

Supervision for the supervisee

Introduction to supervision > What is supervision?

Cunningham Centre

...delivering education, training and support to the health workforce

Introduction to Supervision

Version 1.00 | January 2015

04:02

HD :: vimeo

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Resources Help

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.

What are the two key benefits of supervision for the practitioner?

- 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

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Resources Help

Supervision for the supervisee

Checkpoint 9: Supervision contract > Problem plan

Select a response by clicking in the circle beside the correct answer then submit your response. You have two attempts to select the correct response.

A problem plan is included in a supervision contract to address how a supervisee's clinical or workload issues are resolved.

- True
- False

Submit

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Resources Help

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

Submit

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Storyboarding



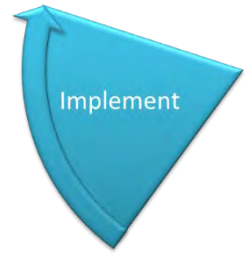
Supervisor training storyboard > Introduction to supervision > Checkpoint 1

ID:	1.4	Name:	cp1	Template:	fs quiz
Text		Media		Audio	
Title:	Checkpoint 1: Introduction to supervision	Interaction:	Type: Graded Multiple Choice		Nil
Sub-title:	Define the aim of supervision	Trigger:	Feedback: By Question		
Instruction text:	Select a response by clicking in the circle beside the correct answer then submit your response. You have three attempts to select the correct response.		Shuffle: Answers		
Question text:	What is the primary aim of supervision?		Score: By Question		
Answer text: (correct in bold)	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.		Attempts: 3		
Feedback text: Correct	Congratulations. You have selected the correct response.		Points: 1 for correct; 0 for incorrect		
Try again	Try again. You have not selected the correct response. High quality patient care //or// clinical governance is a benefit of supervision, but it is not the aim. Please try again.		Change number of attempts available after each submission.		
Incorrect	Incorrect. You have not answered this question correctly.		Record to results slide		

Supervisor training storyboard > Planning and preparation for supervision > Supervisory relationship

ID:	2.7	Name:	in-efc	Template:	text w animation
Text		Media		Audio	
Title:	Planning and preparation for supervision	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
Sub-title:	Supervisory relationship				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.
Page title:	Ineffective supervisory relationships				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.
Body text:	<p>Traits to avoid in order to enhance the supervisory relationship:</p> <ul style="list-style-type: none"> • being absent or unavailable • not revealing your own shortcomings • not creating a safe atmosphere • ignoring the supervisee's strengths and interests • ignoring the need for emotional support from the supervisee • placing service needs above the supervisee's educational needs • not recognising the need to share responsibility for any interpersonal conflicts that may arise • 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 				

Implement



Course offer

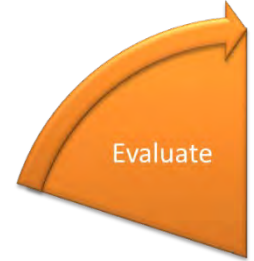
Marketing

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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https://www.health.qld.gov.au/cunninghamcentre/html/allied_health.asp

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