Implementing online interdisciplinary supervision training in public service settings

Lessons learnt and helpful hints

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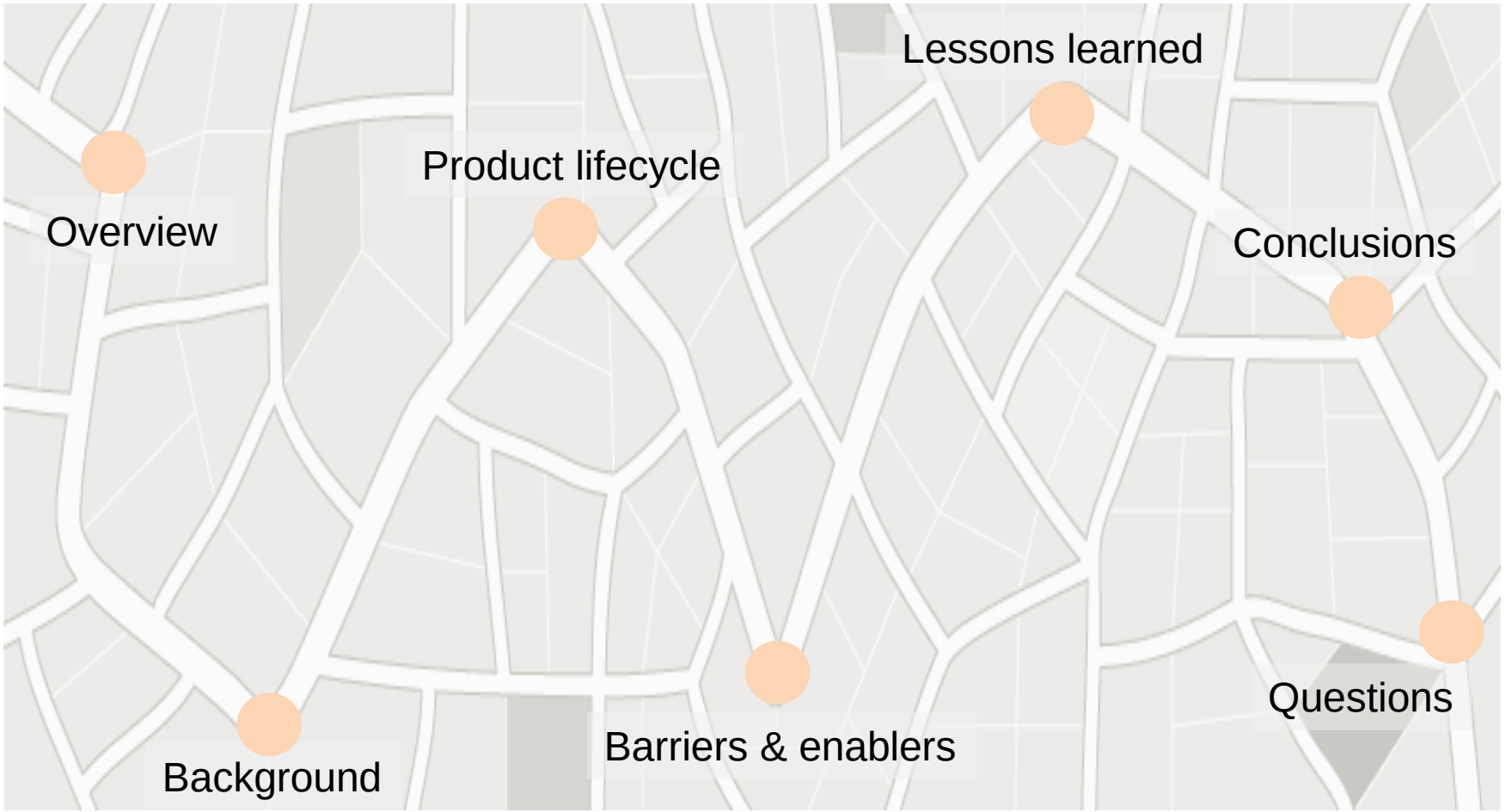
Overview


Lessons learned
Product lifecycle
Overview
Conclusions
Questions
Barriers & enablers
Background

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

- Reduce burnout [3]
- Reduce isolation [4,5]
- Improve job satisfaction [4,5]
- Professional development [6]
- Competence [4]
- Coping skills [7]

Patients

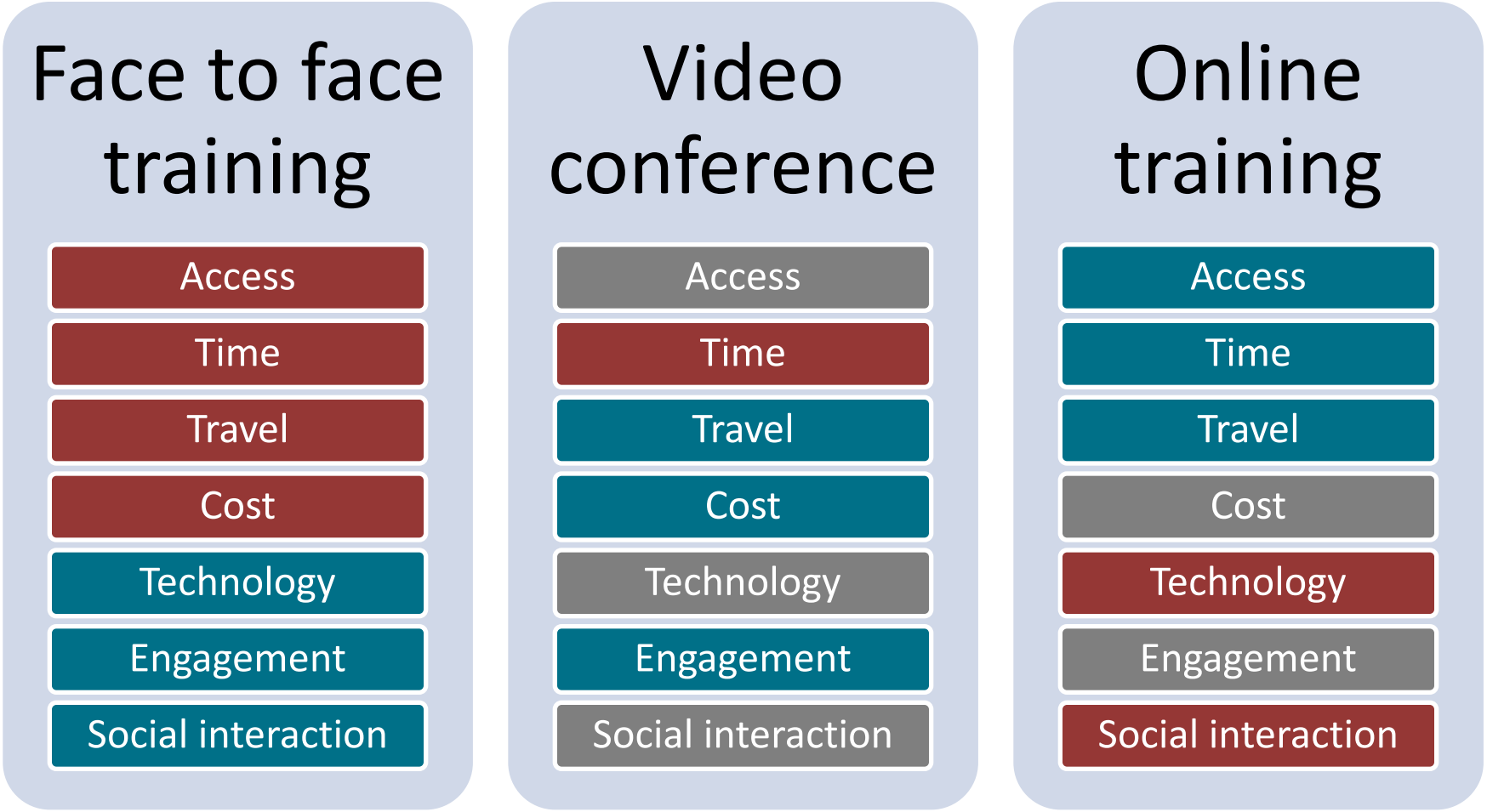
- Improved outcomes [8]
- Safer patient care [8]
- Staff competence [9]
- Best practice outcomes [9]
- Communication with staff [4]

Organisation

- Increase governance [10-12]
- Support clinical workforce [10-12]
- Support clinical education [10-12]
- Job retention [4,11]
- Health Service Directive [13]

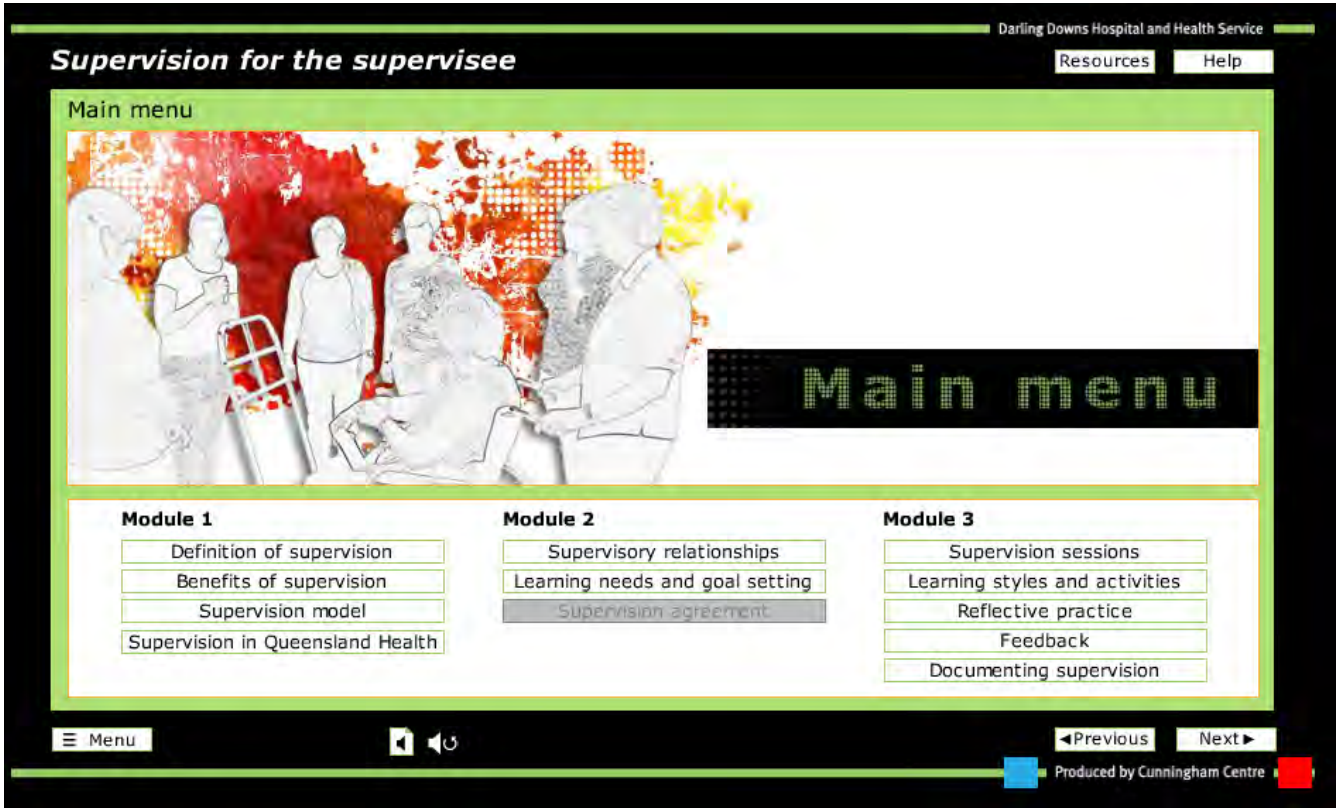
*** Evidence suggests that the benefits of supervision come from **effective supervision** [4,5] which relies on appropriate **training** of both supervisees and supervisors.

How do we provide supervision training

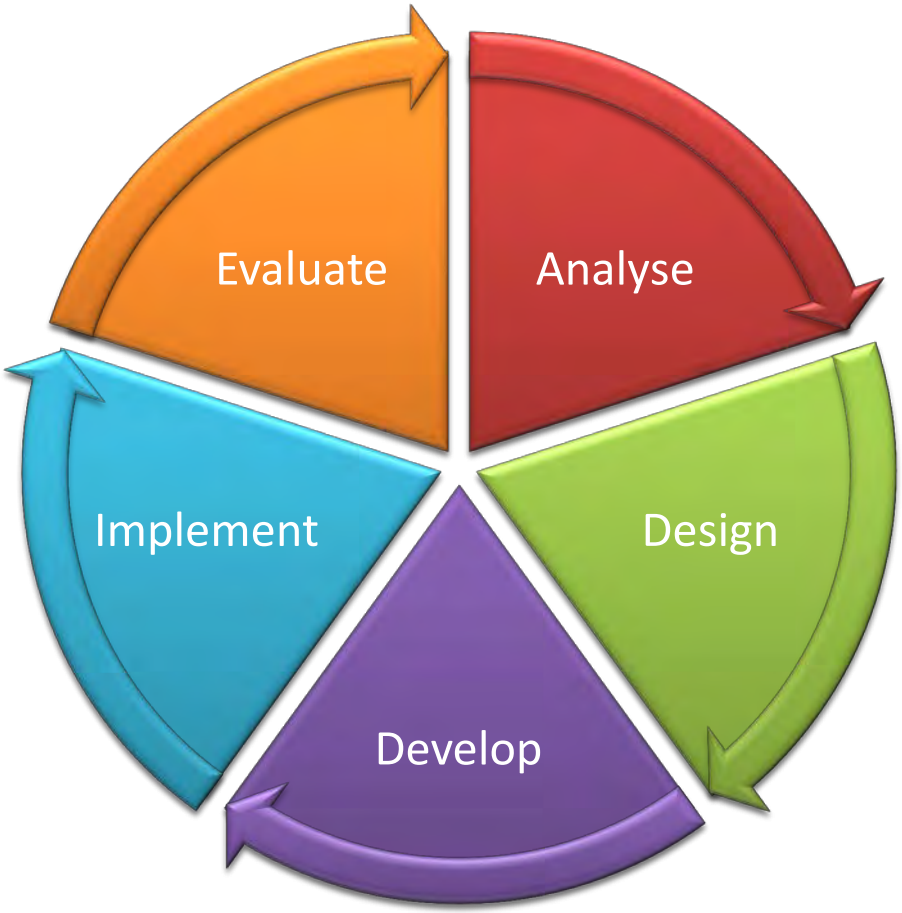


Objectives

- Develop, pilot and evaluate an online supervision package



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

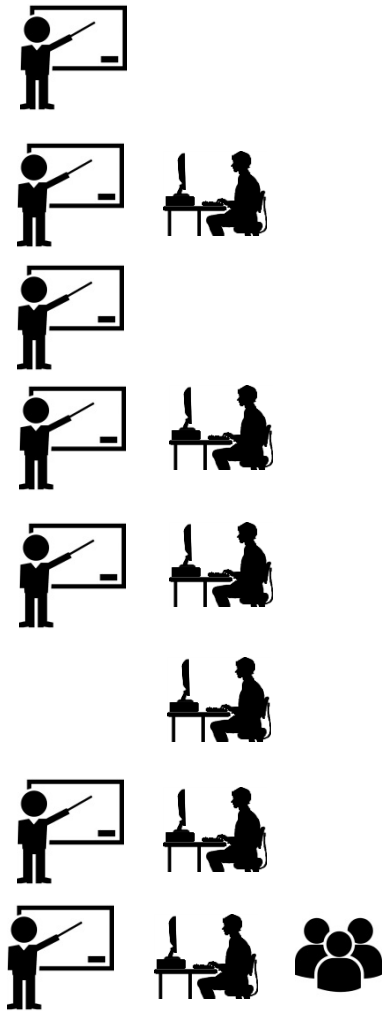
Engagement strategies

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

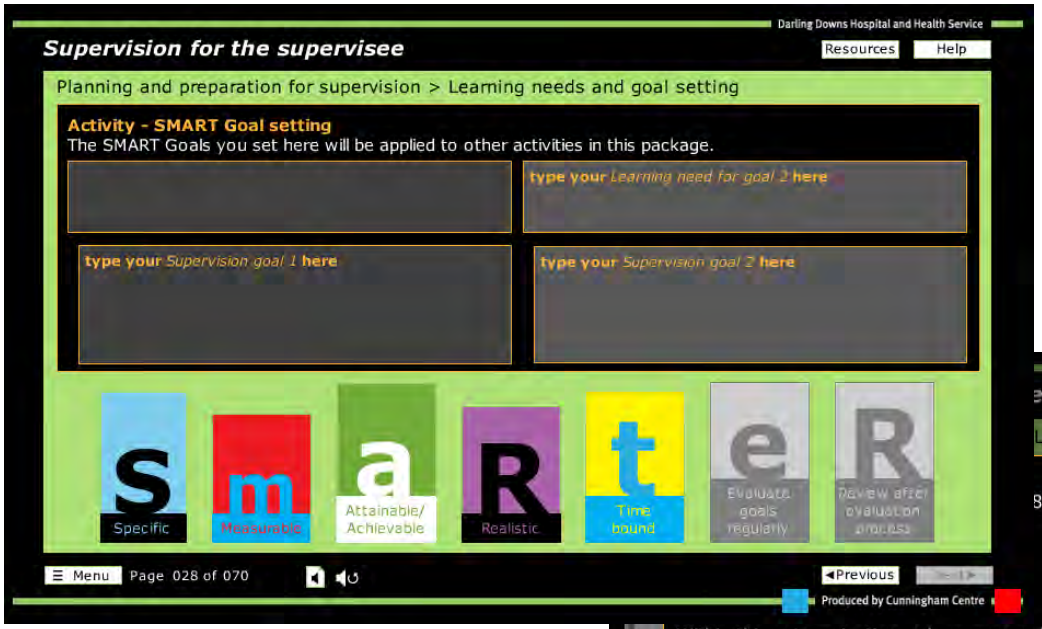
Implementation plan

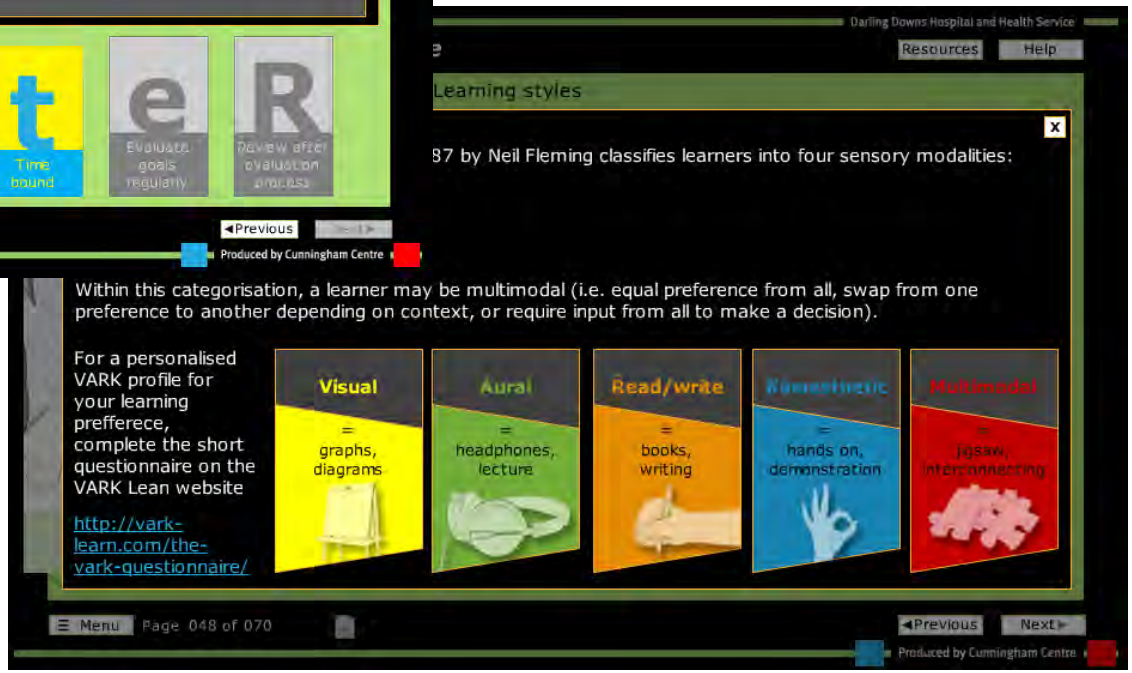
Develop

- 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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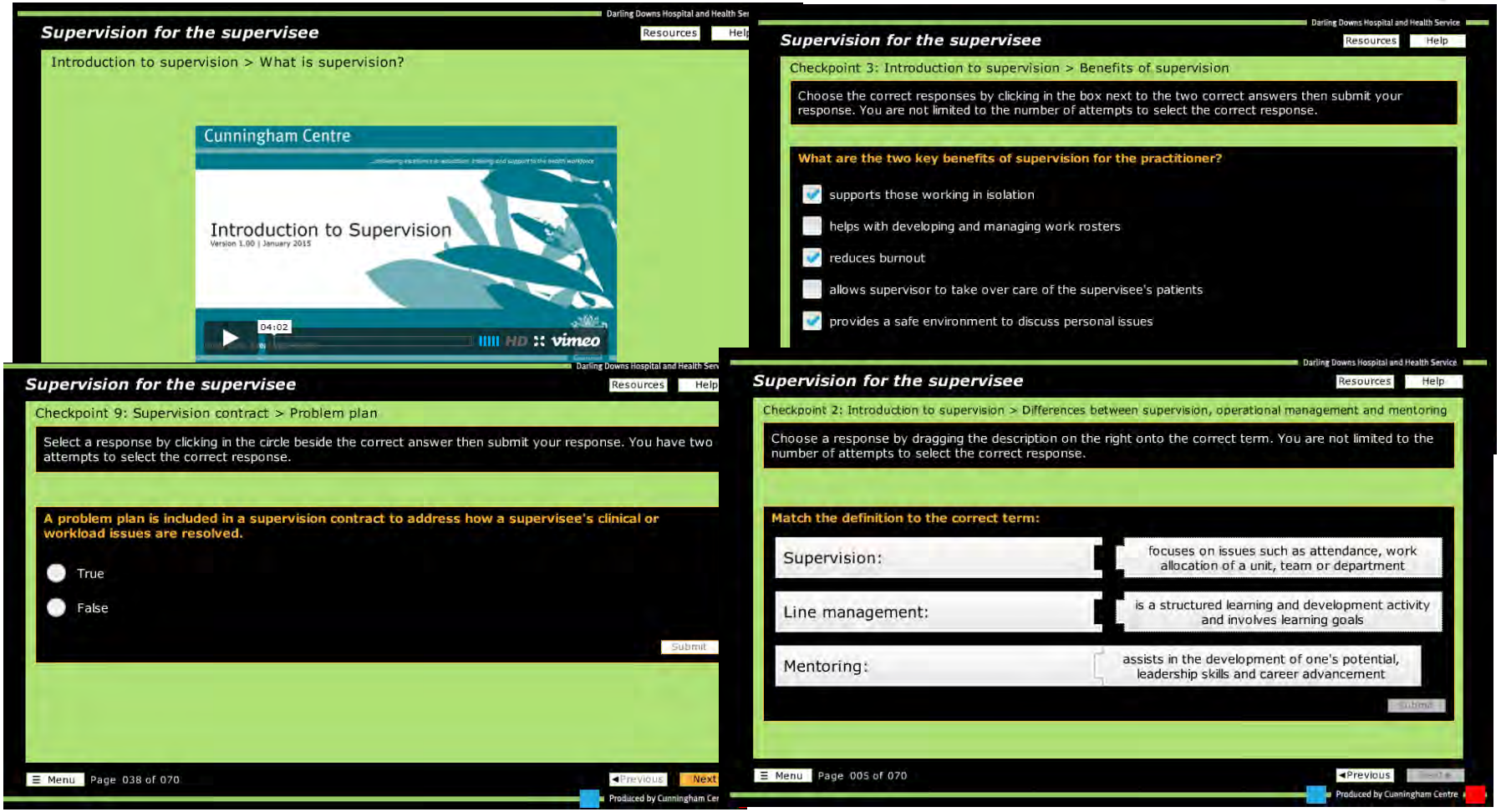
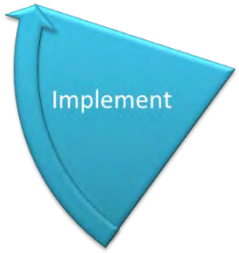


Storyboarding

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 Score: By Question Attempts: 3		
Question text:	What is the primary aim of supervision?		Points: 1 for correct; 0 for incorrect		
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.		Change number of attempts available after each submission. Record to results slide		
Feedback text: Correct	Congratulations. You have selected the correct response.				
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.				
Incorrect	Incorrect. You have not answered this question correctly.				

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 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.
Sub-title:	Supervisory relationship				
Page title:	Ineffective supervisory relationships				
Body text:	Traits to avoid in order to enhance the supervisory relationship: • 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)

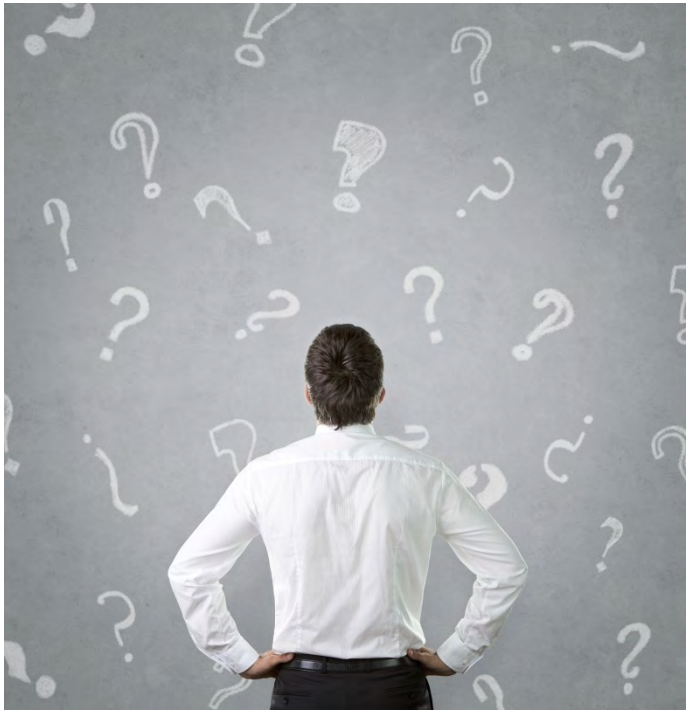
3. Investing additional time during analysis and design phase improves implementation process

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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