

## NATIONAL CLINICAL SUPERVISION COMPETENCIES MATCHED TO 2011-2016 INTERPROFESSIONAL CLINICAL EDUCATION /NEW GRADUATE TOPICS & CLINICAL EDUCATOR PREPARATION AND SUPPORT PROGRAM

National Clinical Supervision Competence Domain	National Clinical Supervision Competence Element	Inter-professional Clinical Education /New Graduate topic	CEPS modules and tools <sup>1</sup>
<b>Clinical supervision</b>			
1.1 Prepare and plan	1.1.1 Clarification of roles and the supervisory relationship	<a href="#">Building respectful and inclusive clinical supervision: practical tips for the supervision of student (2014)</a>	Mod 1 Introduction to clinical teaching
	1.1.2 Clarification of learning outcomes	<a href="#">Student activity plans (2014)</a> <a href="#">Establishing successful student placements: Tips for practitioners who supervise students (2016)</a>	Mod 2 Planning for placement Mod 3 Preparation with your students Tool 3 Student transition to Clinical Learning Environment
1.2 Facilitating learning	1.2.1 Experiential learning	<a href="#">SLIPAH – Simulated learning in paediatric allied health: Engaging all therapists to enhance paediatric capability (2014)</a> <a href="#">UQ GP clinic: Lessons learnt when developing a sustainable student led clinic (2014)</a> <a href="#">Showcasing student-led services: considerations, lessons learnt and future directions (2014)</a> <a href="#">Student peer learning in clinical environments (2013)</a> <a href="#">Pearls and Pitfalls – How to approach clinical reasoning (2011 )</a> <a href="#">Facilitating clinical reasoning in students and new graduates (2012)</a> <a href="#">Project Placements : Setting up good processes and using resources to enrich student learning and ensure good outcomes (2016)</a> <a href="#">Facilitating clinical reasoning on student placements. (2016)</a> <a href="#">Using simulation to prepare for or supplement clinical placements (2016)</a>	Mod 4 Teaching in a clinical setting Mod 5 Self-directed and collaborative learning Mod 6 Learning in small groups Tool 1 Clinical reasoning Tool 2 Possible teaching and learning activities Tool 5 Preparing for teaching with patients Tool 7 Clinical problem based learning

<sup>1</sup> Clinical Educator Preparation and Support program on iLearn (<https://ilearn.health.qld.gov.au>)

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	1.2.2 Feedback	<a href="#">Giving effective feedback</a> (2011)	Mod 8 Giving feedback Tool 9 Effective feedback Tool 10 Consider your feedback delivery
	1.2.3.Reflection (Personal and professional)	<a href="#">Building resilience</a> (2013) <a href="#">Self-care for health professionals: Building resilience, enhancing work engagement and preventing burnout</a> (2013) <a href="#">Dealing with different learning styles</a> (2011) <a href="#">Clinical education and ethics</a> (2012) <a href="#">The Model of Professional Thinking: Supporting learners to use reflective practice and evidence based practice in tandem</a> (2016)	Mod 5 Self-directed and collaborative learning Tool 4 Questioning Tool 6 Structured journal writing guidelines
	1.2.4 Formative assessment	<a href="#">Assessment principles and evaluation: Failure to fail</a> (2011)	Mod 7 Assessment
	1.2.5 Summative assessment	<a href="#">Student assessment: But the other educator rated my performance as excellent</a> (2013)	Tool 8 Positive assessment environment
1.3 Problem Solve	1.3.1 Problem identification and prevention	<a href="#">Identifying students with mental health issues, what to do and where to refer</a> (2014)	Mod 5 Self-directed and collaborative learning
	1.3.2 Management of performance issues	<a href="#">The underperforming student: the role of student and educator self-efficacy</a> (2012) <a href="#">Engaging the dis-engaged – it's active</a> (2011)	Mod 9 Helping students facing challenges Tool 11 Developing a learning strategy
1.4 Communication	1.4.1 Workplace communication	<a href="#">Therapeutic relationships and communication</a> (2015)	Mod 9 Helping students facing challenges
	1.4.2 Managing conflicts	<a href="#">Therapeutic Alliance and Outcome in Clinical Practice: more than 'just being nice'</a> (2016) <a href="#">Motivational Interviewing : How to best use it in practice to enhance patient outcomes</a> (2016)	
<b>Safety and quality in Clinical supervision</b>			
2.1 Safety	2.1.1 Ethical, Professional and legal standards	<a href="#">Student placement deed framework</a> (2012) <a href="#">Clinical education and ethics</a> (2012) <a href="#">Viewing your practice through the lens of the National Standards: How it will help your practice</a> (2015) <a href="#">What makes a quality placement?</a> (2011) Forum	

	2.1.2 Risk Management	<a href="#">Supervision to enhance client outcomes</a> (2013) <a href="#">Social Media with Students in clinical education and training</a> (2013) Privacy Awareness: protecting privacy is everyone's responsibility (2016)	
	2.1.3 Creation of a safe environment	<a href="#">De-briefing traumatic placement incidents</a> (2012) <a href="#">Building resilience</a> (2013) <a href="#">Working with patients who are dying: what every practitioner needs to know.</a> (2015) <a href="#">Self-care for health professionals: Building resilience, enhancing work engagement and preventing burnout</a> (2013)	
	2.1.4 Cultural safety	<a href="#">Building respectful and inclusive clinical supervision: practical tips for the supervision of students</a> (2014)	
	2.1.5 Inter-professional collaboration	<a href="#">Leadership and Clinical Education [LaCE] – building capacity in MD teams to improve teaching and learning in rural and remote areas</a> (2014) <a href="#">Implementing problem-based learning into your clinical education practice</a> (2014) <a href="#">How can I, the clinical educator, guide staff into moving into inter-professional, person-centred collaborative practice?</a> (2011) <a href="#">Developing IP learning programs</a> (2013) <a href="#">Inter-professional Practice: what does the term really mean and how do clinical educators implement it in practice?</a> (2015)	
2.2 Quality	2.2.1 Self-awareness, local team reflection and professional development in clinical supervision	<a href="#">The implementation of the "iQIPP- AH" (Improving Quality in Practice Placements – Allied Health) reflection tool in Queensland</a> (2013) <a href="#">Performance and Development [PaD]: Balancing the development of your career plan and professional development as well as achieving organisational goals.</a> (2015) <a href="#">New Graduate and staff supervision: what you really need to know about it</a> (2015) <a href="#">Casual Layered Analysis : as a way to develop your clinical education program</a> (2016)	Mod 10 Review of teaching and learning Tool 12 Self review
	2.2.2 Evidence-based practice	<a href="#">Pre-entry student contribution to patient service delivery ...Is there more to it than meets the eye?</a> (2014) <a href="#">Translating knowledge into practice</a> (2013) <a href="#">Extended scope or core business? Embedding research into clinical educator practice</a> (2015) <a href="#">The Model of Professional Thinking: Supporting learners to use reflective practice and evidence based practice in tandem</a> (2016)	

Organisation			
3.1 Integration of supervision and learning activities in clinical practice		<a href="#"><i>Supporting New Graduates transition to professional practice</i></a> (2015) <a href="#"><i>Supervision to enhance client outcomes</i></a> (2013)	
3.2 Organizational skills/time management		<a href="#"><i>Measuring how students add value: Research outcomes and tools</i></a> (2015)	