

### Training supervisors in the use of video conferencing for student supervision

In the experience gained through this pilot program, we recognise the importance of educating the clinical supervisors about the goal of using video conferencing with students. The goals associated with using this tool may be different for each health service and there may be individual goals for each student. However, some common goals may be:

- to enable the student to develop their therapeutic style
- to develop the student's communication skills
- to increase the student's progression towards independent practice
- to reduce time demands on the occupational therapy supervisor

#### Determining readiness for independent practice

Within the pilot project, in order to determine if a student is ready to commence video conferencing, students need to be assessed using the Student Practice Evaluation Form (SPEF-R). Students should reach a level of 'adequate' or '3' in the areas of professional behaviour, self management, communication and information gathering (Refer to output no. 5d(i) "Determining readiness to participate in iPad project").

This evaluation form is designed for occupational therapy students. As this pilot project was focused on occupational therapy students, the use of other evaluation tools was not considered. Organisations planning to use video conferencing with other disciplines will need to investigate alternate methods in determining student readiness for independent practice and the most appropriate time to incorporate video-conferencing in training.

#### Using the Tablet

Occupational therapy supervisors need to have the basic skills to operate the Tablet device. This includes turning the device on and off, charging and locating applications. It can be beneficial if supervisors are provided with opportunities to familiarise themselves with the device. They may choose to spend time using the device for other clinical tasks to increase familiarity.

#### Accessing the Tablet

Supervisors should be aware of the process of accessing the Tablet device, this includes the location of the device and procedures to 'check in/out' the device. Supervisors should also be aware of where the device can be used, for example internally only or both internally and externally.

## **Setting up the video conference**

Supervisors should be educated on the process of setting up a video conference, this includes locating the application and making and accepting video calls. This process will vary depending on what application is utilised in your health service. Supervisors should participate in practical and contextual training sessions to ensure they are competent in operating the software.

## **Setting up the Tablet device**

Students will be trained on setting up the Tablet device to capture visual and audio data but it is also useful for supervisors to be aware of this information. Supervisors will need to guide the student further if the visual or audio information displayed during the video conference requires adjustment. eg. the device may need to be closer to increase volume or it may need to be further away to increase the picture quality/area captured. Supervisors can set-up the iPad in any location that suits, however they need to be aware that background noise should be kept to a minimum. Ear buds should be used so that others are not distracted by the video-conference and this can also assist in reducing the amount of background noise.

Students should be able to see their supervisor during the video conference; therefore it is important that the supervisor sets up the iPad so they can also be seen. This is particularly important for clients so they are aware that there is another person effectively watching what they are doing.

## **Conducting the video-conference**

Students are encouraged to explain their clients why they are using the iPad. Students are also encouraged to introduce their supervisor to the client before commencing the session to acknowledge their presence in the room. The supervisor can then provide guidance, instruction and support as required.

## **Managing technical issues**

Supervisors and students should be trained in managing common errors in the technology. For example, they should be able to identify that the 'Wi-Fi' is not turned on then go into the Tablet's settings to turn it on again. A list of common errors can be developed with simple instructions to guide students and supervisors on correcting these technical errors.

Occasionally, students and supervisors may experience significant technical issues and will require greater guidance. Departments are encouraged to have an agreed pathway to manage technical issues. This could be a designated member of the department who is very familiar with the device and its programs, or for more complex issues the IT department within your organisation.

## **Demonstration and practice!**

Supervisors should be provided with opportunities to practice using the video conferencing program, as well as testing and trailing the system with their student. Supervisors in this organisation were provided with a presentation and demonstration of the video conferencing system in a group setting, followed by an individual training session alongside the student. During this session the supervisor and student set up the video conference and were provided with guidance as necessary. Once confident they were able to commence using the devices independently.

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