

Clinical Supervision Workshop Lesson Plan

NAME: HealthPEER

SESSION TITLE: Clinical Supervision Support Program

1. Teacher goals

The aim of this introductory workshop is to address the reported gaps in the professional development of clinical supervisors. Educational theory will be introduced in this session, in addition to some practical strategies to assist health professionals in their clinical teaching.

2. Assumed student background (prior) knowledge and experience

Participants will be health professionals from any discipline and with experience or an interest in clinical teaching

3. Resources (equipment/teaching aids etc.)

Powerpoint presentation, laptop, data projector

Sets of dominoes

Maastricht Clinical Teaching Questionnaire, photocopies

Participant feedback form

4. Learning Objectives

OBJECTIVES Learners will be able to:
1. Describe what is meant by clinical supervision including associated roles, responsibilities and behaviours
2. Reflect on their own strengths, deficits and learning needs as a clinical supervisor
3. Identify how students learn by drawing on key educational theories and research
4. Discuss ways to facilitate student learning including scaffolding for increasing independence
5. Identify key components for effective feedback and clinical assessment

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6. Recognise underperforming students and effective management strategies

5. Major difficulties anticipated (conceptual and procedural)

Because the intended audience is educators from all disciplines, there may be a wide range of clinical teaching experience in any one session, which may be difficult for the facilitator to cater to.

Due to the time limitations of a 4 hour workshop, many educational principles and theories will only be introduced in this session, which may not be sufficient for some participants who would like to focus on some aspects in more detail.

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LESSON COMPONENTS	LEARNERS' ACTIVITIES	TEACHER'S ACTIVITIES
SET	Report current education role, previous education training and what they would like to achieve out of workshop	Introduction and welcome Identify learner's backgrounds and learning needs List learning objectives Explain CSSP workshop/online modules
BODY Learners will be able to:		
Objective 1 Describe what is meant by clinical supervision including associated roles, responsibilities and behaviours	Brainstorm in pairs how existing skills as a clinician assist you to educate students	Facilitate discussion with whole group Provide an overview of differing roles of supervision, mentoring Discuss changing workforce and supervisory models
Objective 2 Reflect on their own strengths, deficits and learning needs as a clinical supervisor	Work in threes, reflect on what works well and not so well in clinical supervision	Write responses on whiteboard Complete Maastricht Clinical Teaching Questionnaire
Objective 3 Identify how students learn by drawing on key educational theories and research	Discuss current reflective practice in differing disciplines	Present three educational theories- Adult learning theory, Critical reflection and Experiential learning Discuss Gibbs learning cycle
Objective 4 Discuss ways to facilitate student learning including scaffolding for increasing independence	Brainstorm attributes of effective and ineffective supervisors	Write responses on whiteboard Describe scaffolding, with clinical examples from the group
Objective 5 Identify key components for effective feedback and clinical assessment	Build dominoes, with a learner and teacher back to back (use of voice only) Practice use of Pendleton model in pairs Discuss pros/cons of the utilising a feedback model	Present overview of assessment, Miller's hierarchy and cognitive bias in assessment Present summary of feedback educational literature- importance of feedback, but difficulties for participants Teach Pendleton model Facilitate discussion around benefits. Difficulties of using a model to provide supervision

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<p>Objective 6 Recognise underperforming students and effective management strategies</p>	<p>Participants to work in pairs to discuss their difficulties with poorly performing students, then share some examples with the group</p>	<p>Discuss types of poor performance Describe the Solution Focussed Model Work through solutions for described problems</p>
<p>CLOSURE</p>	<p>Participants to report their learning and a summary of new content from the workshop Complete feedback form</p>	<p>Provide summary to any areas that were covered that Direct participants to reference list</p>