



**Building Supervision Support Capacity  
across the Barwon-South Western Clinical  
Placement Network project**

***Supervising the Supervisor:  
Workplace Learning for Clinical  
Education Supervisors***

**Training Manual and Toolkit**

**Diane Billing  
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## 1. Introduction

The training manual has been developed to assist specifically with the Supervising the Supervisor: Workplace Learning for Clinical Education Supervisors component of the clinical supervision model developed for the *Building Supervision Support Capacity across the Barwon-South Western Clinical Placement Network project*.

A brief history and background of the *Building Supervision Support Capacity across the Barwon-South Western Clinical Placement Network project* is presented. The tools used to implement the workplace learning component are then provided. The manual contains a glossary of terms and templates that have been developed to support the supervision of clinicians participating in Supervising the Supervisor: Workplace Learning for Clinical Education Supervisors.

The purpose of the training manual is to assist the supervisor to provide supervision in a consistent manner in the implementation of Supervising the Supervisor: Workplace Learning for Clinical Education Supervisors.

## 2. Project Overview

The Supervising the Supervisor: Workplace Learning for Clinical Education Supervisors is the final stage in the development of a clinical education supervision model for the *Building Supervision Support Capacity across the Barwon-South Western Clinical Placement Network project* (the project).

The purpose of the project is to build clinical supervision capacity through provision of clinical supervision training. Barwon-South Western region allied health, nursing and medical supervisors with continued low self efficacy ratings following attendance at novice clinical supervision workshops were eligible to participate in Supervising the Supervisor – Workplace learning (supervision) in the workplace.

This project has built on previous work that:

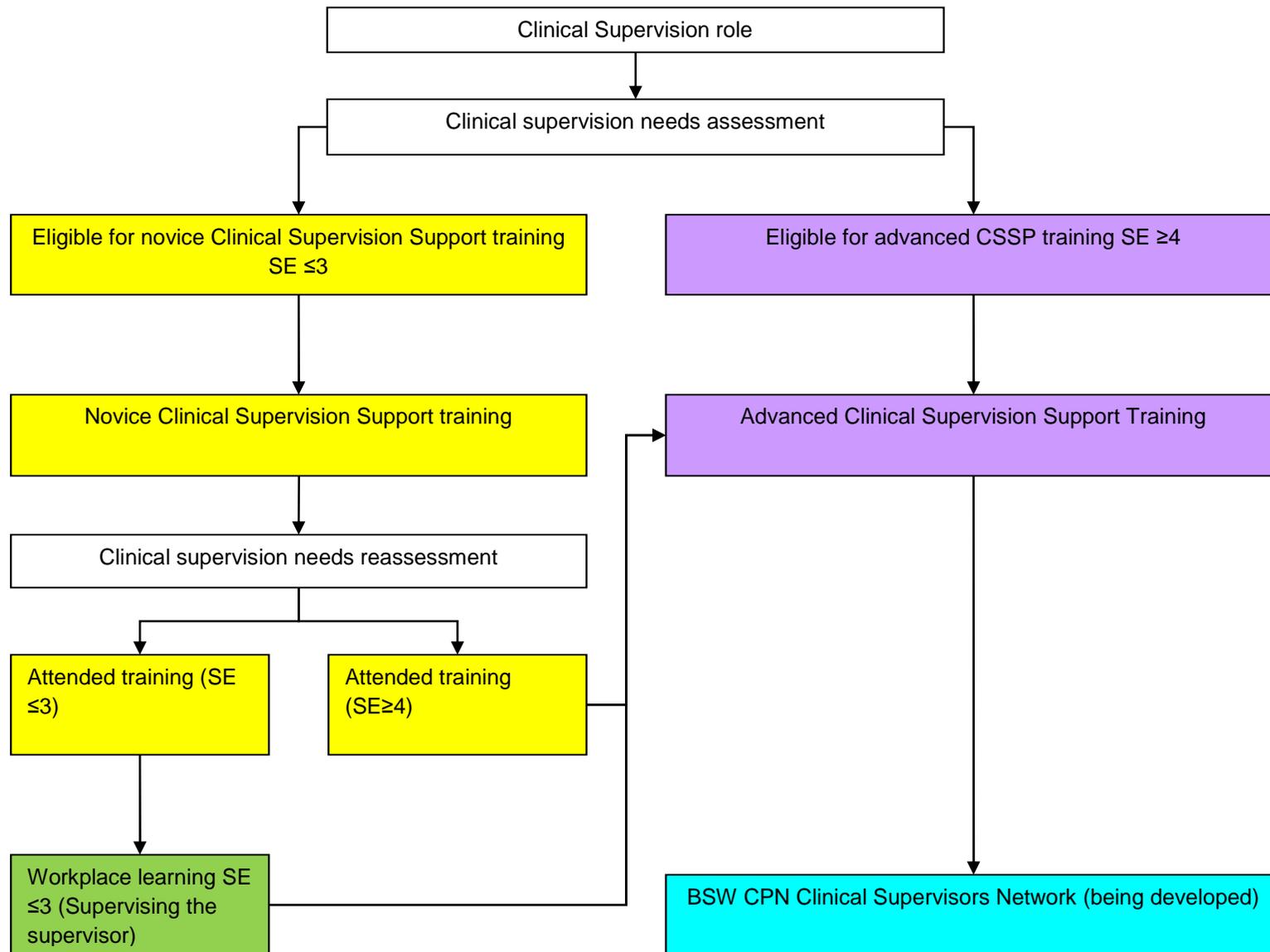
- Identified the core tasks associated with clinical education supervision;
- Developed the Professional Development Planner- Clinical Education Supervision tool and self efficacy rating scale to identify learning needs of clinical education supervisors in allied health, nursing, and medicine;
- Developed an interprofessional training program to meet the identified clinical education supervision learning needs;
- Provided targeted training (efficient) in areas of low self efficacy;
- Achieved a statistically significant increase in self efficacy scores; and
- Resulted in increased clinical placement days.

Supervising the Supervisor: Workplace learning for Clinical Education Supervisors provides a supervision model and structure to support clinical education supervisors with continued low self efficacy following participation in workshop training. The supervision model is comprised of feedback, modeling and educational role play to address the identified clinical education supervision learning needs. Supervisors are recruited to work with eligible participants from nursing, allied health including allied health assistants and medical imaging. Workplace Learning is time limited and the training manual provides a range of resources to support the supervision relationship.

### **3. Clinical Supervision Support Model**

The Barwon-South Western Clinical Placement Network (BSW CPN) supervision support model is presented in Figure 1. The model is comprised of novice and advanced workshop training and workplace learning. Learning needs are assessed and reassessed to enable training to be targeted to individual needs.

Figure 1. Barwon-South Western Clinical Placement Network Clinical Supervision Support Model



## 4. Workplace Learning

### What is clinical supervision Workplace Learning?

Clinical Supervision has been defined as collaboration between an experienced practitioner and one or more less experienced practitioners (Milne, 2009). For the project, the supervisory relationship is focused on tasks associated with clinical supervision of students only.

Participants with continued low self efficacy following attendance at novice clinical supervision training workshops are eligible to participate. The supervision model in Workplace Learning uses a variety of supervision methods. Workplace Learning supervisors are supported in their supervision activities and resources developed to share with other supervisors.

### Guiding principles of supervision

- Customise supervision to take due account of the individual characteristics of supervisees;
- Conduct a needs assessment (identified using the Professional Development Planner – Clinical Education Supervision);
- Construct explicit learning contracts (Supervision Agreements, Supervision Record Notes);
- Use a blend of supervision methods; and
- Evaluate the outcomes of supervision project. (Milne, 2009)

### Shared responsibilities in supervision relationship

- Confidentiality;
- Professional boundary setting and conduct;
- Supervision related to identified clinical supervision learning needs only; and
- The project lead is the contact for any potential issues arising for supervisor/ supervisee/s. (Todd & O'Connor, 2005)

### Characteristics and responsibilities of the supervisor

- Supervisor accessibility and availability will be determined in the initial supervision session;
- Supervisor will be able and approachable; and
- Supervision activities will be flexible and adaptable in order to meet the needs of the supervisee.

(Todd & O'Connor, 2005)

### Responsibilities of the supervisee

- To actively contribute to their supervision experience by preparing and engaging freely within supervision;
- Being open to feedback; and
- Prepared to try out new ideas in practice.

(Milne, 2009; Todd & O'Connor, 2005)

### Supervision Structure

- Participation in workplace learning (supervision) is voluntary;
- Sign off from manager and organisational support is required;
- Supervision methods will incorporate different methods i.e. face to face, video conferencing and be individualised to meet the supervisees needs; and
- Use range of tools to support the supervision.

## **Evaluation of Workplace Learning**

- Supervisors and supervisees address learning objectives during supervision sessions and supervisees self-efficacy is monitored and determined throughout supervision sessions; and
- Evaluation for supervisee and supervisor.

## **Duration of supervision**

- Determined by the project timelines.

# **5. Supervising the Supervisors: Workplace Learning Templates**

## **5.1 Supervision agreement**

The purpose of the supervision agreement is to document the specifics of the supervision relationship between the supervisor and supervisee. The supervision agreement is discussed, agreed and signed at the initial supervision meeting between the supervisor and supervisee. The Supervisor will keep a copy and forward a copy to the supervisee and line manager (as appropriate). See Appendix A.

## **5.2 Clinical supervision schedule**

The clinical supervision schedule is an overall record of all supervision activities that occur and is completed by the Supervisor. See Appendix B.

## **5.3 Supervision record notes**

Provide a detailed record of the supervisee's supervision activities. A copy is provided to both the supervisee and the project supervisor. For the project the learning objectives are identified from the clinical supervision tasks with low self efficacy rating. See Appendix C

## **5.4 Supervisee attendance sheet**

Used by the supervisor for attendance purposes. This can be used for individual or group sessions. See Appendix D

## **5.6 Memorandum of understanding**

Documents the terms and expectations of the Workplace Learning clinical supervision and is signed by the supervisee's manager. See Appendix E.

## **5.7 Glossary of Terms**

Useful terminology related to the Supervising the Supervisors: Workplace Learning project. See Appendix F

Both participants and supervisors will participate in an evaluation survey at the end of the Supervising the Supervisor: WPL Supervision project. Appendix

### **5.8 Evaluation**

Evaluation forms for the supervisor and supervisee to complete at the conclusion of the supervisory relationship.

### **5.9 Professional Development Planner – Clinical Education Supervision**

The Professional Development Planner – Clinical Education Supervision was completed on conclusion of the Workplace Learning supervision. See Appendix H.

## Appendix A Supervision Agreement

Supervisee Name, designation, work base and contact details	
Supervisor Name, designation, work base and contact details	
Commencement date	
Review date	
Frequency Of supervision	
Duration of supervision	
Venue	
Other	

*We agree to keep all discussion in clinical supervision confidential. There is a legal duty of care that may override confidentiality in exceptional circumstances. Such circumstances would be if the supervisee is describing unsafe, unethical or illegal practice and unwilling to go through appropriate procedures to address these after initial discussion between supervisor / supervisee.*

Supervisor's signature \_\_\_\_\_

Supervisee's signature \_\_\_\_\_

Date: \_\_\_\_\_

### **Copy to be forwarded to Line Manager**

Disengagement Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_

Supervisee signature \_\_\_\_\_

Appendix B Clinical Supervision Schedule

Planned date	Name of Supervisor	Method of supervision provided	Type of contact	Session held?	Reason for Cancellation Supervisor/ Supervisee
		Face to face, Videoconferencing, Other	Individual/ Group	Yes/ no	Provide detail

Based on Clinical Supervision Framework for WA Mental Health services and clinicians

Strategy for enhancing knowledge and skills in the mental health workforce through implementation of the **National Practice Standards 2004-2007** Dept of Health

Planned date	Name of Supervisor	Method of supervision provided	Type of contact	Session held?	Reason for Cancellation Supervisor/ Supervisee
		Face to face, Videoconferencing, Other	Individual/ Group	Yes/ no	Provide detail

Based on Clinical Supervision Framework for WA Mental Health services and clinicians

Strategy for enhancing knowledge and skills in the mental health workforce through implementation of the **National Practice Standards 2004-2007** Dept of Health

### Appendix C Supervision Record Notes

Supervisee's name: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_

Supervision commencement

date: \_\_\_\_\_

Supervisee's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Photocopy as required)

Self Efficacy Scale
0 – Know nothing about it
1 – Know about it, not sure where to start
2 – I would like to be shown or helped
3 – Willing to try, but I want feedback or support
4 – I am confident to try this on my own
5 – I can do this myself
6 – I can do this well
7 – I can teach someone else how to do this

Learning Objectives	Self efficacy Rating (see above)	Action to be taken	By whom	Date of next session

Based on Clinical Supervision Framework for WA Mental Health services and clinicians. Strategy for enhancing knowledge and skills in the mental health workforce through implementation of the **National Practice Standards 2004-2007** Dept of Health

Learning Objectives	Self efficacy Rating	Action to be taken	By whom	Date of next session

Appendix D Supervisee Attendance Sheet

Name of Session \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

Date	Name /s	Location	Type of Supervision (F-F, videoconferencing, group, etc)	Other Comment (issue, etc)

## Appendix F Glossary of terms

**BSW CPN** Barwon-South Western Clinical Placement Network is one of eleven Integrated Regional Clinical training Networks in Victoria.

**Professional Development Planner – Clinical Education Supervision** comprised of five domains and used to identify clinical supervision learning needs (Finlay, Schulz, Smith, Patton & Walker, 2011).

**Self efficacy** is defined as "...peoples judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1997). Self-efficacy is used to identify participant's learning needs. A score of this level suggests the clinician is unlikely to attempt the task without information, assistance, feedback or supervision.

**WPL** Workplace Learning for clinical supervisors. One to one supervision for eligible participants using the tools developed for Supervising the Supervisor – Workplace Learning project.

## Appendix G Evaluation for participants

### Supervising the Supervisor: Workplace Learning

Set up	Comments
1. Was this phase of the Workplace Learning Project clear to you?	
2. Was your workplace advised and supportive?	
3. Were your identified learning needs for this phase of the project as you expected or did they change/why?	
<b>Action</b>	
4. Have you had supervision before? How did this supervision compare to your previous experience?	
5. Was there enough flexibility in the supervision schedule to fit into your existing workload? Could it have been set up differently?	
6. Describe your experience of having a supervisor from a different discipline?	
<b>Conclusion</b>	
7. Do you feel you have improved in your self efficacy? Explain how the work place learning supervision experience did/did not assist this process.	
8. Was the time allocation (2 months) sufficient for you to experience improvement in your self efficacy?	

Set up	Comments
9. Do you have suggestions of other ways the supervision may have worked for you?	
10. How would you rate the overall experience: (please circle one)	Excellent      Good      Average      Below Average
11. Can you offer any other feedback or recommendation to add to the overall learning's of the project?	

## Appendix G Evaluation for supervisors

### Workplace Learning Orientation

1. Did the orientation process assist you in the overall understanding and implementation of the project?  
Please circle.

Poor		Average			Excellent	
1	2	3	4	5	6	7

Comments:

2. What was the WPL orientation process like for you?

3. List any improvements to the WPL orientation process?

4. Were there any aspects of the orientation which you found particularly helpful?

### Workplace Learning Implementation

5. What worked well in the implementation of the Workplace Learning supervision experience in your area?

6. What were the difficulties with the implementation of the WPL supervision experience in your area?

7. Please provide feedback on the templates used for this project

**Clinicians/ Allied Health Assistance Experience**

8. To what extent were the identified learning needs achieved by the AHA's / Clinicians in the WPL project?

9. To what extent were the learning objectives achieved?

10. How effective was the WPL experience for clinicians / AHA's?

11. Any additional comments?

## Appendix H Professional Development Planner - Clinical Education Supervision

### Self Efficacy

Rate your confidence to perform each of the tasks below, by recording a number from 0 – 7 using the scale.

0	1	2	3	4	5	6	7
Know nothing about it	Know about it, not sure where to start	I want to be shown or helped	Willing to try, but I want feedback or support	I am confident to try this on my own	I can do this myself	I can do this well	I can teach someone else how to do this
Tasks							Rating
<b>1. Facilitate learning in the clinical environment</b>							
Provide a range of experiences so the student can effectively apply their theoretical knowledge to clinical practice.							
Facilitate the student to acquire the skills required for professional practice in your clinical setting.							
Effectively utilise learning opportunities to support or extend the student appropriately, as their capabilities develop.							
Adapt your teaching strategies to suit different approaches to learning, in a variety of learning settings.							
Engage the student in critical dialogue about professional practice where they can challenge, question, refute and reflect.							
Effectively manage the competing demands of your responsibilities to your patients, students and colleagues.							
<b>2. Education planning</b>							
Develop your own approach to clinical education that is grounded in educational theory.							
Develop a learning plan that is manageable, realistic and appropriate for the student in your clinical setting.							
Formulate learning goals and a variety of strategies for achieving skill acquisition.							
Develop educational resources (eg. Quiz, DVD, handouts), to aid training during the clinical placement.							
Conduct a variety of education activities (eg. demonstrations, guided practice, tutorials) to achieve the learning goals for the clinical placement.							
Negotiate with staff to develop a timetable and the space / equipment required for the clinical placement.							

### Self Efficacy

Rate your level of confidence to perform each of the tasks below, by recording a number from 0 – 7 using the scale.

0	1	2	3	4	5	6	7
Know nothing about it	Know about it, not sure where to start.	I want to be shown or helped.	Willing to try, but I want feedback or support.	I am confident to try this on my own.	I can do this myself.	I can do this well.	I can teach someone else how to do this.
Tasks							Level
<b>3. Performance Evaluation and Feedback</b>							
Effectively guide and support the student's patient care performance, including dealing with mistakes.							
Incorporate assessment into learning activities to help students recognise their progress and guide ongoing learning.							
Evaluate the student's performance using standardised objective criteria or assessment tools.							
Make recommendations with respect to how the student has met the objectives of the clinical placement.							
Provide consistently clear and constructive feedback and have a method for checking the student's understanding.							
Adapt your methods for giving feedback to suit different preferences and learning styles.							
<b>4. Dealing with performance that is below expectation.</b>							
Identify issues regarding the student, their supervision or the workplace, which may put the student at risk of failing.							
Use effective strategies with the student, university staff and managers, to address issues contributing to marginal performance.							
Conclude a student feedback session with an agreed problem list and plan of action to improve performance.							
<b>5. Roles, relationships and power</b>							
Develop positive and effective relationships with the student, staff, managers, clinical teams and university staff.							
Identify and clearly articulate to your student the boundaries of your respective roles and relationship.							
Effectively manage your emotions and the emotions of others in interactions, even when tensions arise.							
Effectively manage the student who displays challenging behaviours.							
Approach colleagues to discuss problems and develop strategies to resolve issues in the clinical placement.							
Seek support from senior staff to help resolve challenging situations in the clinical placement.							

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