

# SUPERVISION FUNDAMENTALS TIP SHEET



## WHAT IS SUPERVISION?

There are different definitions of supervision in different disciplines, and some have different terms for supervision of staff in the workplace to supervision of students. Drawing on the latest evidence from across disciplines we recommend supervision is based on a **strong collaborative relationship**, a focus on **reflection**, and with **regularity** embedded.

There are different models of supervision, and one useful model is **Proctor's Interactive Framework of Clinical Supervision** (cited in Driscoll & O'Sullivan, 2007). This model is depicted as three interacting circles describing the three functions of supervision: **formative** (developing the knowledge, skills and attitudes of the supervisee), **normative** (ensuring the supervisee is meeting the policies, procedures and practices required by the organisation) and **restorative** (giving emotional support and a safe space for the supervisee to debrief).

## HOW DO YOU SUPERVISE?

The **supervisor/supervisee relationship** is key and as you have less time to foster this relationship in short placements, intentionally focusing on this relationship is vital. A warm, supportive relationship, with a safe space for students to discuss how they are feeling, their mistakes and successes and with mutual trust and respect is important. This relationship starts from your first contact with the student (probably via email) so ensure all your communications foster the strong collaborative relationship you are hoping to have with your student/s.

Scaffold student's **reflection** before giving feedback so the student develops the ability to learn from their own practice. Find out what support works for the student, ask them what helps their reflection! There are many reflective scaffolds and we cover reflection in a different podcast so check that out.

Plan **regular supervision meetings** throughout the placement where the focus can be on the student, without distractions. Ensure this is a safe space where students can bring any topic to discuss. Booking these in to the student timetable helps both of you: the student knows when they can ask you questions and bring issues so you are not being asked at unsuitable times. Encourage the student to set the agenda, ensure you are not interrupted and ensure the student does most of the talking.

## FURTHER TIPS/IDEAS

- Reflect on your own experiences of being supervised - what can you take away from these experiences that you want to implement, and what you want to avoid?
- Complete supervisor training - there are workshops run by UDRHs across Australia and there are also workshops run by universities and workplaces.
- Reflect on your supervision after a placement - what can you learn to apply with the next student?

## RESOURCES

- [Fact Sheets](#) Creating supportive rural placements and Supporting the needs of students on rural placements
- Charles Stuart's [Three Rivers Department of Rural Health](#) has several short online courses designed for rural supervisors including the topics of Supervision practices, Enhancing the rural experience, Creating a best practice clinical learning environment, Developing cultural awareness and sensitivity, Challenging conversations and Self-care for clinicians.
- [Going Rural Health](#) by The University of Melbourne Department of Rural Health has resources for rural supervisors
- [ClinEdAus: Enabling Clinical Education Skills](#) is an Australian website with free learning resources for supervisors in the areas of preparing and managing placements, different practice contexts (including rural and remote) and core supervision skills (managing difficult situations, giving feedback etc.).
- [Teaching on the Run \(TOTR\)](#) has a range of workshops for supervisors delivered face to face or online. There are ten topics: Effective Learner Supervision, Planning Learning, Clinical Teaching, Assessment Fundamentals, Advanced Communication, Skills Teaching, Supporting Learners, Effective Group Teaching, Communication Fundamentals, and Interprofessional Collaboration. Some UDRHs offer this training or their own workshops, contact and find out!

## REFERENCES

- Driscoll, J. & O'Sullivan, J. (2007). The place of clinical supervision in modern healthcare. In J. Driscoll (Ed.), *Practising clinical supervision: a reflective approach for healthcare professionals* (pp. 3-26). Elsevier.
- Geller, E. & Foley, G.M. (2009). Broadening the "Ports of Entry" for speech-language pathologists: A relational and reflective model for clinical supervision. *American Journal of Speech-Language Pathology*, Vol. 18, pp. 22-41.
- Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, 45(4), 527-540. doi:10.1080/02602938.2019.1667955