



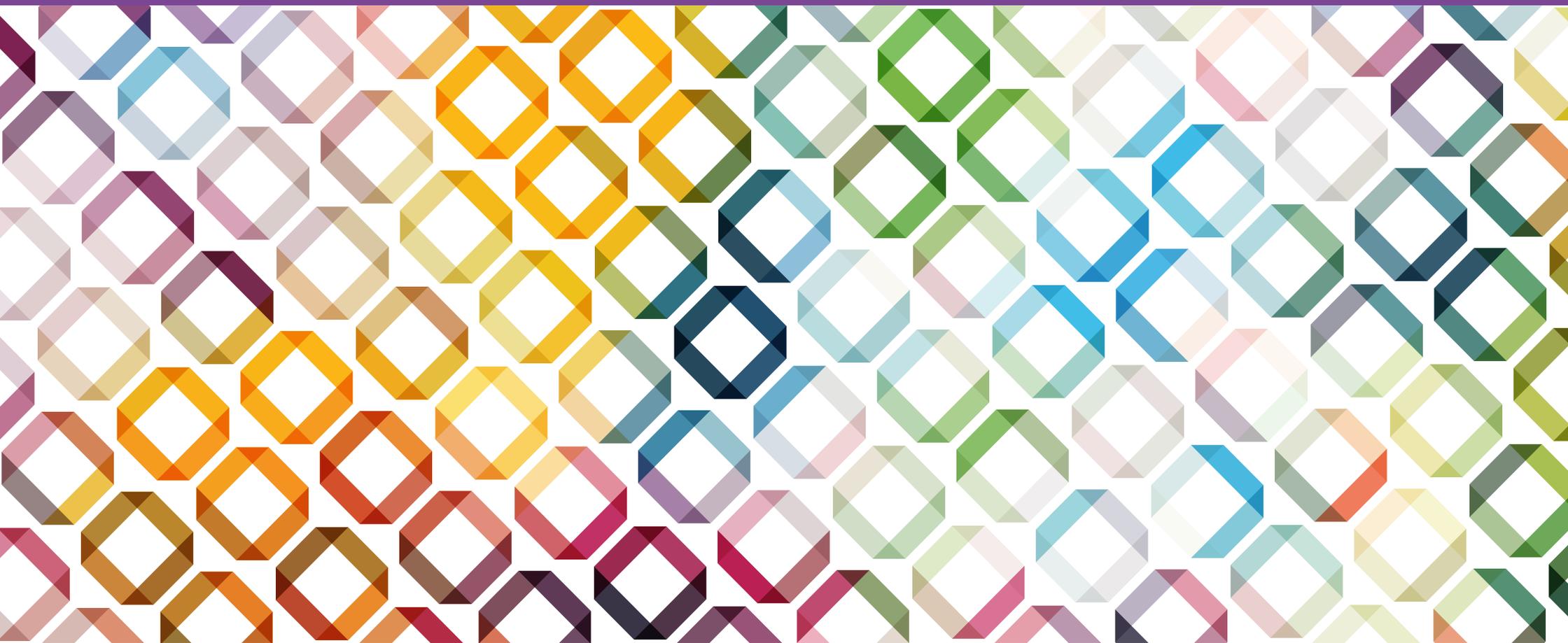
College of Speech and
Hearing Health Professionals
of British Columbia

CLINICAL PRACTICE GUIDELINE

CLINICAL SUPERVISION SKILLS REVIEW TOOL

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Clinical Supervision Skills Review Tool





Thank you to the many health practitioners across Victoria who assisted with the development of the Clinical Supervision Skills Review Tool. Their input was invaluable.

Developed by:

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Clinical Supervision Skills Review Tool

This tool will assist you to review your skills in clinical supervision. Clinical supervision encompasses the supervision of qualified and unqualified health practitioners. The tool draws from the National Clinical Supervision Competency Resource to define the requirements of clinical supervision at two levels: **Foundational** and **Intermediate**.

Foundational level clinical supervision describes the requirements of the majority of people in clinical supervision work roles. It represents the building blocks of good clinical supervision, and the clinical educational aspect of the job role may or may not be documented in position descriptions. At a Foundational level, clinical supervision is provided in a known or stable context; it may be supported with checklists or observation recording sheets, pro formas for assessment, and advice from others with more experience or expertise in clinical supervision, if required. This level includes 'buddying' and is also applicable to people who are new to clinical supervision. Foundational level clinical supervisors may also access support and assistance with their supervisory role. The Foundation level is considered the minimum standard for clinical supervisors.

Intermediate level clinical supervision describes the requirements of people whose job role may involve managing or leading others in a clinical supervision role, or who provide clinical supervision for work that is intrinsically complex or unpredictable. At this level, the clinical supervisor has less need for support – they exercise their professional judgement more independently. Intermediate level supervisors would typically have substantial periods of time to develop relationships with learners.

Frequency

For most people a skills review every two or three years is sufficient to ensure currency, however for people in dedicated educator roles, it is recommended that skills are reviewed annually.

Rating

Before commencing the tool, please decide which level is expected of your role.

If it is at the Foundational level, commence with the columns on the left of the page. If you score 4 or 5 for any element of competence, you might like to also review the associated Intermediate level skills that are listed in the columns to the right. Disregard the Intermediate level if you have no or little experience in clinical supervision.

If you commence with the Intermediate level, it is worthwhile to check the Foundational level skills as you proceed, to ensure that you have all the underpinning capabilities.

The tool uses a 5-point scale, with **1 for strongly disagree, 2 for disagree, 3 for unsure or undecided, 4 for agree and 5 for strongly agree**. You can simply write N/A for areas that are not applicable to your work.

Initially this tool is for self-rating, but it has the option to obtain ratings from another person. If you are asking someone else to rate your skills, ensure that they can provide a valid and reliable assessment of your skills; that they understand the work context in which you operate and have seen you providing education and feedback to learners on a number of occasions. This rating may be provided by a manager or supervisor – this is optional, however most people find it helpful to obtain opinions about their skills from other trusted professionals.

There is a column to the right side of the page headed 'comments'. This optional column can be used to make notes about the skill areas, such as examples of products or documents that might demonstrate your skills in this area, or comments on your feelings of confidence for that aspect of your work. Alternatively, you can use this column to make brief notes about specific development needs.



Name of clinical supervisor:

Job title:

Date:

Foundational skills

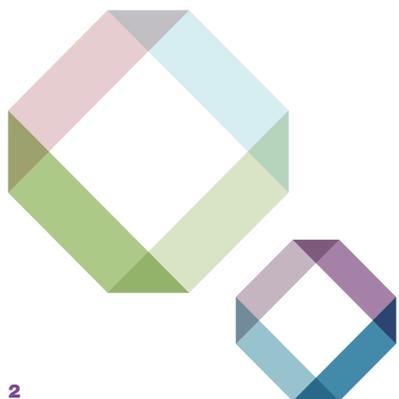
Intermediate skills

Domain 1: Clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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1.1 Prepare and plan for clinical supervision

Roles and relationships	I confidently explain the supervisory relationship to the learner, and the importance of personal and professional boundaries.			I work with the learner to focus on their clinical and interpersonal effectiveness in working with patients-clients in the clinical setting.			
				I establish supervisory agreements with the learner, making clear our roles and the nature and boundaries of the supervisory relationship.			
Learning outcomes	I work effectively with the learner to establish their immediate learning outcomes, and how these will be achieved.			I construct individual learning plans with each learner with reference to the context of the clinical setting, the specified learning outcomes of the program, the learner's stage of development, and the personal learning needs of the individual learner.			
	I effectively contribute to planning of the clinical supervision program.			I coordinate the clinical supervision program planning and engage with education providers ¹ to determine the scope, goals and outcomes of the learning program.			
Total		/15	/15		/20	/20	



Foundational skills

Intermediate skills

Domain 1: Clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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1.2 Facilitating learning

Experiential learning	I provide access to learning resources and guidance and support to enhance the learner's patient-client interactions in the clinical environment.			I involve the learner in decision-making and problem-solving activities.			
				I challenge the learner constructively, exposing them to more complex situations and encouraging them to develop solutions to clinical problems.			
				I conduct a variety of education activities (i.e. demonstrations, guided practice, tutorials) to achieve the learning goals for the clinical placement.			
Feedback	I identify and reinforce the learner's effective actions, and consistently provide timely, specific and direct feedback.			I provide the learner with constructive, timely and regular feedback on observed performance of clinical activities, and support the learner to make necessary adjustments.			
Reflection	I ask the learner questions to facilitate reflection on their learning experiences and enhance their own practice.			I assist the learner in developing reflective practice capability by prompting them to explore their own values and how these impact on patient-client care.			
				I encourage and challenge the learner to reflect on their overall performance, to identify areas for improvement and become more self-directed.			



Foundational skills

Intermediate skills

Domain 1: Clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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1.2 Facilitating learning (continued)

Formative assessment	I work with the learner to monitor their progress toward learning outcomes.			I use periodic formative assessment to develop the learner's capacity for self assessment and assist them to identify strengths and work on areas for further development.			
Summative assessment	I explain the assessment processes to the learner, how the competencies will be measured and assessed, and the process that follows if the competencies are not demonstrated.			I develop an assessment plan, ensuring that sufficient and valid evidence is gathered to make sound judgements about the learner's competency.			
	I effectively use assessment instruments for assessment and report on learner outcomes, to the individual learner and education provider(s).			I select assessment instruments and methods, making reasonable adjustment if required, and ensure that assessment is authentic and reflects the real work context.			
				I effectively communicate assessment outcomes to the learner in an appropriate environment and manner.			
Total		/30	/30		/50	/50	



Foundational skills

Intermediate skills

Domain 1: Clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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1.3 Problem solve

Problem identification	I provide constructive guidance to the learner about how to improve.			I create an atmosphere where the learner is comfortable to discuss concerns, analyse what is wrong and try new approaches.			
				I assist the learner to develop coping strategies to deal with stressful events.			
Performance management	I confidently discuss performance issues with the learner, when they arise, and refer the learner to sources for support where personal issues arise in the course of supervision.			I recognise and address factors contributing to a lack of learner engagement, and address issues in the clinical environment that that may impede learning outcomes.			
	I liaise with colleagues to identify a learner in difficulty, and engage the learner in problem solving where there are barriers to them achieving their learning objectives.			I collaborate with the learner and other supervisors in developing and monitoring performance plans, and constructively discuss the implications of learner's inability to progress.			
Total		/15	/15		/20	/20	



Foundational skills

Intermediate skills

Domain 1: Clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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1.4 Communication

Workplace communications	I express thoughts and ideas clearly, directly and honestly to the learner, and confirm that my messages are correctly interpreted.			I use feedback and disclosure appropriately to increase mutual understanding.			
	I provide opportunities for questions and feedback from the learner.			I openly acknowledge professional assumptions and differences.			
Managing conflicts	I identify potential sources of conflict and take action or seek assistance where required.			I seek advice from colleagues and the learner when my communications are causing confusion.			
				I establish how conflict will be managed and resolved in the supervision agreement, and facilitate early intervention approaches to prevent and resolve interpersonal conflict.			
				I apply a range of approaches to conflict resolution, and ensure that parties to the supervision agreement can safely and openly raise issues of concern.			
Total		/15	/15		/25	/25	



Foundational skills

Intermediate skills

Domain 2: Safety and quality in clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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2.1 Safety

Ethics and standards	I am clear about the ethical and professional standards applicable to patient-client care, and model these standards in the course of clinical supervision.			I am confident about how to act ethically and professionally with learners, patients-clients and other supervisors.			
				I ensure the emotional, physical and psychological wellbeing of learners, patients-clients and other supervisors in the course of clinical supervision.			
Risk management	I identify all relevant risks to patients-clients, learners and supervisors in clinical supervision and manage these risks, or seek assistance to manage these risks.			I communicate and act on identified risks by implementing risk management and control strategies to ameliorate or address risks in clinical supervision.			
				I adjust workplace arrangements to ensure the safety of all parties.			



Foundational skills

Intermediate skills

Domain 2: Safety and quality in clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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2.1 Safety (continued)

Safe environment	I monitor the learner and the clinical environment for actual and potential risks to the safety and wellbeing of patients-clients and the learner.			I engage in active supervision and determine the appropriate level of oversight to ensure patient-client, learner and supervisor safety.			
	I recognise and effectively intervene when a learner's action, or non-action, is likely to compromise the safety of the learner, patient-client or others.						
	I recognise signs of a learner's emotional, physical or psychological difficulty, and engage support from relevant persons in a timely manner.						
Cultural safety	I recognise the impact of individual and cultural diversity on clinical education relationships with learners, and adjust my behaviour in response to these differences in clinical supervision.			I demonstrate culturally safe and sensitive clinical supervision practice by considering the values, beliefs and practices of the learner.			
Inter-professional collaboration	I model collaborative interprofessional practice in the clinical supervision environment.			I work collaboratively with clinical supervisors and clinicians from other professions to develop and maintain productive, goal-oriented supervision.			
				I develop the capacity of clinical supervisors to undertake supervision of learners from other disciplines.			
Total		/35	/35		/40	/40	



Foundational skills

Intermediate skills

Domain 2: Safety and quality in clinical supervision

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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2.2 Quality

Self awareness and reflection	I review my personal and professional practice, participate in team-based reflection on the learning environment and seek opportunities to improve my clinical supervision performance.			I reflect on my own clinical supervision, seek feedback from learners and participate in team-based reflection to identify areas for improvement in my own performance.			
	I seek feedback from the learner about their supervisory experience and reflect on this feedback to improve my supervisory performance.			I engage in ongoing professional development and professional networks relevant to supervisory activities.			
Evidence-based practice	I participate in professional development activities to ensure that clinical supervision is informed by educational theory and research.			I monitor developments in educational theory and practice, and establish and maintain professional networks, to facilitate improvement in supervision.			
				I identify and action improvements in learning, development and assessment coordination processes.			
Total		/15	/15		/20	/20	



Foundational skills

Intermediate skills

Domain 3: Organisation

	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Reflect on your experience and skills in relation to...	Your rating (1–5)	Other's rating (optional)	Comments (optional, e.g. comments about levels of confidence or development needs, examples to substantiate your rating)
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3.1 Integrate clinical supervision as a fundamental component of clinical practice

Learning opportunities							
I identify learning opportunities that arise in clinical practice that will be instructive for the learner.				I understand and integrate clinical supervision activities as part of patient-client care.			
					I coordinate supervised learner participation in clinical care activities including team-based care.		
Total		/5	/5		/10	/10	

3.2 Integrate clinical supervision and learning activities in clinical practice

Integration								
I organise clinical practice so that the learners' activities complement patient-client care relationships.				I organise and manage clinical practice using learners to enhance the provision of clinical services to patients-clients.				
					I delegate and monitor supervision for learning and development and assessment activities to suitable supervisors.			
					I guide learners to organise their time and gain optimally from clinical experience opportunities.			
Total		/5	/5		/15	/15		

Q. Are there any other comments you would like to make about your knowledge, skills or experiences as a clinical supervisor?

Scoring

Please look at the tallied scores for each element and review the scores. Where you scored 3 or lower, consider this as an area for further development. Following this, you can complete a simple (but optional) learning plan, which asks you to prioritise areas for development. For ideas about methods for skill development, and more information about how to collate and analyse the scoring data, refer to The Resource Guide.

Areas where my skills are strongest:

Areas where my skills need further development:

Learning plan		
Prioritised areas for development	Method for development	Timeframe for development
1.		
2.		
3.		
4.		



