

# ADOPTING WINNING SUPERVISORY STRATEGIES



**FORMATION  
CONTINUE  
EN SANTÉ**



**CONSORTIUM NATIONAL  
DE FORMATION EN SANTÉ**  
Volet Université d'Ottawa

## Targeted competency

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The ability to adopt appropriate supervisory strategies in order to foster the trainee's competency development.

## Description

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At the end of this workshop, participants will be able to define more clearly what is involved in supervising trainees, as well as functions and roles that are essential to the supervisory process. They will have acquired the knowledge and skills leading them to use strategies and tools that will optimize their trainees' learnings.

## Units

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### Unit 1: It is wise to think about placements!

- What makes a placement so essential?
- SUPER VISION?
- Still, what is a guided practice?
- Developing the trainee's competencies... How is it done?
- Is my supervision effective?

### Unit 2: What are the supervisor's functions?

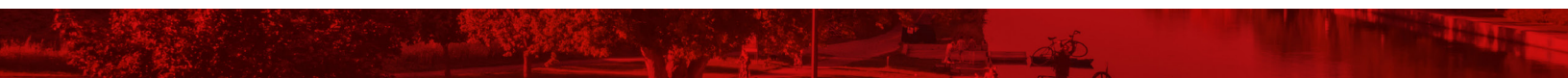
- What do I need to do before, during and after the placement?
- What does the administrative function involve?
- What does the educational function involve?
- What does the relational or support function involve?

### Unit 3: The underpinning principles of supervision

- Why consider various principles when you supervise a trainee?
- Why this interest for andragogy?
- What are Knowles' andragogical principles?
- Can you identify the andragogical principles?
- Being "teacher-centered" or "centered on the trainee's learning"
- Fostering a trainee's learning position is also ensuring the development of his competencies
- Being involved, to learn more: a concept illustrated by the learning pyramid
- Sound reasoning: essential knowledge that needs ongoing development

### Unit 4: What roles should I play as a supervisor?

- Too much supervision or not enough?
- When should I choose a role over another?
- How can I adjust my role and what are the challenges related to a few cases?



## What is supervision?

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Etymologically, the word supervision means overseeing. We can easily imagine the person who supervises, looking over the supervisee's shoulder, guiding his or her work (Merriam-Webster, as quoted by Bernard & Goodyear, 2019, p. 9).

Literature suggests that supervision:

- Is collaborative and egalitarian from the human standpoint, as well as hierarchical
- Is a supportive and respectful practice where relational communication allows to build a climate that is conducive to learning
- Requires direct supervision
- Includes a component of accompaniment

(Bernard & Goodyear, 2019; Dietemann, Jung, Groff & Bayle, 2018; Gopee, 2018; Keyton, as quoted by Coffey & Anyinam, 2014)

## Do you know the supervisor's functions?

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Tasks related to each step of a placement fall under three functions:

- Administration (or institutional)
- Education (or pedagogical)
- Support (or relational)

These functions start before the placement, occur throughout the placement and end after the trainee's departure.

(Beddoe & Davys, 2016; Colognesi, Lenoir & Van Nieuwenhoven, 2018; Gopee, 2018; Villeneuve, as quoted by Colognesi, Lenoir & Van Nieuwenhoven, 2018)

### Administration:

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The administrative function involves preparing a structure for the placement that will allow the trainee to learn efficiently. The supervisor may be called on to:

- Obtain documents related to the placement (objectives, evaluation forms, policies of the educational institution)
- Plan the placement progress (schedule, assigned clientele, workspace, communications, supervisory meetings, etc.)
- Familiarize the trainee with the placement setting's standards, policies, mission and objectives
- Help the trainee write his personal objectives

(Villeneuve, as quoted by Colognesi, Lenoir & Van Nieuwenhoven, 2018; Lazarus, 2016)

### Education:

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This component includes any support that the supervisor provides to the trainee in order for him to integrate knowledge, develop technical, cognitive and structural skills (know-how) as well as appropriate professional attitudes (self-management). The supervisor may be called on to undertake the following educational tasks:

- Provide ongoing feedback to the trainee
- Frequently measure the trainee's progress toward achieving his objectives and discuss this matter with him
- Guide the trainee to available resources (articles, websites)
- Conduct mid-placement and end-of-placement assessments

(Thomas, Allen & Edwards, 2018; Colognesi, Lenoir & Van Nieuwenhoven, 2018; Epstein & Hundert, as quoted by Falender et Shafranske, 2017; Gopee, 2018; Nielsen et al., 2017; Pelaccia, 2018; Clavet, Antao, Koppula & Walsh, 2015)

### Support:

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This function focuses on the trainee's wellbeing. The supervisor may be called on to assume the following supportive tasks with the trainee:

- As soon as the trainee arrives, establish a trusting relationship
- Demonstrate openness and understanding with the trainee
- Encourage the trainee to be active in his learning
- Refer the trainee to the appropriate resources when difficulties arise

(Ford et al., 2016; Epstein & Hundert, as quoted by Falender & Shafranske, 2017; Thomas et al., 2018)

## Andragogical principles to foster adult learning

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Adults learn differently from children. Therefore, the approach used to teach adults should be adjusted and focused on them. This is called andragogy. Malcolm Knowles, a pioneer in adult education, has developed six principles that guide their learning.

In integrating these principles, the supervisor can foster the trainee's learning by:

- 1) Showing him what he needs to learn and its usefulness (what, how and why)
- 2) Including him in discussions and decisions related to the progress of the placement
- 3) Valuing his prior experiences and helping him use them
- 4) Taking into account his level of knowledge
- 5) Helping him understand how newly acquired knowledge can apply in various situations
- 6) Stimulating his intrinsic motivation through discussions

(Gopee, 2018; Merriam, Pratt, Brookfield, Knowles, as quoted by Knowles, Holton & Swanson, 2015; Knowles et al., 2015; Ryan & Deci, 2000; Scaife, 2019)



## Roles that will lead you to successful supervision

The supervisor plays different roles, depending on the trainee's needs and the progress he is making in his learnings, which will allow him to develop his professional knowledge\*.

(Peters & Austin, as quoted by Hagler & McFarlane, 1991)

\*Knowledge, know-how (technical, cognitive and structural skills) and self-management (professional attitudes)

What role to adopt, when and how to do it?

| Roles             | The supervisor adopts this role when the trainee...  | How? (a few examples)  |
|-------------------|--|--|
| <b>Educator</b>   | <ul style="list-style-type: none"> <li>Has limited/inexistent theoretical basis or experience</li> <li>Shows a low level of confidence and autonomy, but strong motivation</li> </ul>  | <ul style="list-style-type: none"> <li>Clearly define expectations</li> <li>Highlight successes and strengths</li> </ul>   |
| <b>Coach</b>      | <ul style="list-style-type: none"> <li>Has basic knowledge and skills but needs to perfect/enhance them</li> <li>Shows declining momentum in his learnings or inconsistent motivation</li> </ul>   | <ul style="list-style-type: none"> <li>Amplify challenges by proposing increasingly complex situations</li> <li>Facilitate self-analysis by asking questions</li> </ul>  |
| <b>Sponsor</b>    | <ul style="list-style-type: none"> <li>Shows mature professional thinking</li> <li>Can deal with complex situations</li> <li>Demonstrates a high level of autonomy and consistent motivation</li> </ul>  | <ul style="list-style-type: none"> <li>Refine and enhance the trainee's skills</li> <li>Allow the trainee to work autonomously</li> <li>Provide unique experiences (management, training, etc.)</li> </ul>   |
| <b>Counsellor</b> | <ul style="list-style-type: none"> <li>Has consistently lacking knowledge or skills that do not meet requirements</li> <li>Faces persistent challenges that hinder his performance</li> <li>Asks for help since he is aware of his difficulties in changing his behaviour</li> </ul> | <ul style="list-style-type: none"> <li>Gather facts surrounding the problem situation (identify specific behaviours that need improvement)</li> <li>Remain objective (avoid judging the trainee's personality)</li> <li>Be positive through encouragements, support and supervision</li> </ul> |
| <b>Challenger</b> | <ul style="list-style-type: none"> <li>Has persistent problems in terms of performance leading to an inability to meet expectations</li> <li>Is failing in his current situation</li> </ul>  | <ul style="list-style-type: none"> <li>Raise the trainee's contradictions</li> <li>Inform the trainee of his options</li> </ul>  |

(Bernard & Goodyear, 2019; Côté, Laurin & Sanche, 2018; Falender & Shafranske, 2017; Gopee 2018; Hagler & McFarlane, 1991; Lazarus, 2016)

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For the opportunity to access training about winning supervisory strategies, register for the workshop at: <https://www.cnfs.ca/professionnels-de-la-sante/workshops>.

You will find more useful information on the importance of supervision, the trainee's responsibilities and steps involved in supervision. Several useful supervisory tools are also made available, such as: methods related to formulating learning objectives, the knowledge inventory, evaluation grids, etc.