



Curtin University

# STRATEGIES FOR FIELDWORK SUPERVISORS

Enhancing student performance  
and managing underperformance

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## BACKGROUND

Fieldwork is a critical, and in many cases mandatory, component of most health-related courses at Curtin University. Fieldwork, a subset of work-integrated learning, facilitates students building resilience and preparing for the workplace through engagement in challenges focused on improving community outcomes (Universities Australia et al., 2015). Fieldwork has been touted as the “most influential learning experience in a student’s journey to becoming a competent health professional” (Siggins Miller Consultants, 2012, p. 3).

## PURPOSE

This guide has been designed for supervisors working with students who are failing to meet the required standards of performance during their fieldwork placements. This substandard performance may be due to any number of reasons including insufficient knowledge or skills, inadequate clinical reasoning, performance anxiety, poor organisational skills, personal issues or limitations of the learning environments

## KEY TERMINOLOGY

For the purposes of this guide the following terms have been used:

<b>Client</b>	The term ‘client’ has been adopted as it is the term used in several health-related courses at Curtin University and encompasses more than patients.
<b>Fieldwork</b>	Clinical or practical work placements, activities and practicums.
<b>Fieldwork supervisor</b>	Qualified professionals involved in the education of students during fieldwork including fieldwork/clinical supervisors, preceptors, clinical tutors, etc.





# PROJECT TEAM

This project, funded by a Curtin University Teaching and Learning grant, was designed by a multidisciplinary project team, ensuring its relevance to multiple disciplines and practice contexts.

Margo Brewer	Faculty of Health Sciences (Project lead)
Kate Duncanson	Social Work
Nigel Gribble	Occupational Therapy
Brooke Sanderson	Speech Pathology
Alan Reubenson	Physiotherapy
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## STRUCTURE OF THE GUIDE

This guide is made up of three sections. First, an overview of the supervisory process is provided based on Proctor's (1987) model of supervision.

The next section of the guide focuses on the reasons students may underperform and thus fail to reach the desired standard for the placement.

The third section is an overview of our recommended remediation process, followed by a 'toolkit' comprising a range of strategies and tools that can be employed when working with underperforming students.





# SECTION 1

## SUPERVISORY PROCESS

### PROCTOR'S MODEL OF SUPERVISION

Conceptualisations of “supervision” vary across health professions (see Table 1). Davys and Beddoe (2010) describe supervision as “an interactive dialogue between at least two people, one of whom is a supervisor. This dialogue shapes a process of review, reflection, critique and replenishment for professional practitioners” (p. 21). Supervision can also be conceptualised through the functions served by the process. Kadushin (1976) proposed three functions of supervision: administration, education

and support. Proctor (1987) used the terms normative, formative and restorative, while more recently, Beddoe and Davys (2016) proposed quality assurance, professional development and personal survival as alternative terminology for the functions of supervision. For the purposes of this guide Proctor’s (1987) model of supervision has been selected as this is the model utilised in Curtin’s introductory fieldwork supervision workshop.

**Table 1. Terminology for the functions of supervision**

Kadushin	Administration	Education	Support
Proctor	Normative	Formative	Restorative
Davys & Beddoe	Quality assurance	Professional development	Personal survival

In the context of fieldwork supervision of students the normative function of supervision refers to the process of assessment, an essential component of the role of fieldwork supervisors. Students are often preoccupied with their supervisor’s role in making assessments about the quality of their performance. This preoccupation with passing (or failing) the placement can detract from student learning and performance.

The formative function in the supervision of students is easily described as the education of the individual student in their chosen profession. This educational role focuses on facilitating the development of the competencies (knowledge, skill, attitudes, values) required for practice.

The restorative function is not to be confused with the supervisor taking on a counselling role. Instead the restorative function focuses more broadly on student wellbeing. Supervisors may find that students are emotionally effected by the content of the work, the culture of the organisation, their personal circumstances or any combination of these factors. If the student or supervisor deems these factors to be impacting on the performance of the student, supervision provides a forum for discussing



**Figure 1. Proctor’s (1987) model of supervision**

that impact and its implications. However, supervision is not the optimal forum for working through any underlying personal issues. A counselling service, such as the one provided by the University for students, is the recommended option for dealing with significant health and wellbeing issues.

## ETHICS OF CARE

Providing care for clients and assuring the competence of students often seems in conflict with supporting students and their learning. Students who are underperforming can be difficult, frustrating and time-consuming to deal with.

Extra workload is generated through discussing issues with the student and university staff, documenting issues and developing plans so students can be afforded due process and the opportunity to demonstrate progress. In addition, supervisors can experience ethical challenges when they consider how student performance might impact client wellbeing. The potential negative impact of supervising underperforming students to staff wellbeing needs to be considered and actively managed.

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### Tip

Remember: Supervision of students during their fieldwork placements is a shared process which involves the student, the supervisor and the university.

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## TRANSITION FROM CLASSROOM TO WORKPLACE LEARNING (FIELDWORK)

Research suggests around 10-15% of students will struggle during their course (Boileu et al., 2017). Further, performance in the classroom is not a good predictor of success in fieldwork (Krusen, 2015). It is therefore likely that fieldwork supervisors will experience supervising one or more underperforming students.

The transition from classroom/online learning to workplace learning is important as these environments have several key differences. Cooper,

Orrell, and Bowden (2010) describe learning in the classroom as largely planned, predictable, replicable, theoretical, prolonged over time, reflective, and student-centred. In contrast, learning in the workplace is often unpredictable, unique (not replicable), transient, and focused on action and performance. In addition, the organisations in which students undertake fieldwork are largely focused on the delivery of services with student learning an important but lower priority for staff (Cooper et al., 2010). The core differences between these learning contexts are summarised in Table 2 below.

**Table 2. Key differences between the classroom/online and workplace learning environments**

Classroom / online	Workplace
<ul style="list-style-type: none"> <li>Theoretical &amp; simulated</li> </ul>	<ul style="list-style-type: none"> <li>Authentic</li> </ul>
<ul style="list-style-type: none"> <li>Planned</li> </ul>	<ul style="list-style-type: none"> <li>Spontaneous</li> </ul>
<ul style="list-style-type: none"> <li>Predictable</li> </ul>	<ul style="list-style-type: none"> <li>Unpredictable</li> </ul>
<ul style="list-style-type: none"> <li>Replicable</li> </ul>	<ul style="list-style-type: none"> <li>Unique</li> </ul>
<ul style="list-style-type: none"> <li>Low risk</li> </ul>	<ul style="list-style-type: none"> <li>High risk</li> </ul>
<ul style="list-style-type: none"> <li>Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Action, interaction &amp; performance</li> </ul>
<ul style="list-style-type: none"> <li>Student-centred</li> </ul>	<ul style="list-style-type: none"> <li>Site of competing interests</li> </ul>

Every workplace environment is comprised of people (e.g. clients, other professionals and families), materials (e.g. instruments, facilities) and texts (e.g. protocols, client records, prescriptions). Each environment also has its own micro-politics and culture (Delany & Molloy, 2018). Each time a student begins a new placement they have a very short period in which to learn ‘how we do things around here’.

Zukas and Kilminster (2018) suggest that to assist the student with this transition the fieldwork supervisor should conduct an induction (orientation)

meeting where the student is provided with information about ‘how things are done’ in their setting.

This orientation should include the facility layout, administrative requirements, essential passwords, lunch break conventions and any informal rules, for example, use of resources or parking bays. This verbal information should be supplemented by written information about the structure of the placement setting and key administrative procedures.





By taking this crucial first step supervisors can ensure the student is orientated to many of the local practices in a systematic way. The student then needs to be allowed time to adjust to what is new, what is different, what is challenging and what is troubling in each new placement context as part of learning 'how things are done around here' (Zukas & Kilminster, 2018).

### Pause and reflect

Take a moment to consider your workplace context and the key information you need to provide to the student at induction. You might like to ask yourself the following questions:

- What is unique about your practice setting?
- What is your scope of practice?
- What other professions do you work with?
- What kind of clients do you encounter?
- How do client presentations or services change over the course of the year e.g. by season?
- How do local values and beliefs shape the way clients present?
- What are the local rules and expectations regarding service provision?
- What resources can students use to help them adjust more quickly to your setting e.g. books, videos and cultural orientation documents?
- Are there other students around?
- Are there formal teaching sessions students can participate in?

### Tip

The transitions for students from other cultural backgrounds and/or with limited exposure to the local health system will be even more challenging and thus will require more targeted support. Students often try to mask their feelings of anxiety and stress in order to appear confident and competent to the clinical supervisor. Help the student to accept their feelings as part of the normal transition process as they adjust to the new workplace (Bates, Ellaway & Watling, 2018).

### Pause and reflect

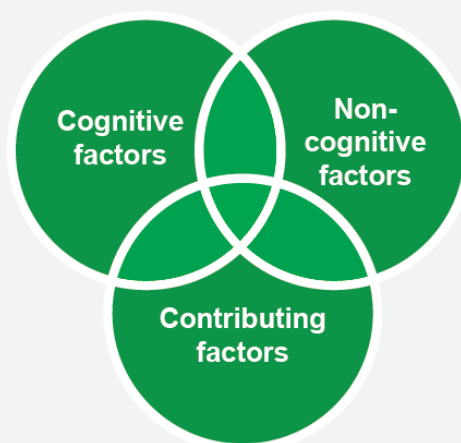
Why might some students struggle to perform during their fieldwork placement?



# SECTION 2

## WHY STUDENTS UNDERPERFORM

There is a multitude of reasons why students might experience difficulties during fieldwork. Boileau et al. (2017) described up to 17 different classification systems for underperformance in their review. We have synthesised these as cognitive, non-cognitive and contributing factors as below (Table 3). It's important to note that these three domains are interrelated.



**Figure 2. Factors related to underperformance in fieldwork**

**Table 3. Reasons students may underperform during their fieldwork placements**

### Cognitive

Domain	Example behaviours
Insufficient knowledge base	<ul style="list-style-type: none"> <li>• Misses critical features of common clinical patterns</li> <li>• Has an inconsistent academic performance and/or performs below the expected standard on knowledge tests</li> <li>• Avoids contact with staff rather than actively seeking strategies to address areas of deficit</li> </ul>
Insufficient skills	<ul style="list-style-type: none"> <li>• Lacks specific skills in information gathering, relationship building or client education</li> <li>• Communication lacks clarity and/or comprehensibility</li> <li>• Can verbalise ideas but not carry them out effectively</li> <li>• Unsafe practices (physical, emotional, etc.)</li> </ul>
Inadequate clinical reasoning	<ul style="list-style-type: none"> <li>• Gathers copious information without evidence of inductive or deductive reasoning</li> <li>• Slower than average cognitive processing speed/ability</li> <li>• Rigid thinking</li> <li>• Difficulty dealing with the ambiguity that accompanies clinical reasoning</li> </ul>

## Non-cognitive

Domain	Example behaviours
Performance anxiety	<ul style="list-style-type: none"> <li>• Lacks confidence</li> <li>• Negative experience in previous placement</li> <li>• Has intense anxiety about performing on an exam or being directly observed</li> <li>• Has a history of debilitating anxiety in other performance situations</li> </ul>
Poor organisation/time management	<ul style="list-style-type: none"> <li>• Comes late to meetings and misses deadlines</li> <li>• Disorganisation interferes with learning and performance</li> <li>• Often overwhelmed by routine tasks</li> </ul>
Attitudinal issues	<ul style="list-style-type: none"> <li>• Lacks initiative</li> <li>• Lacks professionalism</li> <li>• Limited cultural competency</li> <li>• Does not meet behavioural conduct standards</li> <li>• Offends or is disrespectful to staff or students</li> <li>• Creates friction/conflict with others</li> <li>• Has a pattern of expressing provocative attitudes</li> <li>• Challenges staff in an argumentative manner</li> <li>• Blames others for own difficulties</li> <li>• Lack of insight into issues</li> <li>• Has an attitude of superiority</li> <li>• Difficulty with perspective taking</li> <li>• Lacks motivation</li> <li>• Experiences a sense of abandonment when moving from the university to the fieldwork environment</li> <li>• Focused on self not clients</li> <li>• Overly self-critical</li> <li>• Difficulty managing emotions (emotional overreactions)</li> <li>• Lack of interest in area of practice</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Inaccurate self-assessment</li> <li>• Misconceptions of the purpose and/or value of feedback</li> <li>• Difficulty interpreting feedback</li> <li>• Negative reaction to feedback; defensive when given constructive feedback</li> <li>• Doesn't communicate learning needs</li> </ul>

## Contributing factors

Domain	Example behaviours
Extenuating psychosocial factors	<ul style="list-style-type: none"> <li>• Demonstrates distress that raises concerns for the student's well-being</li> <li>• Has had a recent significant life event e.g. illness, new baby, death of family or friend</li> <li>• Experiencing financial difficulties</li> <li>• Stress related to other commitments e.g. work, family, university</li> </ul>



Domain	Example behaviours
	<ul style="list-style-type: none"> <li>Limited help seeking behaviour</li> <li>Has a prior diagnosis or meets diagnostic criteria for a psychiatric diagnosis (most commonly depression or anxiety)</li> </ul>
Learning environment – organisation, supervisor or fieldwork setting issues	<ul style="list-style-type: none"> <li>Poor student-supervisor relationship</li> <li>Inadequate feedback (insufficient, delayed well after the event, focused on the person rather than the behavior, non-specific)</li> <li>Lack of information on the expected performance</li> <li>Lack of guidance on how to improve performance</li> <li>Being given responsibilities beyond the student’s level of competence</li> </ul>

Adapted from: Kalet, Tewksbury, Ogilvie, & Yingling (2014), and ClinEd Aus (<http://www.clinedaus.org.au/topics-category/managing-difficult-situations-48>)

As you review some of the reasons students might struggle to perform during their placements you will see that as a fieldwork supervisor you may have limited direct influence over these. For example, Cleland, Arnold, and Chesser’s (2005) study revealed

four out of six students who failed their final assessment put this down to personal reasons (mental health, life events and financial issues). Interestingly, half of these failing students had not sought help from any source.

### Pause and reflect

What strategies have you used when supervising a student who was underperforming?

## WHAT SUPERVISORS DO WHEN STUDENTS UNDERPERFORM

Many supervisors initially attribute student failure or poor performance to their own teaching skills or personality (Basnett & Sheffield, 2010). That is, they take personal responsibility for the student’s progression (Bearman, Molloy, Ajjawi, & Keating, 2013).

Research that has examined the approaches supervisors employ with underperforming students shows they most often do more of the same—provide more supervision and feedback or make more personal effort. This requires hypervigilance with the supervisor watching everything the student does and writing down everything they do that is unsafe (Bearman et al., 2013).

While we appreciate that supervisors are generally happy to help students it is possible for the student to receive too much help. Giving more supervision reinforces the supervisor as the driver of the learning rather than encouraging the student to take ownership of their learning.



## 50 REASONS WE 'FAIL TO FAIL'

Research indicates there is an array of reasons why supervisors fail to fail students who do not reach the required standard (i.e. underperforming students). These reasons generally fit within one of the six themes in the figure below.



**Figure 3. Reasons why supervisors fail to fail students**

Within these six themes we identified 50 different reasons from the literature that supervisors give for not failing a student who did not meet the required performance standards by the end of their placement.

### **Learning environment constraints**

1. workload pressures—prioritisation of work/clinical duties over teaching/supervision duties
2. staff shortages
3. lack of time to give sufficient quality feedback to student
4. lack of time to carry out student assessment(s)
5. lack of time due to supervising multiple students
6. lack of privacy for difficult conversations with students
7. lack of suitable clients

### **Supervisor preparation and support**

8. lack of experience as a supervisor
9. lack of supervisor training
10. lack of preparation for the assessment/evaluation process
11. inadequate support from workplace (e.g. manager)
12. inadequate support from university
13. lack of staff competence in supervision
14. supervisor perceives 'poor' teaching caused student's poor performance (i.e. takes personal responsibility for student's performance and progression)
15. feeling isolated from colleagues

16. lack of remediation options when managing underperforming student

#### **Limited supporting evidence**

17. doubt own judgement
18. inadequate documentation/records to support decision making
19. limited knowledge of what to document

#### **Consequences for student**

20. financial implications for the student
21. career implications for the student
22. self-esteem implications for the student
23. reluctance to cause students to incur any personal cost
24. student has nearly finished their training

#### **Consequences for self (supervisor)**

25. hostility of student
26. inaccurate representation of the situation by the student
27. dislike for giving negative feedback (primarily linked to avoidance of conflict)
28. complacency or reluctance to take on the extra workload required
29. dislike of explaining to the student why they failed (discussing underperformance was compared with breaking bad news to patients)
30. expectation of being challenged by the students with the potential for formal appeal
31. didn't want to fail students they liked or who were liked by their colleagues
32. concern over their own reputation with academic staff and other members of their profession
33. personal feelings of guilt or shame
34. feeling demoralised when the student is not successful
35. impact on own health and wellbeing as a result of the anxiety/stress of failing a student
36. potential litigation

#### **Consequences for institution/profession**

37. formal pressure from the university to pass the student
38. pressure of perceived workforce shortages and the need for more graduates

#### **Culture of health care/health professions**

39. giving the student the benefit of the doubt
40. belief that the student just needs more time to improve
41. reporting underperformance does not align with the supportive 'caring' culture of the health professions
42. failing shows a lack of care for the student
43. worried about being unfair if they failed a student they disliked

#### **Policy or procedural issues**

44. subjective nature of the student evaluation
45. difficulty assessing student attitudes and behaviour
46. lack of appropriate student evaluation tools
47. grade inflation (tend to increase marks, hesitant to give lower score)
48. reluctance to identify or resolve student problems early enough in the placement
49. loopholes in institutional policy
50. institutional precedent

Adapted from: Adams & Adamson, 2004; Bush, Schreiber, & Oliver, 2013; Cleland, Knight, Rees, Tracey, & Bond, 2008; Drake & Irurita, 1997; Earle-Foley, Myrick, Luhanga, & Yonge, 2012; Elliott, 2016; Guerrasio et al., 2014; Jervis & Tilki, 2011; Larocque & Luhanga, 2013; Luhanga, Yonge, & Myrick, 2008; Luhanga, Myrick, & Yonge, 2010.



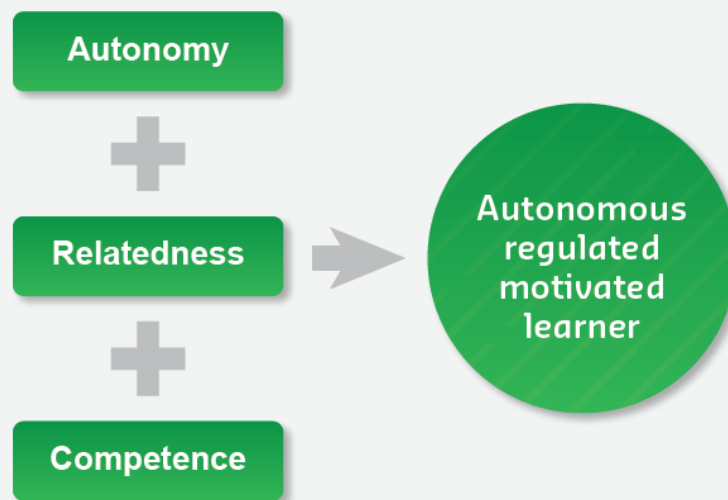
### Pause and reflect

Have you passed a student you think should have failed? What were the main reasons for this? Use the reasons above to help guide your reflection.

### Tip

The optimal learning environment is one where the supervisor-student relationship builds the student's confidence while maintaining high expectations.

A major goal of education is to develop autonomous, self-regulated, motivated learners. This requires three feelings: autonomy, relatedness and competence (Bearman, Castanelli, & Denniston, 2018) as seen in the figure below.



**Figure 4. Feelings required to develop autonomous, self-regulated, motivated learners**

By identifying a student as underperforming their sense of competence is removed. It is therefore critical that the student's feelings of autonomy and relatedness are maintained if they are to remain motivated. As you work through the remediation process for underperforming students outlined next, keep in mind the importance of encouraging autonomy (via choice) and relatedness (via a positive, supportive relationship).

# SECTION 3

## REMEDIATION

There are a number of key principles that are recommended in the current literature for supporting students who are underperforming:

- It is important that you feel confident in your role and responsibilities as a supervisor including believing that you can make sound judgements about the student's performance. You should also involve others in the decision making process.
- It is important to shift the responsibility for underperformance to the student, if you have ensured that the reason for underperformance is not related to learning environment issues.
- You must clearly articulate behaviours that you expect the students to demonstrate.
- You need to match the remediation strategy to the underlying issue(s).
- You should engage in structured, direct and targeted support.
- Maintain a client-centred focus, in particular describe the consequences of poor clinical management on client care thus motivating the student to change their behaviour.

These principles underpin the remediation process outlined in the flow diagram on the next page and the information provided in the documents that follow this.

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### Tip

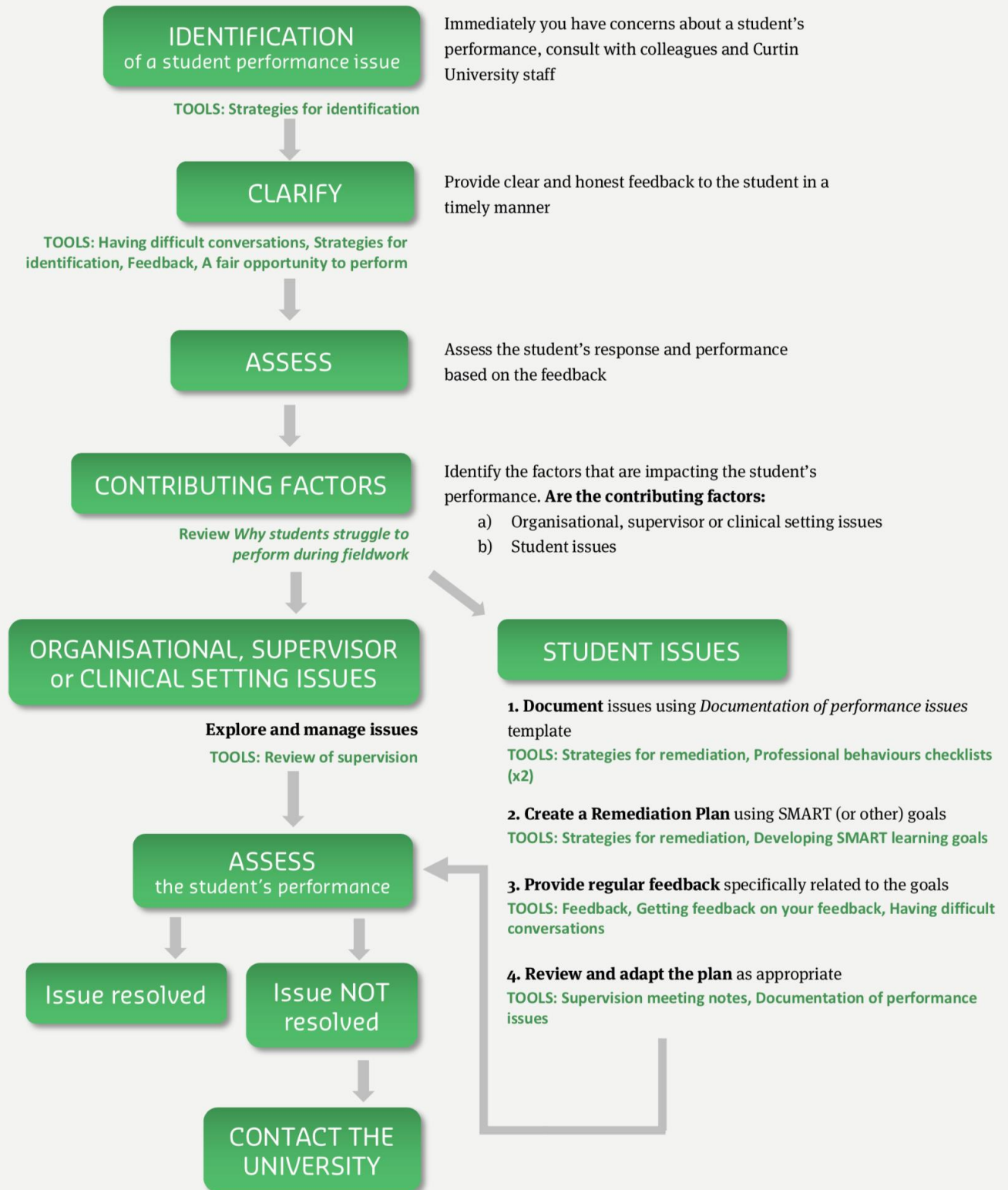
Identification of underperformance is primarily the work of the supervisor. In contrast, the work of addressing student performance issues is mainly the responsibility of the student with the supervisor and the university in a support role (Bearman et al., 2018). However, as discussed earlier, learning environment issues often have a direct impact on the student's performance. These might be issues related to the supervisor/supervision, the specific fieldwork setting (e.g. department, ward) or the broader organisation. When learning environment issues are identified as impacting on the student the responsibility for managing these lies with the supervisor (and the university) rather than with the student.

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## REMEDIATION PROCESS

Remediation is a complex process with multiple variables. This process should be applied with some flexibility. Documentation is required at each stage.





## SUPERVISION AND REMEDIATION TOOLS

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### Tip

- Remediation should be a clear, transparent and defensible process.
  - Remediation should be supportive, not punitive.
  - Frame remediation as a learning and growth opportunity for the student.
  - Student underperformance is not just a reflection of their competence but also personal and environmental factors.
  - Collaboratively determine and monitor actions with the student, and where relevant, the university.
- 



## SUPERVISION MEETING NOTES TEMPLATE

Date:		
Attended by:		
Agenda:		
Review action items from previous supervision meeting:		
Issue(s) discussed:		
Action(s) required by whom and by when:		
What:	Who:	When:
Feedback provided to student:		
Feedback provided to supervisor:		
Date of next supervision session:		
Signed:		Signed:

## STRATEGIES FOR IDENTIFICATION

Identifying underperformance is primarily the work of the fieldwork supervisor. Students struggling or underperforming during their placement is not just a reflection of their knowledge, skills, attitudes and behaviour, but is also impacted by environmental and emotional factors and personal life circumstances. These contributing factors (e.g. external life stresses, mental health issues, organisation, supervisor or fieldwork setting issues) must be taken into account in the identification and remediation process.

1. Listen to serendipitous information from others (e.g. clients, colleagues, other students)
2. Define the problem using the SOAP process outlined below
3. Seek support from the university and colleagues

<b>Subjective</b>	<b>Identifying issues based on a subjective impression</b>
	<ul style="list-style-type: none"> <li>• Trust your initial impressions.</li> <li>• Any doubts should prompt further observation and documentation.</li> <li>• The goal is early identification of difficulties, ideally within the first quarter of the placement.</li> </ul> <p><b>Question to consider:</b> What do you and others think and say about the student's performance? This might include gathering verbal feedback or written feedback e.g. email from others. It is ideal to gather the perspectives of multiple stakeholders when gathering subjective evidence.</p>
<b>Objective</b>	<b>Gathering and documenting objective data</b>
	<ul style="list-style-type: none"> <li>• Data should be based on more than one context and on as many observations as possible.</li> <li>• Use a range of sources of observation, notes, clients' files, formal and informal interactions with staff and clients.</li> <li>• Write down specific instances of problem behaviour.</li> <li>• A formal feedback session should be held with the student before any further steps are taken.</li> </ul> <p><b>Questions to consider:</b> Is the problem real? Was there miscommunication? Are your expectations reasonable? Is there a pattern of behaviour or is it a single event? Is the student's performance inconsistent or is there a reduced level of performance? Is the problem important? Is it simply a difference in styles of practice rather than wrong practice? Is it a mannerism that irritates you but it doesn't affect client care? Does it have implications for the quality and safety of client/patient care?</p>
<b>Assessment</b>	<b>Confirming the issues based on assessment of the data collected</b>
	<ul style="list-style-type: none"> <li>• Consideration should be given to cognitive, attitudinal and mental health issues as well as issues within the learning environment that are impacting on the student.</li> <li>• While these difficulties are often interrelated, it may be necessary to address one major issue at a time to increase the likelihood of change, starting with the one that has most impact on the student performance.</li> </ul> <p><b>Questions to consider:</b> What type of problem is it? Does the problem relate to the student's knowledge, skills, attitude or behaviour? Does the problem relate to the student's failure to alter their performance based on feedback? Does the problem relate to an issue in the student's own environment (e.g. a personal issue, health concern)? Is the learning environment impacting on the problem? Is there a system and/or organisation issue that is impacting on the student's performance? Is there a supervision issue that is negatively impacting on the student?</p>

Plan	Planning a targeted remediation
	<ul style="list-style-type: none"> <li>• The student develops a plan for meeting the placement expectations.</li> <li>• This plan should outline objective and measurable outcomes e.g. <a href="#">SMART goals</a>.</li> <li>• The student needs to engage in a reflective process, reflecting both in and on their action (see reflective framework below).</li> <li>• Set dates for formal review of the student's progress.</li> </ul>

Adapted from: Boileau et al. 2017; Quinton & Smallbone, 2010; and Fieldwork Educator Tips Blog.

There are many frameworks available to guide the reflective learning process. Quinton and Smallbone (2010)'s framework, outlined below, provides one option for you to consider.

### **Quinton and Smallbone's (2010) reflective framework**

1. Description: what happened?
2. Feelings: what did I feel about it?
3. Evaluation: was it a positive or negative experience?
4. Analysis: what sense can I make of the experience? Where does that fit within my personal development?
5. Conclusion: what else could I have done?
6. Action plan: in a similar situation what would I do now?





## HAVING DIFFICULT CONVERSATIONS: KEY STEPS FOR SUCCESS

### 1. Set the scene

Choose an appropriate time and place for the conversation to ensure that neither you nor the student are rushed, you have privacy and are unlikely to be interrupted. Research suggests allowing 60 minutes for the first meeting (Connor, Chou, and Davis, 2014). Reflect on your mindset in relation to this conversation; if when gearing yourself up for the conversation you're thinking about it being 'difficult' this will set a different tone to thinking about the conversation as a 'constructive conversation about the student's development'. It can help to plan what you want to say by jotting down a few key points you plan to cover before the conversation. Ask yourself about the purpose of having the conversation; what do you hope to accomplish? What would the ideal outcome be? Acknowledge any assumptions you might be making such as assuming the student is not applying themselves or is lazy/disorganised.

### 2. Establish a shared purpose/agenda

Discuss and mutually agree on the purpose and agenda for the discussion. It is important that this is a genuine invitation for collaboration and dialogue

to ensure the student feels empowered to contribute to the process and to make changes to their performance.

### 3. Discuss the evidence as a basis for your concerns

Be open and transparent as you focus on sharing with the student observed behavioural evidence gathered to date [see the [Feedback](#) section for further guidance]. This conversation is an opportunity to share your own observations and any observations shared with you by others, including your colleagues, other students and clients. Ensure your feedback is constructive, timely and specific. Share your impressions of the student's areas of strength as well as areas for improvement. Focus on the student's performance rather than their personal attributes e.g. "You need to work on your writing skills" rather than "You are not a good writer". Be direct with the student; students often find an honest appraisal of the situation presented directly more helpful than an indirect response that has been softened or sugar-coated.



#### 4. Acknowledge and normalise emotions

Acknowledge the emotions the student may be experiencing and check that your interpretation is accurate, e.g. "It seems as though you are feeling X. Am I reading that right?" Validate the student's emotions, e.g. "I appreciate how difficult this situation is for you". If the student's emotions are high, it is best to allow the student time to go away and reflect on your comments before they respond as when overwhelmed by emotions it is difficult to process feedback. If you feel the student is ready to discuss the issue(s) then check whether they are comfortable to move on e.g. "I appreciate how difficult this situation is for you. Would it be ok if we moved on to explore these concerns?"

#### 5. Ask the student for their assessment of their performance

Encourage the student to give feedback on their experience of the placement to date and your supervision. Then invite the student to respond to your feedback. Use active listening skills—open body language, empathy, questioning and paraphrasing—to show your interest in the student and their opinion. Give the student time to respond, using silence when appropriate. Compare the student's self-assessment with your own impressions, affirming those areas where their self-assessment matches your own and others' assessment of their performance. Reflect on your contribution to the situation keeping an open mind about your potential impact on the situation.

#### 6. Explore the issues

Explore the issues to find out the possible cause of the problem. Be open-minded about why the student is struggling; try not to assume you know the reasons as there are many reasons why students struggle [see [Why some students struggle to perform or fail during fieldwork](#) for potential causes]. Paraphrase what you think you have heard, what the student feels the issues are and their underlying causes e.g. "It sounds like XXXX, is that correct?"

Fieldwork supervisors often describe a student's lack of insight as the biggest issue. However, it may not be the student's insight that is the problem. Bearman et al. (2018) suggest that because the fieldwork supervisor has the dual roles of educator and assessor, the student often doesn't want to reveal their weaknesses. That is, they may know they have problems but not want to acknowledge them to the person who is assessing them. Without the student being prepared to declare their issues/weaknesses it can be difficult to generate potential solutions. If you suspect that the student is uncomfortable revealing or discussing their weaknesses with you, you will need to have a direct conversation about this. This conversation should

begin by acknowledging the complexity of your dual roles and the difficulty you will have in assisting the student to improve their performance (by helping them generate potential solutions) if they are not open to discussing these issues with you.

#### 7. Develop a plan for action

Agree on the expected level of performance and the timeline for improvement. Discuss strategies and support options to help address the issue(s). Mutually agree on one or two initial steps, strategies, solutions and/or support options that are realistic and achievable within a timeframe. A long list of issues or actions will be overwhelming for the student and impede their ability to make the desired changes. Have the student develop these steps into SMART goals [see [Developing SMART Learning Goals](#)]. Learning theory suggests that interventions and goals generated by the student are more likely to result in successful implementation. If, after you have reviewed the student's goals, you feel something important is missing ask the student's permission to add another e.g. "Are you open to a suggestion from my perspective?"

You may like to review the demonstration videos developed by ClinEdAus  
<http://www.clinedaus.org.au/topics-view/video-scenario-managing-a-challenging-situation-172>

Adapted from: TAFE NSW - North Sydney Institute and Health, Education and Training Institute. (2013).





## FEEDBACK

In the context of supervising students, feedback is considered to be any commentary or guidance on performance. Feedback should be conversational in nature (an interactive dialogue) as didactic (one way) feedback diminishes the student's sense of agency and can adversely affect their understanding and willingness to incorporate the feedback into their practice. This does not mean feedback is informal. Feedback should be considered a serious discussion about performance. Students often comment that feedback is difficult to understand and lacks specific advice on how they need to improve. That is, feedback is often difficult to act upon. Receiving and providing feedback can be emotionally challenging so be mindful of this in terms of your responses and those of the student.

Feedback is most useful when it is specific, timely, actionable and credible (Trumble, 2018). Feedback can have a negative impact on performance. Research has shown that in more than one third of interventions studied performance actually decreased in response to feedback (Trumble, 2018). This was particularly an issue when the student's attention was shifted to themselves rather than the task they are performing. Feedback must show the student how they can improve by making sure feedback is personalised but not personal. Molloy and Boud (2013) describe the optimal approach to feedback as feedback that encourages the student to actively seek insights into their performance rather than just being told what the supervisor observed. Two structured feedback models are AERO and ALECS (Trumble, 2018).

AERO model for structuring feedback:

- **Affective**—prompt the student to describe how they feel about their performance.
- **Effective**—ask them what they did that was most effective.
- **Reflective**—challenge them to consider their performance and what they would do differently next time.
- **Objective**—only then offer objective observations as to how they can better achieve their goals.

Trumble (2018) recommends that when using the AERO model: (1) you do not ask the student how they feel about every observed activity as this will become repetitive and insincere, and (2) you look out for a lack of synergy between what the student says and what you observed/perceived. A student who states they are satisfied with a performance that is clearly substandard is going to need much more time spent in the objective area of the model than a student who has good insight.

ALECS model for structuring feedback:

- **Acknowledge** there is a problem that you both need to deal with.
- **Listen** actively to the student's side of the story.
- **Empathise** with what the student says in order to build trust.
- **Challenge** the student in order to generate insight into the need to change.
- **Support** the student to make the change and achieve their goals.

The ALECS model can be an effective way of identifying the problems when working with an underperforming student and engaging the student to accept help trying to resolve these. Trumble (2018) advises that the supervisor should use the ALECS model AFTER a trusting student-supervisor relationship has been built. This model is more suited than the AERO model to the student who lacks insight.

Some other factors, with supporting examples, are provided in Table 4, overpage, to consider when planning and delivering feedback.



**Table 4. Feedback considerations adapted from Connor, Chou, and Davis (2014)**

Issue	To consider	Example
Self-review	Provide an opportunity for the student to review their own performance first. The distance between student and supervisor's evaluation of the performance provides a rich topic for discussion.	"It is interesting that we have different views of your performance. Why do you think that is?"
Timing	Privacy, immediacy, the student's emotional receptivity.	"I want to provide you with feedback so you can use it next time you undertake a similar activity. Let's find somewhere quiet to speak."
Non-judgmental	Provide behavioural feedback based on observations and owned by you.	"When you spoke to the client, I observed that they responded that they were confused. I then heard you repeat the same information again. What do you think was going on?"
Emotions	Allow and name emotional responses as this can enhance the student's emotional literacy.	"You said that you were saddened by the client's story. How do you think that might impact on your practice?"
Clarity	Quality of feedback can be reduced by the use of indirect language or use the use of inference.	"I am concerned that you are at risk of failing your placement" (direct language) VERSUS "I am a little bit worried that you might possibly not pass" (indirect language).
Responses	Listen carefully to responses to feedback. Encourage responsibility taking, indications of willingness to change and identification of learning opportunities. Challenge externalising, blaming and deflection using clear descriptions of the professional behaviour required.	"When I give you feedback, I have noticed that you immediately respond by identifying how others have been responsible. Please describe what you think you have done to influence this situation as that is what interests me most as your supervisor."
Support	Identify supports available to the student. These would include the university staff involved with fieldwork and also university services including our counselling services.	"There are a number of staff involved in your placement and we are all working to facilitate optimal learning opportunities for you. Who have you found most useful to work with? What do you think has contributed to this?"
Plan	Action items should be clear, time limited, have defined responsibilities, identify "good enough" practice and include an explanation of consequences.	"Tomorrow, I need to observe you doing (describe the activity/practice) to the standard we have agreed upon. If you do not meet that standard, we will need to run another practice session(s) before you do this with another client."
Two – way	Asking for feedback on your supervision will enhance your own practice and provide opportunities for the student to contribute their own observations and experiences [see Review of Supervision section over page].	"I think this is a good time for me to get some feedback from you about how the supervision I provide is working for you."



## REVIEW OF SUPERVISION

Purpose: This document is intended to support supervisors to gather feedback on the placement environment and their teaching. Gathering this feedback through a conversation nurtures the supervisor-supervisee relationship and is more likely to lead to action. This process aligns with the review of the learning environment stage of the remediation process.

Fieldwork supervisors are first encouraged to self-reflect by completing the [Supervisors Self-Assessment Form, Maastricht Clinical Teaching Questionnaire](#) on page 26, by Stalmeijer et al. (2010).

Based on the insights gained from using this self-assessment tool, prepare for a conversation with the student to discuss the placement environment and the student's experience of the fieldwork supervision. The purpose is to receive feedback and reveal any potential issues with the environment or supervision, before moving into student remediation. Below are a bank of questions that can be used to guide this conversation.

As a supervisor, you can facilitate open dialogue using the following strategies (Zeus & Skiffington, 2002):

- open ended questions
- silence
- active listening
- paraphrasing
- summarising

The following questions may support this conversation:

### Early in the placement (e.g. at orientation)

- Think about a time when you felt most supported. Tell me about that time. What contributed to that sense of support?
- Think back to a placement when you were at your best, you were engaged and demonstrated a high level of knowledge and skill. Describe how you felt and what made that situation possible?
- What three wishes do you have for fostering collaboration with your supervisors in this placement?
- If you had three wishes for this placement what would they be?

### Reflection on the placement

- Tell me about what you value most about this placement.
- Tell me what you are finding most challenging about this placement.
- How are you finding the learning environment?
- What are the best things I'm/we're doing as a supervisor?
- How could my performance as an educator be improved?
- What's the best education/teaching that you have experienced within this placement? How did this influence your development?
- Think back through your placement so far. Tell me about a time when you felt most effective and engaged. Describe how you felt and what made that situation possible?
- Think about yourself at the beginning for this placement and where you are at today. How have you changed? What helped or hindered your development? To make yourself more effective in the future what can we continue to do, do more of, or do differently?

### You might like to ask yourself more specific exploratory questions:

- Have you created a safe learning environment?
- Have you taken sufficient time to supervise the student?
- Have you demonstrated a genuine interest in the student?
- How you demonstrated respect for the student?



The following framework may be helpful to guide your framing of questions and probes (adapted from Zeus & Skiffington, 2002):

How	What	When	Where	Why*
How did you think/feel/act?	What happened?	When did it start?	Where does it happen?	<i>Why do you think that happened?</i>
How did that come about?	What makes you think that?	When did that first occur?	Where can we start to make a change?	<i>Why do you think they responded that way?</i>
How have you managed that in the past?	What might you do differently next time?	When did you realise that?	Where did it go wrong?	<i>Why is this happening?</i>
	What was important about that?	When did you decide that?	Where will that get you?	
	What did you learn from that?	When will that happen?	Where do you see yourself going next?	

\*Use *Why* questions cautiously as they can sound interrogatory and thus lead to defensiveness from the student.



## SUPERVISORS SELF-ASSESSMENT FORM: MAASTRICHT CLINICAL TEACHING QUESTIONNAIRE

(Stalmeijer et al., 2010.)

Name:

Date:

Please indicate your level of agreement with the following statements:	Fully agree					Fully disagree	Unable to comment
	1	2	3	4	5		
1. I consistently demonstrate how to perform clinical tasks							
2. I clearly explain the important element for the execution of a given task							
3. I create sufficient opportunity for the student to observe me							
4. I serve as a role model as to the kind of health professional students would like to become							
5. I observe students multiple times during patient encounters							
6. I give useful feedback during or immediately after direct observation of the student's patient encounters							
7. I help the student understand which aspects they need to improve							
8. I adjust my teaching activities to the level of experience of students							
9. I offer sufficient opportunities to students to perform activities independently							
10. I support students in activities that they find difficult to perform							
11. I gradually reduce the support given to allow students to perform certain activities more independently							
12. I ask students to provide a rationale for their actions							
13. I help students become aware of gaps in their knowledge and skills							
14. I ask students questions aimed at increasing their understanding							
15. I encourage students to ask me questions to increase their understanding							
16. I stimulate students to explore their strengths and weaknesses							
17. I stimulate students to consider how they could improve their strengths and weaknesses							

Please indicate your level of agreement with the following statements:	Fully agree					Fully disagree	Unable to comment
	1	2	3	4	5		
18. I encourage students to formulate learning goals							
19. I encourage students to pursue their learning goals							
20. I encourage students to learn new things							
21. I create a safe learning environment							
22. I take sufficient time to supervise students							
23. I am genuinely interested in the students							
24. I show respect to students							

Rate yourself on an overall assessment (1 – 10) of your own supervision performance where 10 represents excellent: \_\_\_/10

What are your strengths as a fieldwork supervisor?

What areas would you like to improve on as a fieldwork supervisor?





## A FAIR OPPORTUNITY TO PERFORM: NATURAL JUSTICE AND PROCEDURAL FAIRNESS

The Higher Education and Training Institute, N.S.W. (2017) outlines four core principles to consider when working with students who are struggling to perform:

1. natural justice and procedural fairness
2. timeliness
3. confidentiality
4. documentation

The following checklist may assist with determining whether natural justice and procedural fairness have been followed (Kalet & Chou, 2014). This list may also help identify contextual factors that have influenced the student's ability to perform—factors which may be out of the student's control.

- Adequate access to the required learning opportunities has been provided.
- A safe learning environment has been provided (physically, psychologically and culturally safe).
- The student has been provided with a description of the standard of performance required.
- The required standard of performance has been documented. This should be done in consultation with the university.
- Supervision provided to the student has met profession-specific and/or university requirements.
- Student behaviour has been identified and linked with the learning requirements/outcomes determined by the university. Labelling attitudes, interpreting behaviour or making diagnoses of the student have been avoided.
- Judgements of the student performance are based on multiple observations.
- Feedback has been provided in a timely manner without avoidable delay occurring between when the behaviour was observed and when the feedback was provided.
- Feedback has been provided in a descriptive and detail manner such that the student understand how to change their performance.
- The student has been provided with an opportunity to clarify feedback and the supervisor has confirmed that the student understands the feedback although they may not agree with the content.
- Student information has been managed such that their confidentiality has been maintained where possible [contact the university for clarification about how confidentiality may apply].
- Feedback relating to performance concerns including descriptions, issues, concerns, action plans, responsibilities and time frames has been documented with a copy provided to the student and the university.

## STRATEGIES FOR REMEDIATION

The major work of remediation of underperformance, in contrast to the work of identification, belongs mainly to the students with the fieldwork supervisor, and the university staff, in a support role.

### Cognitive issues

Domain	Strategies
Insufficient knowledge base	<ul style="list-style-type: none"> <li>• Pick two topics relevant to the student’s recent experience and encourage them to read relevant material, providing a brief summary of what they learned.</li> <li>• Encourage the student to keep the lists of words/conditions/things they don’t know so that they can research these during downtime or in the evenings.</li> <li>• Increase oversight of the student’s practice e.g. for the first two weeks require a written session plan at least one hour prior to the session. Let the student know that once they have demonstrated their management planning skills only a brief overview of the session will be required.</li> </ul>
Insufficient technical skills	<ul style="list-style-type: none"> <li>• Match tasks to the student’s skill level.</li> <li>• Reduce the size of the student’s client caseload/workload to allow more time for preparation, more time to complete tasks (e.g. client consultation) and more time for the student to reflect after the experience.</li> <li>• If possible, try to provide some homogenous cases to increase repetition and practice.</li> <li>• Encourage the student to practice the skills with another student(s) on site or with someone at home.</li> <li>• Provide the student with deliberate, conscious and focused practice of these skills. Consider the use of the following four-step approach to teaching a skill (Lake &amp; Ryan, 2007):</li> </ul> <ol style="list-style-type: none"> <li>1. <b>demonstration:</b> educator demonstrates at the normal speed without commentary</li> <li>2. <b>deconstruction:</b> educator demonstrates while describing the steps involved</li> <li>3. <b>comprehension:</b> educator demonstrates while the student describes the steps</li> <li>4. <b>performance:</b> student demonstrates while describing the steps</li> </ol> <p>Note: You can use a peer as the educator if they have demonstrated sufficient competence with the skill</p>
Insufficient communication skills	<ul style="list-style-type: none"> <li>• Discuss the impact of communication issues on client/patient care.</li> <li>• Clearly articulate behavioural indicators that would demonstrate appropriate communication skills.</li> <li>• Have the student shadow others (peers, clinicians) to observe clinical communication skills.</li> <li>• Encourage the student to develop their cultural competence through increased exposure to the local culture and community members.</li> <li>• Refer the student to the <a href="#">University communication skills support</a>.</li> </ul>
Inadequate clinical reasoning	<ul style="list-style-type: none"> <li>• Role model thinking aloud (articulating your clinical reasoning) and then have the student do the same.</li> <li>• Ask the student who, what, when and how questions.</li> </ul>

Domain	Strategies
	<ul style="list-style-type: none"> <li>• Provide opportunities for observation of, and interaction with, good role models.</li> <li>• Avoid too much diversity in the student caseload where possible.</li> <li>• Provide a structured framework for students to work through their clinical reasoning in relation to a client/patient e.g. SNAPPS (Summarize, Narrow, Analyse, Probe, Plan &amp; Select (see <a href="#">explanatory video</a>)).</li> <li>• <a href="#">ClinEdAus</a> provides additional information on facilitating clinical reasoning.</li> </ul>

### Non-cognitive issues

Domain	Strategies
Mental health	<ul style="list-style-type: none"> <li>• Encourage the student to seek support from Curtin University's <a href="#">counselling service</a> or consult with their general practitioner.</li> <li>• Modify the placement demands where possible.</li> </ul>
Poor organisation/time management	<ul style="list-style-type: none"> <li>• Students are often overwhelmed during the first part of their placement. Clearly written expectations and deadlines can help avoid some ambiguity.</li> <li>• Prepare a timetable with the student to assist with workload management. This will also help you see what is occurring on a day-to-day basis and check if the expectations are realistic and support quality learning (e.g. time to prepare for and reflect on experiences) and self-care.</li> <li>• When allocating workload consider the complexity and not just quantity of tasks/clients.</li> <li>• Be mindful when the student has multiple supervisors with differing expectations and caseloads.</li> <li>• Discuss the consequences of not meeting deadlines; where possible relate these to client/patient care or future practice as a health professional.</li> <li>• Encourage the student to diarise key commitments.</li> <li>• Encourage the student to spend 5 minutes at the beginning of each day reflecting on their key tasks that must be accomplished or make progress on and to review deadlines for forthcoming work at the end of each day or week.</li> <li>• Regularly review the student's workload to ensure their learning experience is optimised. Adjust their workload appropriately. Consider the complexity of their workload as well as numbers. Remember, they may never have experienced this before or conversely, they may have had similar experiences in previous placements—multiple supervisors with differing expectations, multiple caseloads with high demand.</li> <li>• Encourage the student to seek support from Curtin University's support services including their <a href="#">online time management course</a>.</li> </ul>

Domain	Strategies
Insight/awareness e.g. lack of insight into issues, inaccurate self-assessment, overly self-critical	<ul style="list-style-type: none"> <li>• Where possible provide opportunities for observation of peers who are at the same stage and thus expected to demonstrate the same level of performance.</li> <li>• Have student audio or video record sessions to aid the self-reflection process.</li> </ul>
Feedback e.g. has misconception of the purpose and/or value of feedback	<ul style="list-style-type: none"> <li>• Explicitly discuss the purpose and value of feedback.</li> <li>• Students often comment that feedback is difficult to understand and lacks specific advice on how to improve or is difficult to act upon so ensure you follow good feedback practices.</li> </ul>
Motivation e.g. unmotivated, lack of interest in area of practice	<ul style="list-style-type: none"> <li>• Try to motivate student behaviour change by highlighting the importance of their actions on client/service outcomes.</li> </ul>
Professionalism e.g. offends or is disrespectful to staff or students, creates friction/conflict with others, expresses provocative attitudes, challenges staff in an argumentative manner, blames others for own difficulties, displays an attitude of superiority, reacts negatively/is defensive when given constructive feedback	<ul style="list-style-type: none"> <li>• Make your expectations explicit; don't assume the students have the same values about standards of dress, time keeping, hours of work, etc.</li> <li>• Point out to the student unacceptable behaviours along with alternative ways of behaving.</li> <li>• Be clear about how the student's behaviour is/can be interpreted by you, clients, colleagues.</li> <li>• Try to motivate student behaviour change by highlighting the importance of their actions on client/service outcomes.</li> <li>• Provide opportunities for observation of, and interaction with, good role models</li> <li>• Model the desired behaviour(s).</li> </ul>

### Contributing factors

Domain	Strategies
Extenuating psychosocial factors	<ul style="list-style-type: none"> <li>• Encourage the student to seek support from Curtin University's <a href="#">counselling and other support services</a> or similar private services.</li> <li>• Reduce the size of the student's client caseload/workload to allow more time for preparation, more time to complete tasks (e.g. client consultation) and more time for the student to reflect after the experience.</li> </ul>



## DOCUMENTATION OF PERFORMANCE ISSUE TEMPLATE

<b>Student name:</b>
<b>Date:</b>
Clearly describe performance issue, with examples of behavioural observations:
Describe performance standard that would constitute “good enough”:
Identify activity(s) that student needs to perform in order to attempt to demonstrate that standard:
Identify barriers, if any, to student performing that activity:
If barriers exist, describe how they will be managed and who by:
Clearly describe time frames:

Identify consequences of student meeting, or not meeting, standard required:

Identify any encouraging signs noticed in student behaviour:

Describe observations of student performing identified issue, including whether it met the standard of "good enough":

**Supervisor name:**

**Student name:**

**Signed:**

**Signed:**

**Date:**

**Date:**

## DEVELOPING SMART LEARNING GOALS

One system to guide the development of learning goals is SMART (Doran, 1981): specific, measurable, achievable, realistic and timely.

**Specific: goal must be well-defined, clear and unambiguous**

What do you want to accomplish? By when? Who will be involved?

**Measurable: define criteria for measuring progress towards the goal**

How will you know when you've achieved your goal?

**Achievable: goal must be achievable**

How will your goal be achieved? What are some of the constraints you may face when achieving this goal?

**Realistic: goal needs to be relevant**

How does a goal fit with your immediate plan? How does it fit with your long-term plan? How does this goal fit with other goals you have?

**Timely/time bound: goal must have a timeframe**

What will you do today or this week? What will you do in two weeks from now?



# GOALS

1.

2.

3.

## GETTING FEEDBACK ON YOUR FEEDBACK

Invite the student to respond to your feedback by:

1) ask them to complete sentences such as:

'The part of the feedback that puzzled me most was...'

'The comment that rang most true for me was....',

'I don't get what you mean when you say...',

'I would welcome further advice on...'

2) have them reflect on your feedback, focusing on their emotional response to this, to help you to understand the emotional impact your feedback is having on the student. It can be useful to give them a menu of words and phrases to underline or ring as shown in the example below

Exhilarated    Very pleased    Miserable    Shocked

Surprised    Encouraged    Disappointed    Helped

Daunted    Relieved    Other.....




3) ask the student to evaluate your feedback. This could be as simple as asking them what they would like you to stop doing, start doing, and continue doing in relation to the feedback you give them (see STOP, START, CONTINUE form over the page). You could provide a short survey for students to complete (see Student feedback survey over the page).

4) ask the student to make a short action plan based on your feedback comments to ensure they have understood what was discussed and how to use your advice in the subsequent sessions/tasks.

5) ask the student to include with their next session plan an indication of how they have incorporated their own self-reflections and/or your previous feedback. Don't miss out on noticing the difference. Comment positively where you can see that the student has incorporated action resulting from your advice and/or from their own self-reflections. This will encourage them to see the learning and feedback processes as continuous.



## STOP, START, CONTINUE

 <p><b>STOP</b></p>	Aspects of feedback that I would like discontinued...
 <p><b>START</b></p>	New ideas for feedback that I would like to suggest...
 <p><b>CONTINUE</b></p>	Aspects of feedback that I would like continued...

## STUDENT FEEDBACK SURVEY

My supervisor(s)	Not useful	Somewhat useful	Very useful	Extremely useful
Helped me to appreciate how well I am performing				
Helped me to understand areas I need to improve				
Helped me develop my knowledge				
Helped me develop my skills (e.g. problem solving, clinical reasoning, differential diagnosis, etc.)				
Helped me improve my performance in subsequent sessions/tasks				
Encouraged me to engage in further research (e.g. reviewing course materials, reading current literature)				
Made it clear to me what I need to do to improve				
Encouraged me to keep going				

Adapted from the Higher Education Academy (2013).

# APPENDIX A: GENERAL SUPERVISION TIPS

The following general supervision tips have been adapted from TAFE NSW—North Sydney Institute and Health, Education and Training Institute. (2013).

1. Teach by guided questioning: ask questions to explore the student's knowledge and understanding and to encourage independent thinking. Effective questions uncover misunderstanding and reinforce and extend existing knowledge. Some examples of guided questions are:

- What approach(es) are you taking and why?
- Can you explain the steps of the task and why they completed in this way?
- What outcomes are you wanting to achieve and how can they be achieved?

- What is your plan of action if this approach doesn't work?
- What values, attitudes, knowledge and or skills are being challenged in this situation?
- How would you approach the situation next time?
- Focus the learner: teaching is more effective if it is tailored to the learner's interests and current level of knowledge and ability. Consider why should they pay attention to what I'm about to teach them?

2. Focus the learner: teaching is more effective if it is tailored to the learner's interests and current level of knowledge and ability. Consider why should they pay attention to what I'm about to teach them.



3. Focus the learning: don't try to teach too much at once; try not to repeat what is already known; clinical situations are complex but limit the learning to the key aspects that are at the edge (upper limit or just above the upper limit) of your learners' knowledge base. Procedures and processes can be broken down into steps, not all of which have to be covered at once.
4. Encourage independent learning: give enough information to set the student on track. Then ask them to complete the task themselves. Encourage the student to seek out other learning opportunities and report back on their learning.
5. Check the student's understanding: has the student actually understood what has been taught? Can they demonstrate clinical reasoning and put knowledge and skills into practice? If not, revisit specific topics or skill areas until the student feels confident and can show that they have learned.
6. Evaluate your own practices as an educator: how well did the student learn from the information you provided? Every time you engage in teaching or facilitating the student's learning, you have a chance to learn how to do it better (and more easily) next time. Try different methods and compare the outcomes, seek feedback from your students. Compare notes with your peers.

## TIPS FOR TEACHING IN THE PRESENCE OF CLIENTS

- Allocate sufficient time for teaching in the presence of the client.
- Involve the student; negotiate the plans and consider allowing them to select the focus of the teaching/learning experience.
- Orient the student to your plans prior to the session, including clarifying their role and what you hope they will learn from the experience.
- Procedures and skills can be modelled first by yourself and then demonstrated by the student, or the student may perform part of the procedure, interview, intervention, etc.
- Ask the student to report back on what they observed and/or learned to check understanding.
- If the student appears to be struggling or is off track, make a smooth transition to take over the client interaction.
- Don't criticise the student in front of the client; debrief elsewhere constructively.
- After the session, seek feedback from the student. Reflect on the effectiveness of the session and prepare for next time.



# APPENDIX B: PROFESSIONAL BEHAVIOUR CHECKLIST

## PROFESSIONALISM COMPETENCIES AND DEFINITIONS

Competency	Competency definition	Sample behaviours
<p><b>Conscientiousness:</b> Demonstrating a high degree of reliability by following through on commitments, approaching work in a methodical manner, and completing work tasks thoroughly and systematically; displaying high standards of attendance, punctuality, enthusiasm, and vitality in approaching and completing tasks.</p>		
Dependability	Being reliable and responsible; following through on commitments.	Demonstrates regular and punctual attendance; Promptly attends to responsibilities.
Planning/Organising	Approaching work in a methodical manner; planning and scheduling work tasks deadlines are met; determining priorities and allocating time and resources effectively.	Appropriately prioritises work tasks based on client care needs.
Thoroughness	Meticulously keeping track of details; completing work thoroughly and systematically.	Is meticulous and thorough in approach to tasks; demonstrates a sound approach to preventing errors.
<p><b>Aspiring to excellence:</b> Exerting a high level of effort and perseverance toward goal attainment; working hard to become excellent at doing tasks by setting high standards; setting goals for personal improvement; striving to continuously learn and share the products of that learning with others.</p>		
Work commitment	Pursuing work with energy, drive, and a strong accomplishment orientation; concentrating on work without becoming bored or distracted; setting high standards of personal competence; producing high quality work under time pressure or other stress.	Demonstrates appropriate effort; takes proactive role in client care.
Motivation to learn	Demonstrating interest in learning new skills; continually engaging in self-directed learning to increase knowledge and skill base; seeking constructive feedback from others; sharing the products of learning with others.	Sets personal goals for improvement; demonstrates an interest in personal learning and development.

Competency	Competency definition	Sample behaviours
<p><b>Integrity:</b> Showing consistency between principles and values, and behaviour; choosing an ethical course of action and doing the right thing; being truthful and direct; maintaining confidentiality; remaining free from substance abuse; avoiding conflicts of interest; obeying health system and regulatory policies.</p>		
Trustworthiness	Being truthful in all dealings with clients and interprofessional staff.	Demonstrates honesty in interactions with clients, families, and other health care professionals.
Discretion	Respecting confidentiality of information; discussing sensitive subjects with tact and diplomacy.	Protects confidentiality of sensitive client and coworker information.
Personal conduct	Showing consistency between principles and values, and behaviour; choosing an ethical course of action and doing the right thing; avoiding conflicts of interest; being free from substance abuse; refraining from abusing privileges or mismanaging organisational resources.	Does not display obvious signs of substance abuse; does not abuse privileges.
Organisational citizenship	Obeying organisation's regulatory policies and treating property with care; displaying personal appearance and demeanor consistent with professional expectations.	Displays personal appearance and composure consistent with professional expectations.
<p><b>Accountability:</b> Accepting responsibility for individual and group performance; accepting the consequences of one's behaviour; admitting mistakes and attempting to learn from mistakes.</p>		
Personal responsibility	Taking responsibility for one's actions and work and for those of one's team even when task ownership is not clearly defined; accepting the consequences of behaviour; admitting mistakes and attempting to learn from feedback provided.	Accepts responsibility for one's decisions and actions and for those of one's team.
Self-awareness	Accurately identifying own strengths, weaknesses, and personal limitations; taking action to address limitations; monitoring and attending to burnout/work-life balance issues; observing appropriate boundaries with clients and supervisor(s).	Recognises the scope of his/her abilities and asks for supervision and assistance when appropriate.

Competency	Competency definition	Sample behaviours
<p><b>Teamwork:</b> Collaborating and coordinating with others to achieve work goals; showing concern for and providing assistance and support to others; interacting respectfully with others; creating a desire for team accomplishment.</p>		
Cooperation	Working cooperatively with others to achieve goals; sharing own knowledge and expertise with others on the team; volunteering to help complete tasks; sharing ownership of tasks.	Develops cooperative working relationships with staff and students; helps staff and other students learn new skills.
Respectful interaction	Treating every person fairly and impartially irrespective of that person's role on the team; remaining free from bias; being open-minded about alternatives and other points of view.	Demonstrates honesty, fairness, courtesy, and respect for all coworkers.
Team building	Communicating expectations to team members; contributing to sense of trust and belonging in a team, showing respect for and empowering others.	Shares credit with others for team accomplishments.
<p><b>Client-centered:</b> Serving clients' needs and feelings and treating them with respect; focusing one's efforts on discovering and meeting clients' needs; handling challenging client situations effectively; promoting and striving to create a workforce and environment that represents and values diversity of people and ideas.</p>		
Compassion	Understanding clients' needs and feelings; having a genuine interest in clients and their welfare; patiently tolerating rudeness and anger and responding with tact and empathy.	Demonstrates empathy and compassion for all clients.
Client-advocacy	Empowering and engaging clients and their families by including them in decision making; actively seeking ways to help clients and their families be part of the team by listening to them, asking questions, communicating clearly and finding answers to their questions; paying attention to how clients are responding and changing approach if necessary.	Listens attentively to client complaints and does best to resolve situation.
Respect for diversity	Understanding and showing respect and appreciation for the uniqueness of all individuals, cultures, and values; promoting a workforce that represents and values diversity of people and ideas.	Does not discriminate against others on the basis of race, culture, gender, nationality, ethnicity, age, sexual orientation, or socioeconomic status.

Competency	Competency definition	Sample behaviours
<b><i>Stress tolerance:</i></b> Effectively handling stressful situations and interactions, even when under time pressure; making effective decisions under time pressure.		
Situational stress tolerance	Thinking clearly and taking effective action in stressful situations; prioritising effectively under stress.	Maintains composure and keeps emotions in check during difficult situations.
Interpersonal stress tolerance	Maintaining situational awareness in order to recognise interpersonal conflict and one's impact on others; demonstrating self-control and tact when faced with conflict or confrontation.	Is polite, civil, and respectful to people when under stress.

Adapted from Cullen et al. (2017).





## CONCERN RATINGS FOR NEGATIVE PROFESSIONAL BEHAVIOURS

Professionalism behaviours	Observed	Not observed	Comments
1. Displays obvious signs of substance abuse (e.g. binge drinking, misuse of prescription drugs, etc.).			
2. Demonstrates abusive behaviour towards others (e.g., verbally abuses or, threatens others).			
3. Fails to interact truthfully with clients, families, or other health care professionals.			
4. Discriminates against others or clients based on their race, culture, gender, nationality, ethnicity, age, sexual orientation, or socioeconomic status.			
5. Is disrespectful towards clients (e.g., does not listen to/ignores client comments or criticism).			
6. Blames others for errors that were not their fault.			
7. Misrepresents facts, or does not always present facts impartially (e.g. distorts content of client communications).			
8. Knowingly disregards site rules and procedures.			
9. Demonstrates lack of respect for others (e.g., starts arguments, spreads rumors, ignores input of others, attempts to make others look bad).			
10. Includes erroneous information in the electronic medical record.			
11. Criticises others in public in a non-respectful manner.			

Professionalism behaviours	Observed	Not observed	Comments
12. Engages in conduct that puts client privacy at risk (e.g. discusses clients' situations in public, does not identify sensitive data).			
13. Fails to take responsibility for decisions (e.g. blames others when errors occur as a result of one's work).			
14. Wastes, mismanages or abuses organisational resources (e.g. takes supplies, tools, etc., home without permission).			
15. Puts individual needs above needs of client.			
16. Generalises/stereotypes about a group of clients.			
17. Puts self in situations that constitute conflict of interest (e.g. has inappropriate relationship with drug and device representatives, accepts gifts from clients etc.).			
18. Lets major errors in work go uncorrected, or unaddressed (e.g. does not correct inaccurate discharge summaries, hand-off sheets or incorrectly ordered tests).			
19. Fails to disclose conflicts of interest to clients, supervisors and students.			
20. Fails to comply with health system, regulatory agency, and government performance and outcome reporting requirements for operative logs, medical records, and adverse events.			
21. Fails to ask for supervision and/or assistance when it is desirable/required.			
22. Panics in emergency or high-pressure situations.			

Professionalism behaviours	Observed	Not observed	Comments
23. Becomes argumentative or uncivil to supervisors when under stress.			
24. Demonstrates lack of empathy towards clients (e.g. demonstrates lack of desire to understand client needs).			
25. Misrepresents which services were performed for clients in client chart.			
26. Fails to address personal, psychological and physical limitations that may affect professional performance (e.g. fatigue, substance abuse, burnout).			
27. Does not change behaviour in response to feedback.			
28. Does not acknowledge shortcomings in clinical skills and/or knowledge where appropriate.			
29. Displays lack of tolerance towards ideas or opinions that differ from his/her own.			
30. Does not adhere to expected standards of personal appearance (e.g. dress is unclean or dirty in appearance, or overly casual).			
31. Does not use interpretive services when needed and available.			
32. Does not acknowledge that healthcare decisions rest with the client.			
33. Inappropriately excludes team members from team activities (e.g. does not include interprofessional team members in client care).			
34. Fails to advocate on behalf of clients or family member.			

Professionalism behaviours	Observed	Not observed	Comments
35. Does not consult supervisors when appropriate.			
36. Does not provide complete, accurate information when answering clients' questions.			
37. Becomes flustered when working on procedures requiring high attention to detail.			
38. Appears to be passive and unengaged with clients in therapeutic relationships.			
39. Fails to keep clients up-to-date about condition or decisions as new information becomes available.			
40. Reacts defensively to criticism.			
41. Displays faulty thinking and/or poor-quality decision making when under pressure.			
42. Does not ask sufficient questions to ensure understanding of client concerns.			
43. Is unprepared for scholarly activities (e.g. journal clubs, ward rounds, etc.)			
44. Does not follow through on commitments.			
45. Demonstrates insufficient initiative (e.g. avoids work, defers unnecessarily to attending)			
46. Appears uninterested in learning new things.			
47. Is not thorough in approach to work tasks (e.g. takes abbreviated, incomplete histories).			



Professionalism behaviours	Observed	Not observed	Comments
48. Does not volunteer to help others.			
49. Does not follow up with clients to determine outcomes and/or satisfaction.			
50. Does not encourage clients to ask questions.			
51. Inappropriately dominates team interactions (e.g. interrupts others when talking).			
52. Approaches work tasks unsystematically (e.g. does not prioritise work tasks).			
53. Arrives late for work-related meetings.			

Adapted from Cullen et al. (2017).

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