Clinical Supervision for Graduated Responsibility

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New Faculty Orientation – 2020
Disclosures

• I have no financial or non-financial conflicts of interest

• However, I do sport a southwestern drawl honed in West Texas ...

• And my passion over past 30yrs is to educate resident/fellow physicians to be better than their faculty
Quick Polls to Help Shift into this Topic
Today’s Road Map Objectives

We’ll use Zoom-age to ...

1. Consider supervision from learner’s perspective
2. Explore intersections of supervision with coaching & trust
3. Identify key factors that influence entrustment decisions
4. Spur us all to consider next steps to grow effectiveness of our supervisory practices
Clinical Supervision

Distillation by Tim Flynn – 2009
Defining ‘Supervision’

Supervision = to look over;
a critical watching and directing

Common (Mis)Perceptions
for faculty – being present, &/or to take over
for learners – reflects weakness or dependence

We Need to Reframe Supervision as an
Important Developmental Trajectory
Let’s Explore ‘Coaching’ as Supervision for Teaching
Wagons from Kocs, Hungary
Coach Etymology

The Word ‘Coach’

Arises from horse-drawn wagons or carriages
- 1830s Oxford, a coach was a tutor
- 1860s Athletic Coaches appeared

• To help take or move someone from where they are to where they want to be

• It’s a guiding process to improve performance

• Focused on specific skills/tasks/capabilities
1. Recall a past memorable non-medical coaching experience

2. Reflect on why she/he was so memorable...
   Quickly jot 1-2 practices in Chat Room that made that coach:
   - More Effective
   - &/or Less Effective

(have 2min)
Clinical Coaching

• Helps take or move someone from *where they are to where they want to be*

• It’s a guiding process to promote improvement

• Represents paradigm shift from Summative Assessment to Formative Assessment

A shift from Assessment *of* Learning to Frequent Observations *for* Learning

*Chris Watley, MD*

*London, Ontario*
What Are Differences ...

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<thead>
<tr>
<th>Coaching in Music/Sports</th>
<th>Clinical Coaching</th>
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<td>• Very specific/detailed</td>
<td>• Less opportunity for immediate feedback; often can’t stop</td>
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<td>• Immediate FB/redirection</td>
<td>• Clinical practice happens during performance</td>
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<td>• Try again / repeat</td>
<td>• Faculty often are coach &amp; judge</td>
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<td>• <strong>Stop</strong> &amp; repeat</td>
<td>• Learners can feel continually being evaluated; can alter our opportunity to coach</td>
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<td>• ‘Just in the moment’</td>
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<td>• Often there’s a separate external judge</td>
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All This is All Nice, But Learners Say ...

“Hey, I want more autonomy!”

(i.e. they want to be entrusted with more graduated responsibility)
A Few More Quick Definitions

**Trust**
- Firm belief in integrity, ability, character of a person
- To place confidence in; depend upon; reliance

**Entrust**
- To give over to another for care, protection, or performance
- Delegate, assign, turn over, authorize

**Entrustment**
- Approach to permit more graduated responsibility for learners
Please Unmute & Let’s Think Out Loud ...

• **What characteristics** of learners, supervisors, & clinical predicaments affect our entrustment decisions
  
  – Ability, Reliable, Truthfulness, Knows Limits
  – Supervisor’s Abilities & Risk-Taking
  – Clinical Problem, Clinical Context
  
  **AND a RELATIONSHIP** with learner
‘Entrustable’ Requires

Trustworthiness Requires Direct Observation of:

• Level of K/S/A  (Ability)
• Hard work & reliable (Conscientious)
• Absence of deception  (Truthfulness)
• Knowing one’s limits  (Discernment)

Tara Kennedy
Academic Medicine 2008
A Supervisor’s entrustment decisions reflect ‘taking a calculated risk that’s acceptable’

Olle ten Cate
Utrecht Univ.
Please Take Away ...

Ideally, supervision is much more than mere presence of ‘superiors’ directing &/or taking over for trainee

Ideally, our **Supervisory Tool Bag Includes a Mix of** coaching (& role-modeling/mentoring), entrustment decisions, & efforts to reduce hierarchies ... that we unleash judiciously/artistically

*Ideally, supervision optimizes patient care **AND** educational trajectories of learners*