



Northern Ontario  
School of Medicine  
École de médecine  
du Nord de l'Ontario  
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## MODELS OF SUPERVISION

## REHABILITATION STUDIES

There are a variety of clinical supervision models to consider when offering clinical learning opportunities. Each model has pros and cons that need to be considered. Although the traditional 1:1 model is most common, preceptors are encouraged to explore additional models as they may offer benefit to both preceptors and learners, depending on factors such as the clinical setting, days of work, patient caseload, and learning environment and opportunities.

### Clinical Education Offers:

- Preceptor growth and development
- Integration of academic content
- Experiential learning
- Progressive levels of independence
- Professional socialization
- Preparation for entry-level professional practice

### MODELS TO CONSIDER

#### 1:1

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*Each learner is paired with one same-discipline preceptor full-time.*

#### Benefits

- Model is familiar to learners and preceptors
- Suitable for any level of learner
- Opportunity to provide direct supervision is readily available

#### Challenges

- Inefficient use of preceptor resources
- Requires a creative approach for part-time clinicians
- Can be an intense experience due to the high 1:1 contact

#### 1:2+

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*One preceptor with multiple learners. This model works best if learners are at a similar level with similar needs. The objective is for Learners to work collaboratively, not competitively.*

#### Benefits

- Positive clinical learning environment for learners (safe, supportive)
- Increased opportunity for learners to gain knowledge from and/or collaborate with each other
- Opportunity for preceptor to develop new management skills
- Refreshing break for preceptor (in some cases) due to variation in practice routine (diverted case load)
- Increased supervisory role balances with decreased clinical load

#### Challenges

- Need for preceptor to adapt to different learner personalities, skill levels and learning styles
- Risk of decreased individual time and attention for each learner
- May require preceptor to assist in managing interpersonal dynamics and difference in knowledge/skill levels between learners
- Requires preceptors to embrace new thinking regarding time management and clinical supervision

...Continued on reverse.

## 2+:1

*Multiple preceptors per one learner. A learner-centered approach is used to unify the diverse perspectives and approaches of different clinicians by focusing on the goals and learning needs of the student. Expectations for goals and processes in the placement are clearly understood by both preceptors and learners. Regular meetings are scheduled to facilitate communication.*

### Benefits

- Learners can experience a range of perspectives and approaches and may benefit from a varied clinical caseload
- Allows preceptors to contribute based on their availability
- Preceptors may find this to be a supportive teaching model

### Challenges

- Learners may have to adjust to contrasting teaching and clinical approaches
- Differing feedback can be frustrating and confusing to learners
- When the practice areas per preceptor are different, this can be overwhelming to learners
- Preceptors may have differing opinions of learner performance
- Scheduling can be challenging

### Role Emerging

*In this model the learner is supervised directly by a health professional of a different discipline and indirectly by a same-discipline preceptor working from an off-site location. The placement site must be carefully selected to ensure it can meet requirements (e.g., health, safety and learning outcomes), and is adequately prepared for the learner.*

- Learners for this model should have a solid foundation of clinical experience, and be able to cope with unstructured, undefined professional roles
- Learner must be receptive to a variety of communication modes to maintain contact with off-site preceptor
- Learners need to be well prepared for this unique experience and expectations

- Personal learner characteristics can be a greater indicator of success for this model than academic standing
- Support and training for the on-site supervisor is required
- Roles, responsibilities and expectations need to be clearly understood by all involved
- Methods of evaluation need to be clearly defined
- Processes and supports are needed to allow for quick responses to urgent questions and/or crises to ensure safety and security

### Benefits

- Host organization is anticipated to benefit from gaining experience with an appreciation for a professional role not currently part of their service delivery
- Strengthens learners' understanding of practice, professional identity and problem solving
- Promotes initiative, independence and clinical reasoning
- Promotes peer collaboration, quality reflection and shared learning

### Challenges

- Requires advanced coordination and preparation of site, preceptors and learners
- Unfamiliar organizational structure and differing concepts of professional roles may be difficult for learners to navigate
- Developing and maintaining role and identity within an interdisciplinary working environment
- Logistics of offsite supervision from own profession
- Modeling of clinical skills by the same discipline professional is available on a limited basis

## CLINICAL LEARNING LIASON (CLL) ROLE

The CLL's are available to support northern preceptors in all aspects of clinical education including the use of alternate models of supervision. Should you require support, or additional resources in order to provide a successful learner experience please contact us at [rehabstudies@nosm.ca](mailto:rehabstudies@nosm.ca)

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