

WORK-BASED PEER REVIEW OF CLINICAL SUPERVISION PRACTICE



WHAT IS IT?

Peer review of clinical supervision is a voluntary process where health professional peers collaborate together to review their supervisory practices. It is a mutually-beneficial activity where one peer, the reviewer, observes the other, the reviewee, whilst the reviewee is supervising a learner. The reviewer records their observations to facilitate a reflective discussion that allows both peers to gain valuable insights about their supervision.

WHY IS IT IMPORTANT?

Clinical supervision is often undertaken as a private activity between the supervisor and the learner, where the learner is limited in the ability to give feedback. Working in rural and remote areas is also recognised as limiting health professionals access to support and feedback on supervisory practice.

Peer review is a supportive professional development activity that offers many benefits including:

- Observation of strategies successfully used by others supplements a personal repertoire of supervision strategies
- Guided reflection on supervision by a peer raises consciousness and enhances personal development of quality supervision practices
- Establishing a culture of peer review increases the quality supervision offered across the organisation
- Increased quality of supervision benefits learners and patients

WHO IS INVOLVED?

Peers can be any health professionals with a common interest in supervision and who want to work together to receive feedback on their supervision. Peers can be from different professions, as the focus is on supervision, not profession-specific knowledge. Peer reviews can be conducted one-on-one, or with a small group of peers, and is complemented by a self-assessment process. Peers do not have to be located at the same workplace.

WHAT ARE THE GUIDING PRINCIPLES FOR EFFECTIVE PEER REVIEW FOR CLINICAL SUPERVISORS?

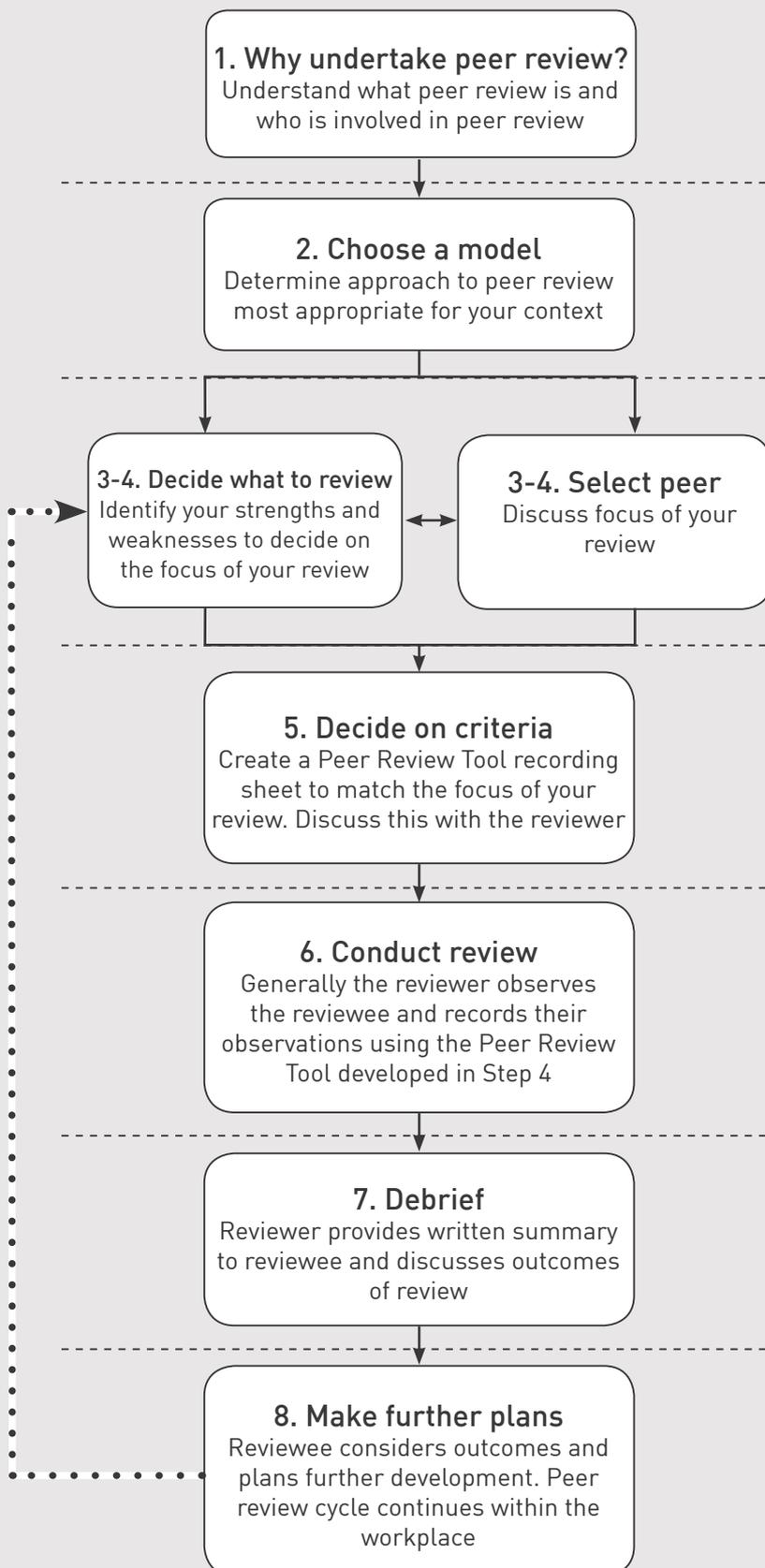
- Voluntary participation
- Assumption that there is no one best way to supervise
- The peer review focus is decided by the reviewee
- The reviewer doesn't need to be from the same profession but should understand the context of the reviewee and learner's workplace
- The review process needs to be flexible and foster collegial feedback and reflection
- The goal of the peer review should be on improving the quality of supervision which will in turn lead to enhanced student learning.

WHAT STEPS SHOULD I FOLLOW?

The flow chart over the page outlines a suggested process for undertaking peer review of clinical supervision. Each of the steps listed on the left align with different sections of the guide: *Work-based peer review of clinical supervision practice*.

Campbell, N., & Wozniak, H. (2014) Work-based peer review of clinical supervision practice: A guide to creating a culture of quality supervision. A Greater Northern Australia Regional Training Network (GNARTN) Project with Flinders University, Darwin, Australia

Steps for Peer Review



Sections of Guide to Assist You

- Sections 1-4 insert (p1-6)

- Section 5: Models of Peer Review (p7)
 - Self-assessment
 - One to one
 - Small group
 - Local \leftrightarrow Dispersed

Decide what to review

- Appendix 5: Planning for review (p48)
- Section 7: Scan Peer Review Tool domains and elements (p20)

Select peer

- Section 6: Strategies (see especially table 1) (p13)

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- Section 7: Peer Review Tool templates (p20)

- Section 6: Strategies (p13)
- Section 7: Peer Review Tool observation sheet (p20)

- Section 6: Strategies (p13)
- Section 7: Peer Review Tool post-observation sheet (p20)
- Appendix 6: Feedback (p49)
- Appendix 8: Questioning (p53)

- Section 6: Strategies (p13)
- Appendix 6: Feedback (p49)
- Appendix 9: Key journal articles (p56)