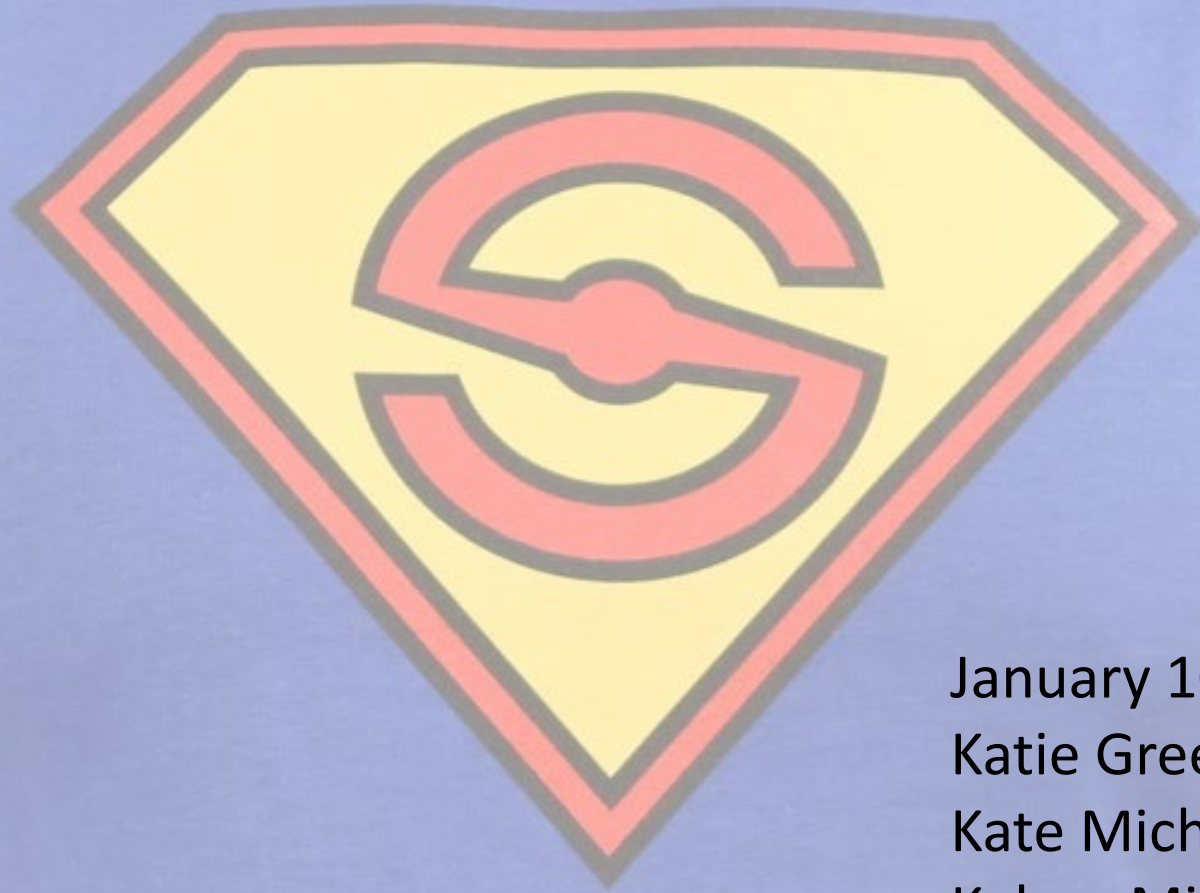


So You Want to Be a Stellar Supervisor?



January 10, 2018
Katie Greenzang
Kate Michelson
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SUPER SUPERVISOR

Disclosures

- We have nothing to disclose

Objectives

- Describe three forces responsible for shaping supervisor/supervisee relationships
- Consider how this framework can guide supervisor relationships through case-based discussion
- Identify at least one personal change to trial in future supervisor/supervisee interactions

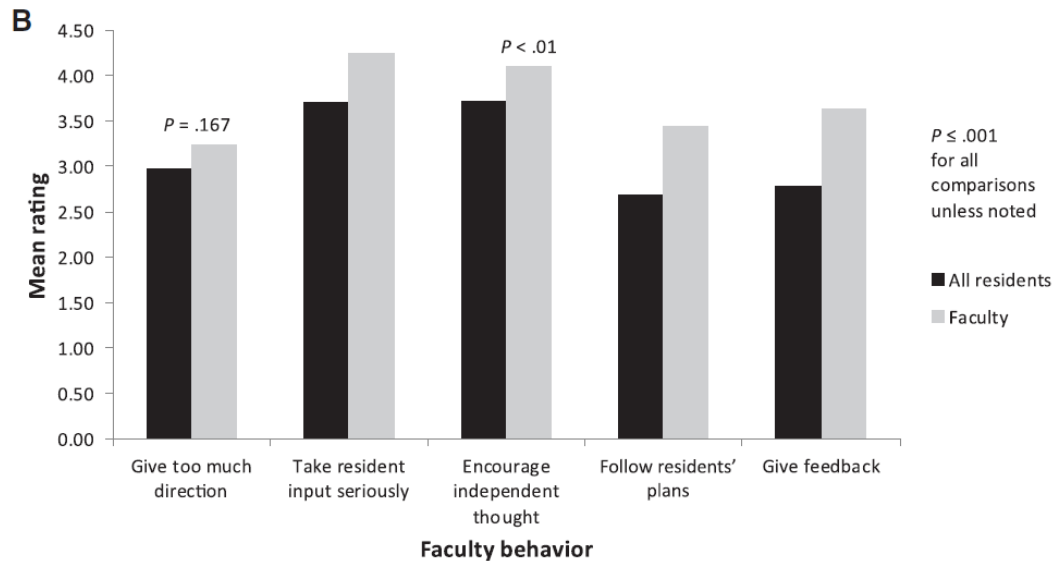
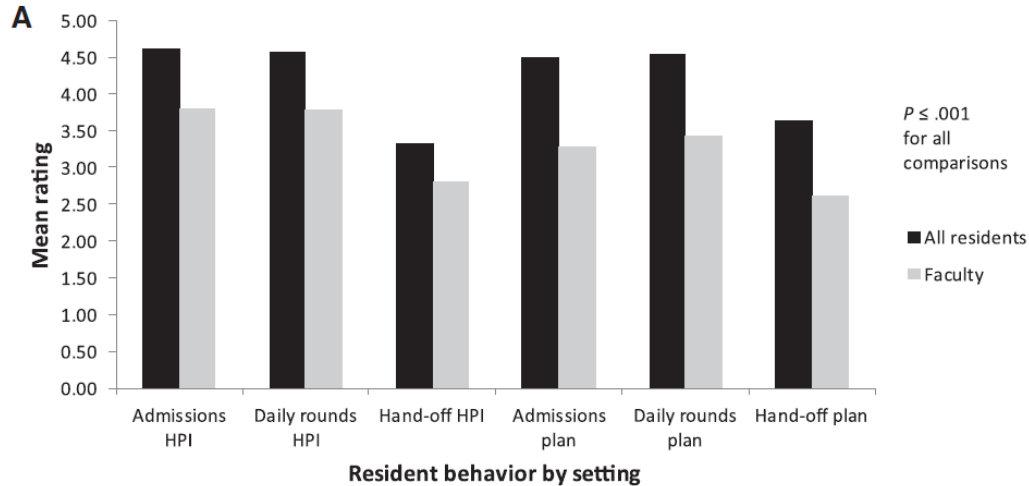
Defining “Supervision”

- How do you define supervision?

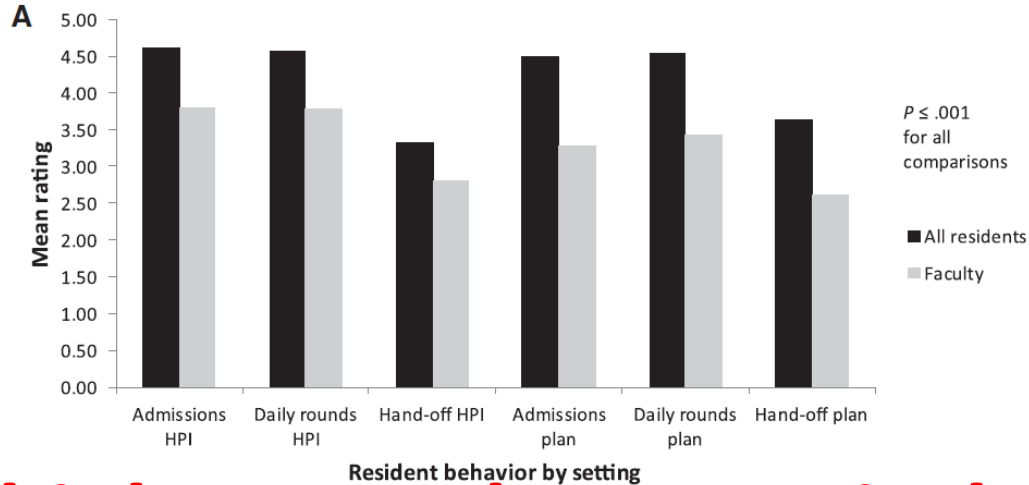
Defining “Supervision”

- Merriam-Webster:
A critical watching and directing
- Important to ACGME, ANA & BCH’s
Office of GME

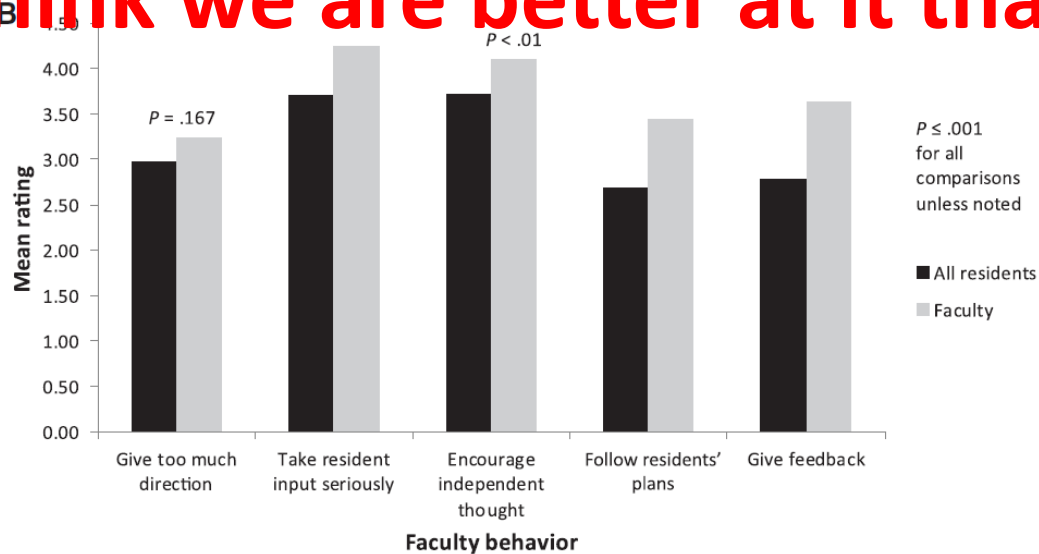
Are We Good Supervisors/Trainees?



Are We Good Supervisors/Trainees?



We all think we are better at it than we are



Supervision



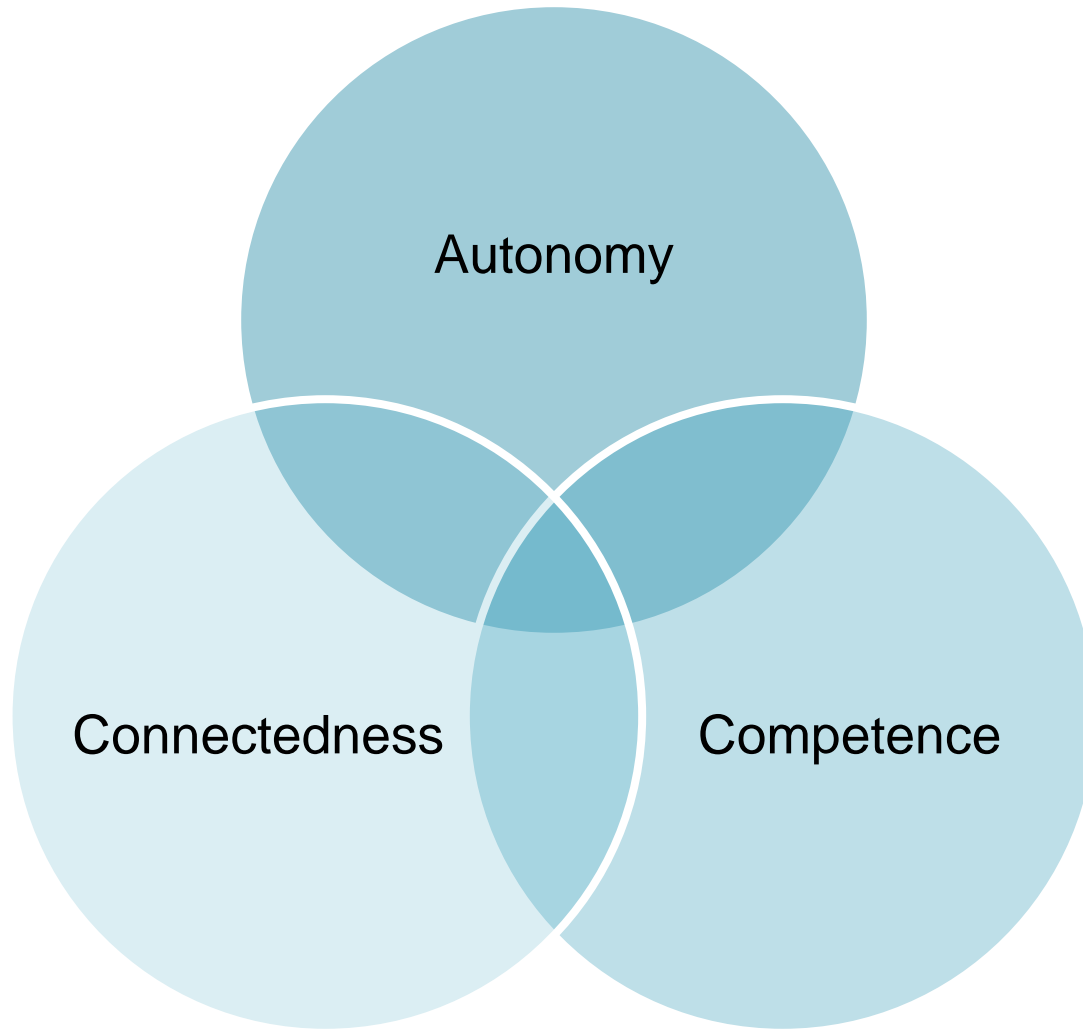
Autonomy





Supervision

Autonomy



Case Discussions

- Split into 3 groups to work through cases of supervision challenges
- For each case, consider the supervisor and trainee
 - Autonomy
 - Competence
 - Connectedness



Scaffolding



Scaffolding

3 COMPONENTS OF SCAFFOLDING

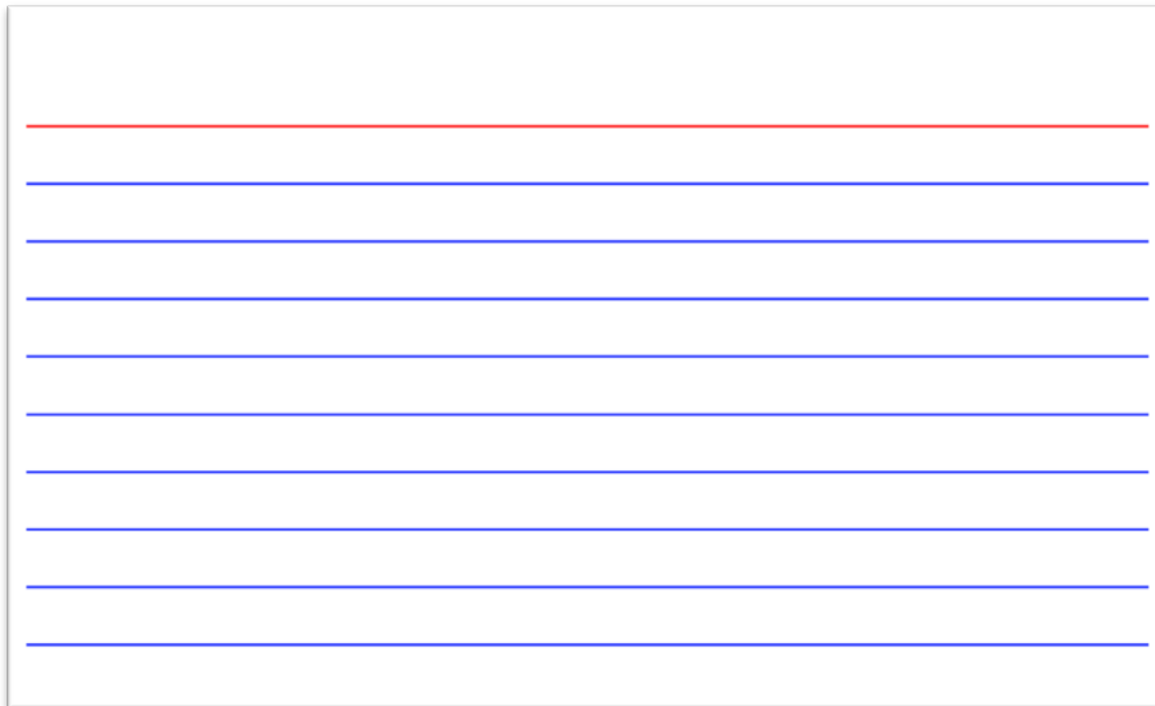
- **Contingency:** calibrated support
- **Fading:** gradual decrease in support
- **Transfer of Responsibility:** learner ultimately assumes responsibility

ACGME LEVELS OF SUPERVISION

- **Direct supervision:** supervisor physically present
- **Indirect supervision:** supervisor available if/when needed
- **Oversight:** supervisor available to review decisions/questions

Going Forward

- Write down one technique you plan on trying in your next supervision interaction, and one challenge you might encounter



Resources

- Biondi EA, Varade WS, Garfunkel LC, et al. Discordance between resident and faculty perceptions of resident autonomy: can self-determination theory help interpret differences and guide strategies for bridging the divide? *Academic medicine*. 2015;90(4):462-471.
- Hoffman BD. Using self-determination theory to improve residency training: learning to make omelets without breaking eggs. *Academic medicine*. 2015;90(4):408-410.
- Kusurkar RA, Croiset G. Self-determination theory and scaffolding applied to medical education as a continuum. *Academic medicine*. 2015;90(11):1431.
- Schumacher DJ, Englander R, Carraccio C. Developing the master learner: applying learning theory to the learner, the teacher, and the learning environment. *Academic medicine*. 2013;88(11):1635-1645.
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- Torbeck L, Wilson A, Choi J, Dunnington GL. Identification of behaviors and techniques for promoting autonomy in the operating room. *Surgery*. 2015;158(4):1102-1110; discussion 1110-1102.
- Van de Pol J, Volman M, Beishuizen J. Scaffolding in teacher–student interaction: A decade of research. *Educ Psychol Rev*. 2010;22:271–296.

Thank you!

You have **BRAINS** in your **HEAD**.
You have **FEET** in your **SHOES**.
You can **STEER** yourself
any **DIRECTION** you **CHOOSE**.

-Dr. Seuss