Interprofessional learning for professional/clinical supervision

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Introduction/Background
The authors have both engaged in professional supervision in both healthcare settings and within formal university programmes. They have sought to understand the professional and interprofessional perspectives on supervision. Supervisors have a central focus on learning to become a professional supervisor. They are called upon to provide clinical governance for education of other students. This paper is part of a larger project which examines the role of supervision in clinical learning and the relationship between the professional and interprofessional perspectives.

Purpose/Objective
This paper presents some findings of a small qualitative study in order to stimulate discussion about good practice in supervision education in health care settings.

Rationale for exploration/Scope for discussion
The aim of the study is to examine the perspectives of professionals, supervisors, and supervisees on supervision. The perspectives of professionals, supervisors, and supervisees on supervision are examined in order to identify the strengths and weaknesses of current supervision practices and the relationships between professionalism and interprofessional learning. How well supervisors support fidelity, professionalism, and clinical learning is explored.

Methods
Semi-structured interviews were conducted with professionals, supervisors, and supervisees across five different sites.

Results
- Supervisors were asked to describe their experiences of supervision.
- Participants were asked to reflect on how they had been supervised.
- Participants were asked to describe how they had supervised others.

Discussion
The focus on the role of supervision in promoting professionalism and interprofessional learning is explored. The participants' experiences of supervision are discussed in relation to the themes of professionalism and interprofessional learning.

Conclusion
The study highlights the importance of supervision in promoting professionalism and interprofessional learning. The findings suggest that supervision can be an effective means of promoting professionalism and interprofessional learning. The participants' experiences of supervision suggest that supervision can be an effective means of promoting professionalism and interprofessional learning.