

Practice Supervisor

Reflection Journal

Module 5:
Developing as a Practice Supervisor

Activity 1

What are the advantages and disadvantages of each of the leadership styles listed below?:

Leadership Style	Advantages	Disadvantages
Coercive		
Authoritative		
Affiliative		
Democratic		
Pace-setting		
Coaching		

Activity 2

Reflect on your Leadership Style, which of the above leadership styles most resembles your style of leadership?

Activity 3

The NHS Healthcare Leadership Model describes nine dimensions of leadership behaviours which are applicable to all healthcare staff. You can explore this at the link below. Once you have explored the dimensions, you may want to undertake the self-assessment tool which helps you to assess your leadership behaviours and more fully understand your leadership development. A 360 degree feedback tool is also available to help give you insight into other people's perceptions of your leadership abilities and behaviour.

<https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/>

Emotional Intelligence & Situational Awareness in patient-centred care:

Activity 4

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A cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands

(Bar-On, 2006)

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“

The capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships

(Goleman, 2000)

”

“

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Concepts of intelligence are attempts to clarify and organize this complex set of phenomena

(Neisser et al, 1996)

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List some examples of how you can develop your emotional intelligence

1	
2	
3	
4	
5	
6	

Emotional Intelligence & Situational Awareness in patient-centred care:

Scenario 1

A supervisor who lost her father to Covid-19, has recently been emotionally distressed. Her trainee was infected by Covid-19 three months ago and hence, he believes he is immune therefore, he is not keen on wearing a face mask or appropriate PPE when taking drug histories by the patients' bedside.

Discuss the emotional dilemma in this scenario.

Scenario 2

Your trainee has recently experienced some health problems. It is very clear that this issue has affected the standard of his work. He has started to arrive late to work, appear emotionally distressed, and is always in a bad mood. He is also making frequent dispensing errors and near misses.

What would you do as a Practice Supervisor?

Emotional Intelligence & Situational Awareness in patient-centred care:

The Situation Awareness Global Assessment Technique (SAGAT)

The Situation Awareness Global Assessment Technique (SAGAT) is a method for objectively and directly measuring SA during a simulation.

SAGAT uses “the query technique”. In this context, trainees may participate in a simulated event and a facilitator ‘freezes’ the simulation at predetermined points to query participants with respect to their perception, understanding and prediction of potential impact related to the situation. The query technique uses the following model: ‘What, So What, What Now’.

Examples:

- What information do you have or need?
- So what does this information mean?
- What now? What is going to happen next? What is your contingency plan?

By asking those questions, trainees will appreciate the frame of mind they need when approaching a diverse set of clinical situations.

Workbased Activity 1

Use the SAGAT technique to assess their trainee’s SA. For example, in a situation where a patient with cognitive decline is on a high-risk medicine e.g. an antibiotic. Prompt the trainee with the SAGAT technique to assess their SA.

Scenario 3

A patient collapsed in the street after bingeing on alcohol and drugs. The patient was taken into hospital where she remained in fluctuating levels of consciousness for more than 24 hours. The pharmacist was observing the trainee Medicine Management Technician (MMT) completing the drug history from the patient’s SCR. From the SCR, the patient was found to have a diagnosis of HIV and it was important that the patient would not miss any of her HIV medicines.

The patient’s next of kin (mother) arrived to the hospital after being informed of her daughter’s admission. The trainee wanted to complete the drug history from a second reliable source by checking the list of medicines with the patient’s mother, who started to ask about her daughter’s medical condition. The pharmacist apologised and interrupted the discussion, and asked the trainee to contact the patient’s GP for more information.

Discuss and comment on both the pharmacist and trainee’s Situational Awareness.

Emotional Intelligence & Situational Awareness in patient-centred care:

Situational Awareness can be threatened by several factors, including cultural and historical backgrounds, mental load, task load, time pressures, distractions, fatigue, and automation. Therefore following the SA process can help to overcome these factors:

1. **Stop:** pause, eliminate all distractions.
2. **Think:** what are the distractions?
3. **Act:** who can help? Who should be involved? Do I need to act now?

Scenario 4

Your trainee has not been paying much attention to infection control. You have advised them several times to avoid getting too close to patient beds when they take drug histories and the importance of avoiding shaking hands with patients. The trainee explained that, based on their culture, it is very important to shake hands in order to show respect.

Activity 5

Comment on how cultural differences can affect team dynamics and patient safety.

Activity 6

What cultural differences have you experienced if any?

Activity 8

Note down examples of how you will build resilience in the following:

Building Resilience	
Yourself	
Your trainees	
Your Educational Programmes	

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