

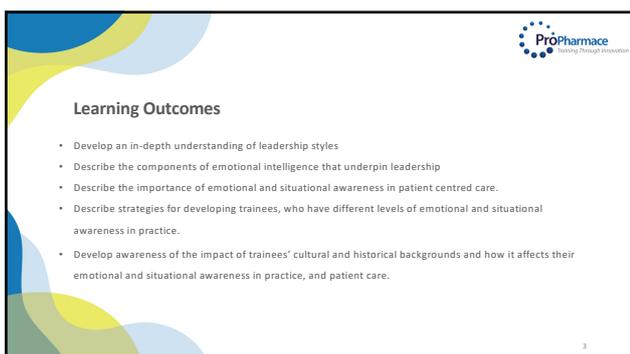
Module 5: Developing as a Practice Supervisor



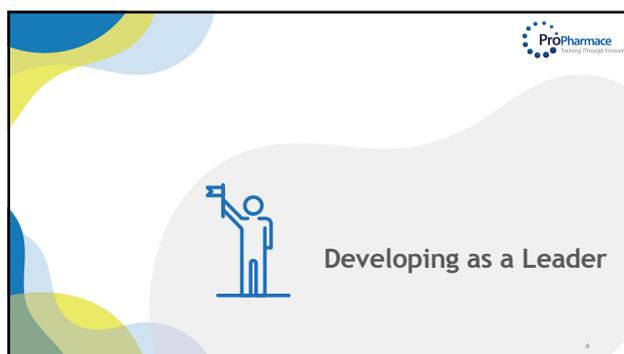
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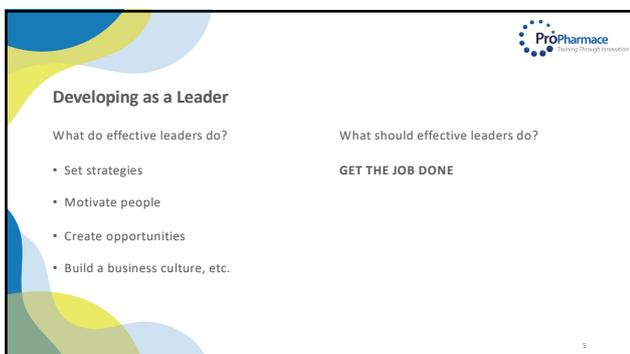
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These leadership styles fall mainly within three categories:

- Transformational leaders
- Transactional leaders
- Laissez-faire leaders

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NHS Healthcare Leadership Model

Figure 2: The nine dimensions of the Healthcare Leadership Model

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Group Discussion : (Activity 1 & 2)

What are the advantages and disadvantages of each leadership style?

Reflect on your Leadership Style

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Emotional Intelligence

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What is 'intelligence'?

Typically focused on:

- analytic reasoning
- verbal skills
- spatial ability
- Attention
- Memory
- Judgement

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How do we view emotions?

60 Years ago, emotions were viewed as:

- Destructive
- Chaotic
- Haphazard
- Superfluous
- Incompatible with reason
- Disorganised
- Resulting from the lack of effective adjustment

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More recently, emotions are viewed as:

Part of the total economy of living organisms

- Arouse, sustain, direct activity
- Not in opposition to intelligence
- Themselves a higher order of intelligence
- Constructive and can be used to bring the best out of people

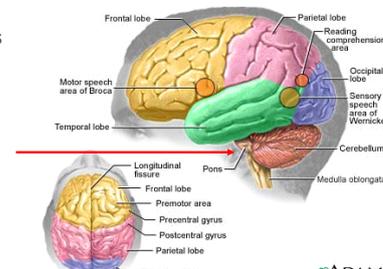


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Where are emotions generated?

Amygdala is deep within the most elemental parts of the brain.



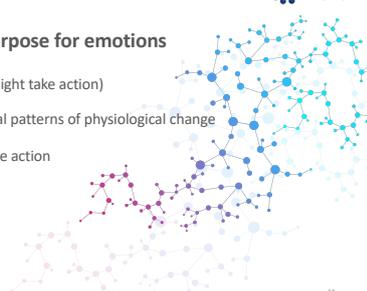
Frontal lobe
Parietal lobe
Reading comprehension area
Occipital lobe
Sensory speech area of Wernicke
Cerebellum
Medulla oblongata
Pons
Longitudinal fissure
Frontal lobe
Premotor area
Precentral gyrus
Postcentral gyrus
Parietal lobe
Occipital lobe
Motor speech area of Broca
Temporal lobe

ADAM

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There is a biological purpose for emotions

- Signaling function (that we might take action)
- Promote unique, stereotypical patterns of physiological change
- Provide strong impulse to take action



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Basic emotions:

- Joy
- Surprise
- Sadness
- Anger
- Disgust
- Fear



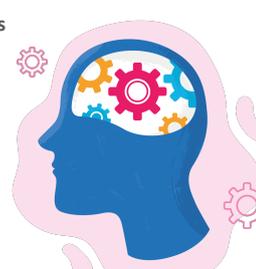
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Evolutionary advantage of emotions

For example:

- Fight or flight response
- But can basic emotions overwhelm rational thinking?



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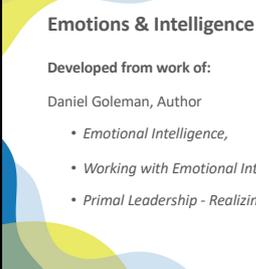
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Emotions & Intelligence

Developed from work of:

Daniel Goleman, Author

- *Emotional Intelligence,*
- *Working with Emotional Intelligence, and*
- *Primal Leadership - Realizing the Power of Emotional Intelligence*



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Emotional Intelligence (EI) definitions

“
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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Emotional Intelligence consists of four capabilities:

Self Awareness Self Management Social Awareness Social Skill

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Group Discussion (Activity 4)

How can you develop your emotional intelligence?

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Scenario 1

A supervisor who has been going through a divorce is emotionally distressed and distracted at work. The trainee has found it difficult to approach them for help for fear of “adding to their problems”. The trainee has failed the formative assessment in their first clinical placement, which has knocked their confidence.

Discuss the emotional dilemma in this scenario.

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Emotional Intelligence and Leadership:

How is Leadership Linked to EI? How are leaders able to inspire others, set initiatives and handle crisis?

Which capabilities or traits exhibit significant impact on GETTING THE JOB DONE?

“Emotional intelligence is the single greatest driver of effective leadership.”

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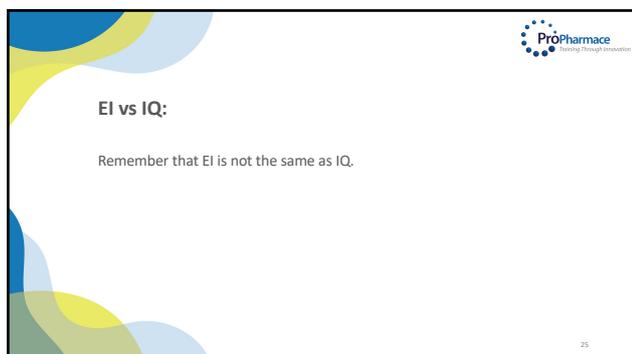
Research by psychologist George Litwin, Richard Stringer and McClelland et al defined the “organisational climate” as the factors which influence the working environment:

- Flexibility
- Accountability
- Standards
- Rewards
- Commitment
- People’s values and mission

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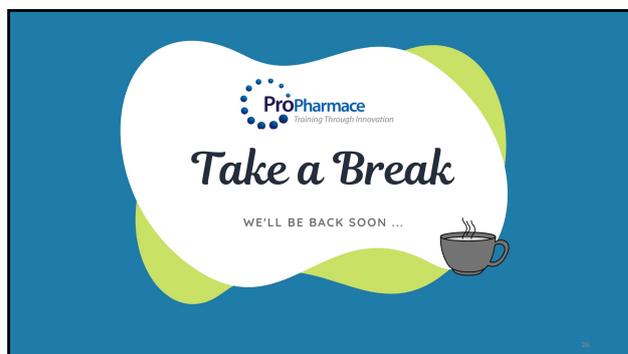
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EI vs IQ:

Remember that EI is not the same as IQ.

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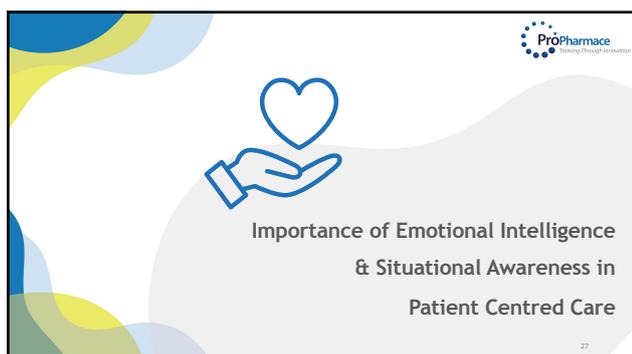
Take a Break

WE'LL BE BACK SOON ...



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**Importance of Emotional Intelligence
& Situational Awareness in
Patient Centred Care**

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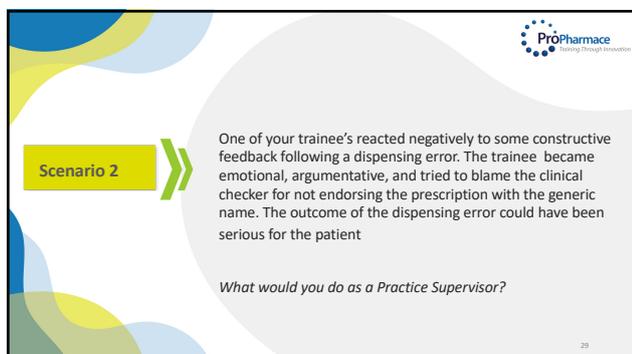
What is the relevance of Emotional Intelligence in Pharmacy and in Patient-centred care?

“
Aptitudes for a service and caring orientation may be reflected by one's emotional intelligence
”

(Romanelli et al., 2006).

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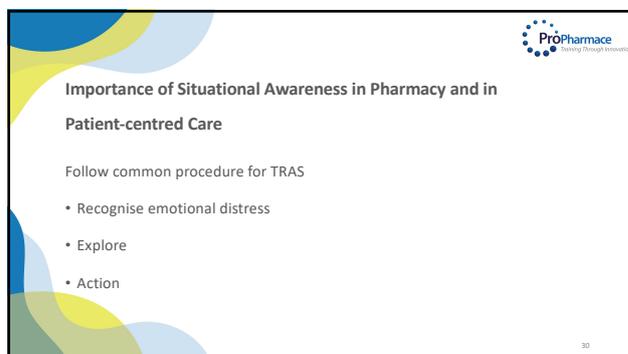
Scenario 2

One of your trainee's reacted negatively to some constructive feedback following a dispensing error. The trainee became emotional, argumentative, and tried to blame the clinical checker for not endorsing the prescription with the generic name. The outcome of the dispensing error could have been serious for the patient

What would you do as a Practice Supervisor?

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Importance of Situational Awareness in Pharmacy and in Patient-centred Care

Follow common procedure for TRAS

- Recognise emotional distress
- Explore
- Action

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Importance of Situational Awareness in Pharmacy and in Patient-centred Care

Situational awareness (SA) is a concept that originated in aviation and military training and is often used to reveal potential issues in healthcare quality which may impact patient safety.

High SA can improve and increase patient safety, whereas low situational awareness can lead to life-threatening outcomes for patients

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Strategies for developing trainees who have different levels of emotional and situational awareness in practice

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One of the techniques that was adopted in healthcare to assess SA is “The Situation Awareness Global Assessment Technique (SAGAT)”.

SAGAT uses “the query technique”. In this context, trainees may participate in a simulated event and a facilitator randomly ‘freezes’ the simulation 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’.

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So Supervisors may ask questions like:

- 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.

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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?

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Workplace Activity

Use the SAGAT technique to assess your 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.

It is important to consider that the SAGAT techniques works best in simulated scenarios.

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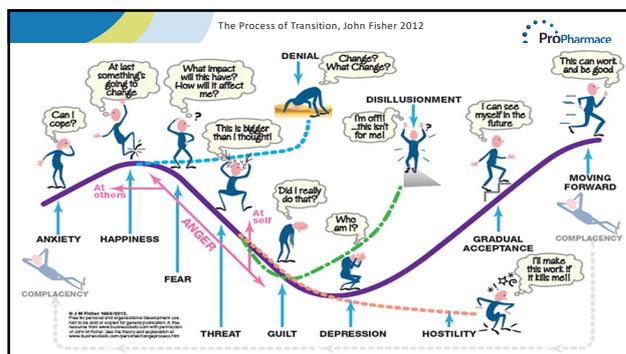
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Scenario 3

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 recent 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 from 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.

Comment on both the pharmacist and trainee's SA.

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Implicit Association Test

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

<https://implicit.harvard.edu/implicit/takeatest.html>

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The impact of trainees' cultural and historical backgrounds and how it affects their emotional and situational awareness in practice, and patient care

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What is cultural competence?

“Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures.”

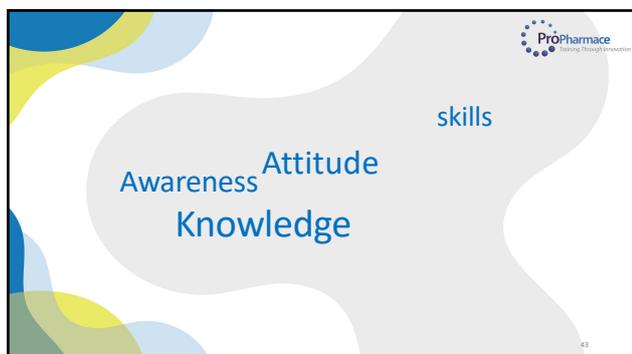
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What is the relevance of cultural competence in patient-centred care?

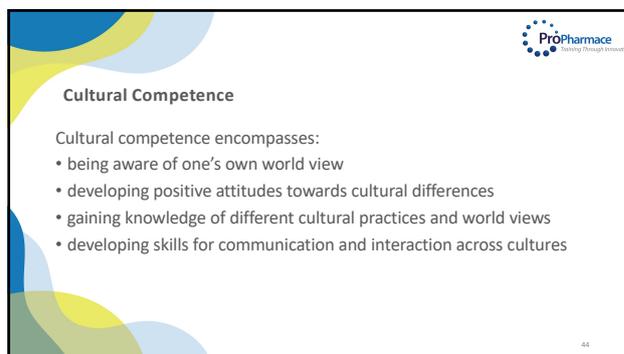
- Trainees are providing direct care to patients
- Patients have the right to culturally and clinically appropriate care
- Increasing ethnic and cultural diversity calls for greater cultural competence.
- Patient safety awareness, is particularly important
- Cultural competence increases access to quality care for all patient populations

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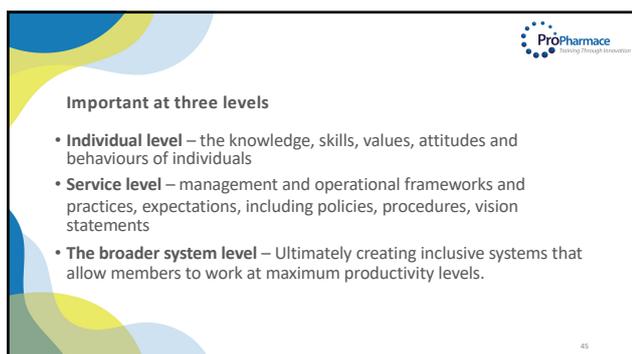
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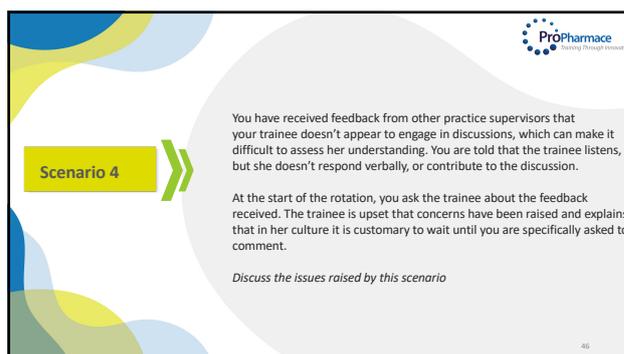
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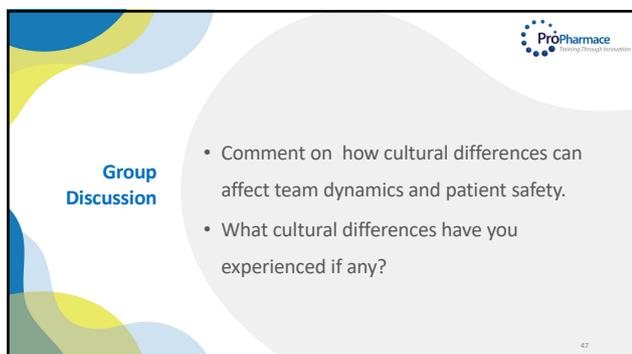
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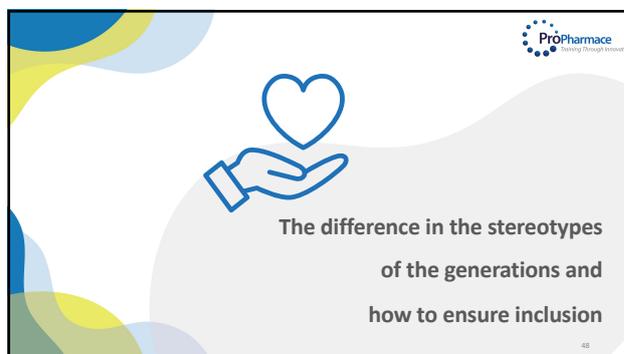
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Module 5: Developing as a Practice Supervisor



What do you think when you see / hear these words?

Apple
fruit or iPhone / iPad?



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What do you think when you see / hear these words?

Sick
ill or something really good?



50



What do you think when you see / hear these words?

Bump
Knocking into something or adding a comment to a thread to move it to the top of the chronology?



51



What do you think when you see / hear these words?

Catfish
A type of fish or a person who sets up a false personal profile on a social networking site for fraudulent or deceptive purposes?



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What do you think when you see / hear these words?

Follow
To walk / travel behind someone or to subscribe to someone's social media feed?



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Developing Resilience in trainees & Educational Programmes

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What is resilience?

“
Resilience is “the ability of systems to mount a robust response to unforeseen, unpredicted, and unexpected demands and to resume or even continue normal operations” (Nemeth et al., 2008).
”

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What is resilience?

- Key to success in complex, poorly bounded, uncertain work settings such as healthcare settings.
- An essential quality for being an effective healthcare professional.
- Particularly important during the current pandemic due to lack of healthcare capacity to cope with the increasing demand

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Group Discussion (Activity 7)

Discuss and document good and bad examples strategies for managing stress in the workplace.

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Resilience Exercise (Salvatore Maddi and Suzanne Kobasa)

1. Describe a key stressful situation
2. Think about how it could be worse
3. Think about how it could be better
4. Make up a story – how worse could go bad
5. Make up a story – how better could go well
6. Plot out what specifically you will do to prevent worse and achieve the better result

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Promote Wellbeing

- Connect
- Be active
- Take notice
- Keep Learning
- Give



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Group Discussion (Activity 8)

How would you build resilience in yourself, your trainees, your educational programmes?

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Module 5: Developing as a Practice Supervisor



Behaviours, attitudes and Beliefs:

Explore your trainee's underlying attitudes and beliefs as they may impact patient care and safety. Also, explore your own underlying attitudes and beliefs as they may have an emotional and cognitive impact on your trainees.



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The Nature of the Work:

Pharmacy-related tasks may evoke feelings including pity, anxiety, compassion. These feelings may lead staff to develop coping mechanisms such as denial and avoidance. Avoidance can in turn lead to unacknowledged emotions and anxiety. A positive level of work involvement may improve wellbeing and efficacy.



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Psychological Safety:

Psychological safety within a team enables effectiveness, learning and innovation.



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Structures and Processes:

People's experience of management processes such as appraisals and performance management can increase their anxiety or improve their performance.



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Desensitisation of Trainees

1. Ensure you perform task-specific rather than global self-assessment;
2. Remember that feedback provides you with the opportunity to learn from your strengths and weaknesses;
3. Connect with your Supervisor as this will ease feedback and removes barriers for self-improvement;
4. Ask for feedback

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Desensitisation of Trainees

5. Take positive feedback wisely, take it further to develop as a proficient professional;
6. Take negative feedback as an opportunity to develop and self-improve;
7. Formulate an action plan on feedback, whether it is positive or negative;
8. Acknowledge the **different generations** and their ideas and values;
9. Be specific but also ask about general feedback;
10. Be ready for different types of feedback, which can be given at different times.

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Module 5: Developing as a Practice Supervisor



Practice Supervisors need to:

- Connect with their trainees.
- Ensure trainees have an in-depth understanding of their emotional and interactional skills.
- Improve trainees' EI.
- Allow trainees to gain self-awareness of their EI's strengths and weaknesses.
- Improve trainees' interactions with patients by adopting a formal approach to assessment.

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- Ensure that trainees are able to cultivate patient interactions that engender trust, empathy, and self-awareness.
- Support trainees to manage emotions, adapt to change, and manipulate stressful environments and situations.
- Ensure trainees are able to receive good and bad feedback positively and effectively

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Any Questions?



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Thank you for joining us!



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