

**A MULTIDISCIPLINARY APPROACH TO CLINICAL SUPERVISION**

# **CHARTER OF BEST PRACTICE**

**In Medicine, Dentistry, and Pharmacy**

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Students of the schools of medicine, dentistry and pharmacy at UCC presented a Charter of best practice for clinical supervision to the INMED annual scientific meeting at UCC in February 2018. Bringing together their collective experience of clinical learning and supervision the students devised a set of responsibilities to inform clinical supervision from three perspectives, i.e. that of the school, the supervisor and the student. The charter is underpinned by a set of principles that are outlined in the pre-ambulatory clauses below.

***This student charter:***

- Supports the centrality of clinical learning in the formation of health professionals
- Recognises the shared responsibility of school, clinical supervisors and students in ensuring the best possible clinical learning experience.
- Places patient safety and comfort above everything in the design and supervision of clinical education.
- Seeks to found clinical education on mutual respect between clinicians (who must focus on delivering high-quality service for patients) and students (who must be prepared to make the most of the opportunities for learning offered to them).
- Recommends that learners are acknowledged, included and protected in clinical workplaces.
- Suggests that the practices and techniques of positive role models, (identified by students) are disseminated for all clinicians to learn from.
- Ensures that clinical education includes exposure to and experience of a maximum variety of clinical specialties and opportunities.
- Welcomes the efforts of clinical supervisors to integrate basic science knowledge into clinical teaching and practice.
- Encourages schools to support clinical supervisors to develop themselves as teachers, supervisors and feedback providers.



### **Operative Clauses:**

#### **1. Responsibilities of the School**

- Encourages the continuous development and improvement of the clinical curriculum for students consistent with international best practice and the stipulations of the professional regulatory bodies.
- Recommends that the clinical curriculum is presented in an accessible and transparent manner to all students and their clinical supervisors including clearly defined objectives and methods of assessment.
- Ensures that all clinical supervisors have access to continuing professional development as clinical teachers, supervisors and assessors as well as a code of good supervisory practice.
- Endeavours to provide equal access for all students to the widest possible range of specialties within their periods of clinical placement.
- Endorses the provision of education in clinical practice management.

#### **2. Responsibilities of the Supervisor**

- Affirms the role of the clinical supervisor in facilitating the learning of students in clinical workplaces whilst ensuring patient safety at all times.
- Encourages clinical supervisors to consciously embrace their positions as role models for students.
- Accepts the importance of developing teaching knowledge and skills through engagement in appropriate faculty development CPD.
- Seeks training where appropriate in the practicalities of business management and entrepreneurship.

#### **3. Responsibilities of the Student**

- Calls upon all clinical students to actively seek opportunities for learning in clinical settings and to look for feedback from clinical supervisors in all clinical disciplines.
- Expects to take personal responsibility for achieving the learning objectives of the clinical curriculum and to identify where learning outcomes have not been achieved or facilitated.
- Encourages students to work within the scope of practice and to recognise the limitations in any clinical setting including diagnosis, treatment and provision of care.
- Embodies professional behaviour and values at all times in clinical workplaces.