



CONTINUING  
EDUCATION  
IN HEALTH

NATIONAL CONTINUING  
EDUCATION PROGRAM  
FOR HEALTH CARE  
SUPERVISORS AND  
PROFESSIONALS



CONSORTIUM NATIONAL  
DE FORMATION EN SANTÉ  
Volet Université d'Ottawa

[cnfs.ca](http://cnfs.ca)

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# CNFS - Who we are

The *Consortium national de formation en santé* (CNFS) is a pan-Canadian group of sixteen universities and colleges that offer French-language education in various health disciplines, as well as regional partners that facilitate access to these training programs across the country. The University of Ottawa is one of sixteen university and college partners that constitute the CNFS.

This exceptional alliance improves access to quality French-language healthcare services tailored to the needs of Francophone minority communities by increasing the number of professionals able to offer these services. In this way, the CNFS contributes significantly to the wellness and development of these communities across the country.

At the University of Ottawa, the CNFS provides members of Francophone minority communities with improved access to health-related study programs. Our contribution translates into an expanded intake capacity in some ten disciplines offered by the Faculties of Health Sciences, Social Sciences and Medicine. As a result, these programs enhance the presence and involvement of Francophone health professionals, who can respond to the health needs of communities in their own language and significantly contribute to their well-being and full development.

## Our mission

The *Consortium national de formation en santé* (CNFS) is composed of postsecondary training institutions that deliver French-language programs in various health-related disciplines.

Our mission is to ensure the implementation of an extended network of French-language postsecondary training and research. This network aims to support training institutions that provide education in the health field. In addition, it assists researchers who seek to strengthen research in the health field, particularly as it pertains to Francophone minority communities.

In compliance with authorities and responsibilities in established sectors, the CNFS relies on complementary networks and partners, such as:

- Health care institutions;
- Professional orders;
- Regional, provincial and national organizations who are engaged in improving French-language services within communities;
- Government agencies in the health sector;
- Complementary training and research networks, particularly those from the province of Québec.

## Our mandate

The CNFS aims to improve access to quality French-language healthcare services for Francophone minority communities. It does so by providing postsecondary training to French-speaking health professionals and supporting health-related research focused on such training and the needs of these communities.



## The CNFS and continuing education

Professionals working in the health sector, within Francophone minority communities, recognize the need to access French language development activities.

The CNFS team at the University of Ottawa has developed various educational activities in French intended for them. They respond to the expressed needs, while expanding the potential of skilled resources for training future professionals.

For continuous learning!

The *Consortium national en santé - Volet Université d'Ottawa* provides in person and online continuous development activities for health care professionals working in Canada.

## English supervision workshops

The Art of Supervising Trainees is a collection of five "basic" and three "advanced" workshops. The workshops are offered online, free of charge. They were first introduced in French, as part of a training and research project led by the *Consortium national de formation en santé - Volet Université d'Ottawa*,

an initiative supported by Health Canada. These workshops are intended for health professionals who wish to perfect their knowledge and improve their skills in supervising students. We believe it is important to make these resources available to supervisors who welcome francophone and bilingual students in their settings across the country. Accordingly, the five basic workshops were translated and are now provided to anglophone supervisors, thereby promoting the delivery of health services in a patient's own language. A workshop of the "advanced" series (Exploring various supervision models) is also partly translated and is available online.

## Contact us

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# ADOPTING WINNING SUPERVISORY STRATEGIES



## Description

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At the end of this workshop, participants will be able to define more clearly what is involved in supervising trainees, as well as functions and roles that are essential to the supervisory process. They will have acquired the knowledge and skills leading them to use strategies and tools that will optimize their trainees' learnings.

## Targeted competency

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The ability to adopt appropriate supervisory strategies in order to foster the trainee's competency development.

## Units

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### Unit 1: It is wise to think about placements!

- What makes a placement so essential?
- SUPER VISION?
- Still, what is a guided practice?
- Developing the trainee's competencies... How is it done?
- Is my supervision effective?

### Unit 2: What are the supervisor's functions?

- What do I need to do before, during and after the placement?
- What does the administrative function involve?
- What does the educational function involve?
- What does the relational or support function involve?

### Unit 3: The underpinning principles of supervision

- Why consider various principles when you supervise a trainee?
- Why this interest for andragogy?
- What are Knowles' andragogical principles?
- Can you identify the andragogical principles?
- Being "teacher-centered" or "centered on the trainee's learning"
- Fostering a trainee's learning position is also ensuring the development of his competencies
- Being involved, to learn more: a concept illustrated by the learning pyramid
- Sound reasoning: essential knowledge that needs ongoing development

### Unit 4: What roles should I play as a supervisor?

- Too much supervision or not enough?
- When should I choose a role over another?
- How can I adjust my role and what are the challenges related to a few cases?

# BUILDING A CLIMATE OF TRUST



## Description

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At the end of this workshop, you will know how to focus on the key factors to establish a climate of trust with your trainee. You will also be able to develop strategies to create an open and welcoming placement environment.

You will recognize the qualities that characterize a good supervisor and their impact on the supervisory process. You will be able to identify the communication skills needed to initiate and maintain a positive relationship between supervisor and trainee, taking into account key differences (cultural, generational, etc.).

## Targeted competency

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Develop strategies to establish a climate of trust with the trainee.

## Units

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### **Unit 1: A relationship of trust**

- What is a relationship trust?
- The importance of a first impressions
- What about orientation?

### **Unit 2: Strategies for developing a relationship of trust**

- Building a healthy relationship: Is it up to the supervisor or the trainee?
- Relational boundaries: a slippery slope!
- What are the risks of overstepping professional boundaries?
- Being a good supervisor: Nature or nurture?
- Traits of the trainee and their impact on the relationship of trust

### **Unit 3: Communication: A pillar of the relationship of trust**

- Communication: A pillar of the relationship trust
- First, let's define communication
- When noise gets in the way of understanding?

### **Unit 4: Establishing relationships that accept differences**

- Age differences: The generation gap
- Personality: A key element of the relationship
- Culture and cultural sensitivity

# ADDRESSING FACTORS THAT IMPACT LEARNING



## Description

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At the end of this workshop, participants will be able to support trainees in their learning process, recognize factors that have an impact on their learning, identify their learning preferences, plan and organize teaching strategies by integrating notions of learning styles, mastering emotions, managing stress and motivation. The workshop will also emphasize the importance for the supervisor to call on the trainee's prior knowledge.



## Targeted competency

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The ability to address factors that impact learning in your professional practice.

## Units

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### Unit 1: Demystifying learning

- What is learning?
- How does learning take place?
- What is Kolb's experiential learning and cycle?
- How to apply Kolb's cycle to supervision, stage by stage?
- What factors impact learning?

### Unit 2: Exploring learning styles

- What is a learning style?
- What is my style?
- Which support strategies promote competency development?
- The VARK model and Dunn & Dunn's model

### Unit 3: Optimizing learning by mobilizing your trainee's inner forces

- Do emotions influence his learnings?
- What is stress?
- Why focus on the trainee's motivation?
- What is perceived self-efficacy (PSE)?
- How to activate your trainee's prior knowledge to anchor new knowledge?

### Unit 4: Taking account of factors that influence learning in simulations

- Three activities to foster the integration of notions acquired during the workshop

# PERFORMANCE ASSESSMENT



## Description

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At the end of this workshop, participants will know how to implement a performance assessment process, by following five key steps. They will plan the assessment, collect information on their trainees' performance, interpret this information, and communicate their appreciation to their trainees in order to choose which actions need to be taken to foster their learnings during and after the placement.

## Targeted competency

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The ability to assess a trainee's performance in a constructive, consistent, fair and honest way.

## Units

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### Unit 1: The ABCs of performance assessment

- What is performance assessment?
- Performance assessment: *"What For?"*
- Two types of assessments
- A dreaded but mandatory activity!
- The five steps of assessment

### Unit 2: Planning a trainee's assessment

- Introduction to planning
- Why is it important to be well prepared?
- Establishing a pedagogical alliance
- Establishing a trusting relationship with your trainee
- Clarifying expectations and determining objectives
- Discussing the learning contract
- Mutually understanding what needs to be assessed
- What about assessment documents?

### Unit 3: Collecting information: what and how?

- Introduction to collecting information
- Multiple sources and moments
- Collecting information on the three levels of knowledge
- Facts and only facts!
- Tools for collecting information
- Is the supervisor the only one to assess his trainee?

### Unit 4: Interpreting the information

- Introduction to interpreting information
- Interpreting with the purpose of making a judgement
- Being objective: a challenge in itself!
- Being aware of our own cognitive biases
- Ethics in assessment, it's fairer!

### Unit 5: Communicating your appreciation to the trainee: the principles of effective feedback

- Introduction to performance appreciation
- Feedback
- Challenges... and several benefits!
- It's all about perception!
- Formulate your feedback strategically
- Is there an appropriate moment to give feedback?
- A few tips for articulating feedback strategically
- Giving feedback in a problem situation

### Unit 6: Decision-making: a key step in the assessment process

- Introduction to decision-making
- Decision-making based on formative and summative assessments
- The challenges of decision-making when assessing a problem trainee

# MANAGING CONFLICT



## Description

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At the end of this workshop, you will know how to recognize situations that could lead to conflict. With a better understanding of conflict dynamics, you will be able to respond proactively to triggers and implement more effective strategies for resolution.

## Targeted competency

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Use a variety of effective intervention strategies to constructively manage conflict situations in your role as a supervisor.

## Units

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### Unit 1: At the heart of conflict

- Is conflict avoidable when supervising?
- What is a conflict?
- Is learning to manage conflicts really important?
- Two possible outcomes of conflict
- What are the consequences of conflicts?
- Conflict or opportunity?

### Unit 2: Why does a conflict arise and escalate?

- Finding the causes: The starting point
- Learning to recognize the different causes of conflict
- Individual causes: Can we act on these?
- Interpersonal causes: a different vision?  
Organizational causes: Is the workplace responsible?

### Unit 3: The dynamics of conflict

- A first step toward conflict resolution
- Understanding the dynamics of conflict
- Exploring the parties' positions and interests to better intervene
- Analyzing the components of a conflict
- Distinguishing facts from judgements
- Recognizing behaviours to avoid manipulation
- Consider the dynamics of the conflict's evolution

### Unit 4: Are you using the right conflict resolution style?

- One more step toward conflict resolution
- Should we reach a compromise or consensus?
- What is my preferred conflict-resolution style?
- What are the different conflict-resolution styles?

### Unit 5: Communication tools in conflict resolution

- A crucial phrase in resolving conflicts
- Individual strategies
- Interpersonal strategies  
Organizational strategies

# EXPLORING VARIOUS SUPERVISION MODELS



## Description

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At the end of this workshop, the participant will have learned about various models of supervision of trainees. He will be able to identify the advantages and disadvantages, as well as to name organizational and managerial strategies specific to each model. Finally, he will be able to determine which one will best suit his clinical situation.

## Targeted competency

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Explore the various non-traditional supervision models and their relevance for your professional practice and workplace.

## Units

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### **Unit 1: Introduction to the various supervision models**

- Unit 1.1 A first look at non-traditional supervision models
- Unit 1.2 What is considered non-traditional?

### **Unit 2: The shared supervision model**

- Unit 2.1 Presentation of the co-supervision model
- Unit 2.2 How to establish effective co-supervision
- Unit 2.3 Benefits and challenges of the co-supervision model
- Unit 2.4 Sharing supervision remotely
- Unit 2.5 Collaborative supervision

### **Unit 3: The triad model**

- Unit 3.1 Presentation of the triad model
- Unit 3.2 How to establish an effective triadic relationship
- Unit 3.3 Benefits that outweigh the challenges

### **Unit 4: The group supervision model**

- Unit 4.1 Group supervision at a glance
- Unit 4.2 How to establish effective group supervision
- Unit 4.3 Managing group dynamics



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