Supervision: Who, How and Why

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Objectives

- Understand various types of supervision
- Review development of a supervision plan
- Describe ways to demonstrate and document competency

What is supervision?

- The act or function of supervising
  - Supervise: To oversee (a process, work, workers, etc.) during execution or performance; superintend; have the oversight and direction of.

CMS Definitions of supervision

- Personal – The supervisor is present in the room when the service is being performed
- Direct – The supervisor is "immediately available" or "physically present, interruptible and able to furnish assistance and direction throughout the performance of the procedure
- General – a service is furnished under the overall direction and control of the supervisor, but his or her physical presence is not required during the performance of the procedure

ACGME Definitions of Supervision

- Direct – the supervising physician is physically present with the resident and the patient
- Indirect –
  - Immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide direct supervision
  - Available – not physically present on site, but immediately available by means of telephonic and/or electronic modalities, and is available to provide direct supervision
- Oversight – the supervising physician is available to review procedures and encounters and to offer feedback after care is delivered

Who is supervised?

- Direct reports, peers, other professionals
  - Medical physicist in training
  - Qualified Medical Physicists
  - Medical Physicist Assistants
  - Clinical staff
  - Clerical staff

What impact, if any, do these definitions have on medical physicists?

- State or local regulations may require supervision for medical physics activities performed by non-QMPs
- Billing for professional services may entail an implied or explicit requirement that services are provided by a QMP

What impact, if any, do these definitions have on medical physicists?

- If a QMP delegates work to a non-QMP (trainee or medical physicist assistant), the QMP is still responsible for the work of the supervised individual

How does supervision work in a clinical medical physics environment?

- In Texas, there's guidance for supervision of medical physicists in the board certification process that are licensed as *Temporary Medical Physicists.*
- https://www.dshs.state.tx.us/ mp_guidance.shtm

Supervision relationship in Texas

- Supervisor assumes professional responsibility for the work done by the trainee
- Supervisor teaches the trainee in regular, high quality interactions
- There's a general progression of supervision (As the trainee gains more experience, the level of supervision is adjusted)
- The supervisor "signs" all work by the trainee

Supervision Plan

- Recommended as a written document describing the tasks delegated and the required supervision level for each task
  - Competency – demonstrated ability to perform the medical physics-related task or function independently
  - Formal work product – deliverable or outcome that must be produced as part of the clinical work to complete a project and achieve its objectives
  - Cosign or Cosignature – a second signature or the formal process of finalizing of a formal work product by a supervisor

Why should competency be evaluated?

- Regulatory or compliance
- Validating safety procedures
- Needed for new equipment or procedures
- Verifying that training was effective

Competency Evaluation according to TJC

Competency assessment
Q. What is required to complete a competency assessment?

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A. The competency assessment can be accomplished through a variety of methods including the assessment of information from current and previous employers, collecting peer feedback, verifying certification and licensure, reviewing test results with a written or oral competency, and observation of skills. The assessment must be thorough and focus on the particular competency needs for the clinical staff's assignment. Use of a self-assessment, such as a skills checklist, as the sole assessment method does not constitute a competency assessment.

Competency assessment and performance evaluation
Q. Are competency assessments and performance evaluations the same or two different requirements?

Current | March 06, 2009

A. Although competency assessments and performance evaluations are two different requirements, they are interrelated. The competency assessment looks at whether the clinical staff has the skills to perform the assigned job duties. Competency must be assessed by staff who understands the skills and knowledge required by the job responsibilities. The performance evaluation looks at how well the clinical staff performs the assigned job responsibilities. This may also include any employee related functions such as communication and cooperation with the staffing office.

http://www.jointcommission.org/standards_information/
jcfaqdetails.aspx?StandardsFaqId=32&ProgramId=47

Competency – where to begin?

- As a supervisor, you need the following knowledge:
  - Technical
    - Medical physicists have a lot of technical knowledge with respect to medical physics
    - Also need management fundamentals
  - Operational
    - How do things work in your facility
  - Political
    - Needed to influence effectively in the political environment that exists in all organizations

Competency – where to begin?

- Establish trust
  - Supervisees must feel safe and know that the supervisor has their best interest
  - Tell the truth
  - Follow through
  - Explain how and why you do things
- Instead of lecturing, coach. Ask good questions.
  - "What do you think about...?"
  - "Have you thought of…?"
  - "Would you consider…?"
- Really listen to them

How do you establish and monitor competency?

- 1) Identify competencies and who needs what
  - Could be technical and behavioral (critical thinking, core values, soft skills)
  - Should cover at minimum, items in the job description
- 2) Choose a verification method for each competency
  - Direct observation/demonstration, self directed, proof of prior experience, case studies, self assessment, evidence of daily work, presentation or verbal demonstration of knowledge
- 3) Ensure consistency in competency demonstration
- 4) Decide how competency will be scored
  - Pass/Fail or scale with multiple levels
- 5) Determine how will the results be used and shared
  - How will unsatisfactory assessments be managed?
  - Tied to compensation?

The Supervisor/Supervisee Relationship

- Supervisor
  - Determines what competencies need to be documented
  - Ensures the environment promotes timely competency assessment and ongoing growth and development
  - Provides education as needed
  - Monitors supervisee progress, ensures appropriate documentation
- Supervisee
  - Complete competencies on time
  - Have a contributing role to developing competencies and evaluating the process

Competency checklists - technical

- A form or log with various technical skills listed
- Dates and results are documented
  - Actions:
    - Observed in practice
    - Demonstrated/Simulated practice
    - Test/Self Study
    - Verbalized Understanding
  - Ratings:
    - Satisfactory
    - Unsatisfactory
- Simple documentation that can cover many technical competencies

How do you establish and monitor competency?

- Policies and procedures
  - Documentation of how a task is to be performed
  - Established expectation
  - Policies include overall scope, frequency, and outcomes
  - Procedures are detailed instructions
  - Reviewed on a regular basis by supervisors and supervisees, updated as needed – generally annually

Credentialing

- A process where competency is established for independent performance of a task per established policies and procedures
- Typically includes documented training and attestation by the supervisor that they have witnessed the supervisee perform the task appropriately

Ongoing credentialing

- Documented competency, usually on an annual basis, by review of work, observed performance, testing, etc.

Managing Expectations

- Set clear expectations, rewards and consequences
- Your common sense may not be their common sense
- It's important to communicate how their work fits into the big picture and what matters
- Specify timelines
- Let supervisees know how performance will be evaluated and what they need to do to get a positive evaluation

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How do you confirm that expectations are understood?

- Encourage questions
- After communicating something, ask them to explain it back to you
- When a project is established with a timeline, check in occasionally
- Explain the "why" of the expectations

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Ensuring Success

- Do staff have the necessary tools, training, and time?
- Give regular feedback
- Make yourself available

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Summary

- Supervision is important for ensuring safe practices and demonstrating compliance with regulatory and accreditation standards
- The process should include input from supervisors and supervisees and be conducted in a trusting and safe environment
- Formal demonstration of competency is essential for new procedures or supervisees and must be monitored on an ongoing basis – competency is fluid

Questions?