



Best practices in teaching supervision

Did you know...

Each step of the clinical reasoning requires its specific remediation strategy?⁴

by Participants of the Internal community of practices on teaching supervision
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**The following table is an adaptation from the training material and publications of Audétat and colleagues⁴⁻⁶ (authorized by the author) with a few additions from our Internal community of practice.⁷*

Sources of problem	Questions to ask the stagiaire	Remediation strategies to put into place by the supervisor
Hypotheses generation and directing of data gathering	1. Difficulties in generating hypotheses, identifying clues and directing data gathering <i>Difficulties in identifying cues for hypotheses generation, in defining hypotheses to guide the reasoning or in structuring data collection.</i> <ul style="list-style-type: none"> • What are the key elements for this situation? • At the beginning, when the patient mentioned this symptom, what associations did you make? • When the patient tells you X, Y or Z, what should you be thinking about? 	<ul style="list-style-type: none"> • Explain the clinical reasoning process • Verbalize your clinical reasoning • Build exercises to develop initial hypotheses generation or identification of key features: e.g. case studies, previous evaluations without hypotheses⁷ • Invite the stagiaire to intervene at different moment in the initial interviewing process⁷ • Ask for initial interview plan in writing⁷
	2. Premature closing <i>Rapid focus on one hypothesis or fixation on one feature leading to superficial or limited interviewing.</i> <ul style="list-style-type: none"> • Please walk me through how you came to develop this hypothesis. • Apart from your main diagnostic hypothesis, what could be other possible diagnosis? • Why do you think you may have missed it? • What clues did you use to confirm or exclude other potential diagnoses? 	<ul style="list-style-type: none"> • Systematically ask the stagiaire for differential diagnoses • Ask for justification of the most and least (more severe) probable diagnoses • Support the stagiaire’s reflection on his/her reasoning behind the rejection of certain hypotheses • Ask the stagiaire to read on various diagnoses and discuss them with him/her
Refinement of hypotheses and hypotheses testing	3. Difficulties in prioritizing <i>Inadequate prioritization of patient’s problems or in the identification of relevant information when the patient presents multiple complaints.</i> <ul style="list-style-type: none"> • What made you think this problem was more important? • What lead you to ask for more details about this feature? • Explain in your words what the patient wanted, the situation and the steps of your clinical reasoning. 	<ul style="list-style-type: none"> • Discuss with the stagiaire why you think this problem is more important and how to weight different features • Ask the stagiaire to consider alternatives • Ask the stagiaire to reflect on each factor and impact, and to share it with you • Ask the stagiaire to summarise the patient’s narrative • Support the stagiaires, resolve the situation and explain afterwards

4. Difficulties in painting an overall picture of the clinical situation

Difficulties in connecting various information and integrating patient's perspective or larger context.

- Please summarize the situation in 2-3 sentences.
- What associations can you make between complaints or problems?
- If we think back and take into account the patient's history and follow-ups, how can we explain today's situation?
- Before starting with a complex case, ask the stagiaire to read the chart, summarize it to you and think about it in a continuous manner
- Ask the stagiaire to reflect on different aspects of the clinical situation: patient's personality, life context, values, etc. and their impact on the problem at hand
- Ask the stagiaire to create a figure or conceptual map of the clinical situation and discuss it with him/her

**A case summary can be clear enough to mislead the supervisor.*

5. Difficulties in elaborating a management plan

Inadequate management plan due to limits in integration and synthesis process leading to inadequate interventions.

- How did you come to this intervention plan: elements that were taken into account, what was retained and their impact on hypotheses generation or orientations for the treatment plan?
- What if the problem evolves, what have you planned?
- Explicitly explain to the stagiaire what information was retained in favour of the intervention plan
- Support the stagiaire in taking position and making decisions by providing potential results of the investigation or evolution of the problem to lead to a more integrated and comprehensive intervention plan
- Discuss with the stagiaire how certain recommendations are applied or adapted to the particularity of the patient
- Ask the stagiaire to do a comparative reading, highlighting pros and cons for each investigation and treatment options

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METHOD

Minutes from the Internal community of practices on teaching supervision and review of French and English scientific literature published between 2012-2017, and other key references.

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