

CLER Pathway 4: Supervision

The ACGME Interpretation of Supervision

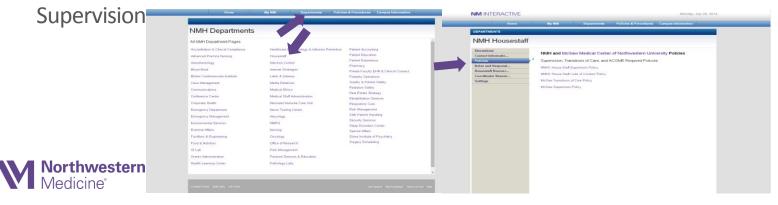
"Supervision in the setting of graduate medical education has the goals of assuring the provision of safe and effective care to the individual patient; assuring each resident's development of the skills, knowledge, and attitudes required to enter the unsupervised practice of medicine; and establishing a foundation for continued professional growth."

-ACGME Core Program Requirements: ACGME approved focused revision: June 9, 2013; effective: July 1, 2013



Education on Supervision

- What training do you receive on the expectation of how faculty will act as your supervisor(s)?
 - "Boot Camp"
 - Surgical Team Training
 - Simulation Training
- To consider:
 - Trainees: How are you taught what your supervisory status will be as you progress throughout your training?
 - Faculty: How do you deem what actions are appropriate under your direct versus indirect supervision?
- House Staff Policies: Roles and Responsibilities, McGaw Supervision, NMHC



Perception

Do you feel adequately supervised? Are you comfortable asking questions?

- Service Matters Orientation: It's Okay to say "I don't know"
- Surgical Team Training "CUeS"
 - Applies to ALL specialties:
 - "I'm Concerned"
 - "I'm Uncomfortable"
 - "This is a **S**afety issue"
 - Talk confidentially to Risk Management, 6-RISK



• Northwestern Medicine prides itself in having a *no blame culture*



What about my other colleagues?

Nurses, technicians, etc.

- What if another clinician has questions about a trainee's ability and graded responsibilities?
 - Roles and responsibilities for each core program are posted for all to reference on NMI
 - representatives
- Supervising attending always gives final approval for records and orders

DEPARTMENTS
NMH Housesta
Discussions Contect Information Policies Note and Respond Hensental Resourc Coordinator Resourc Settings

