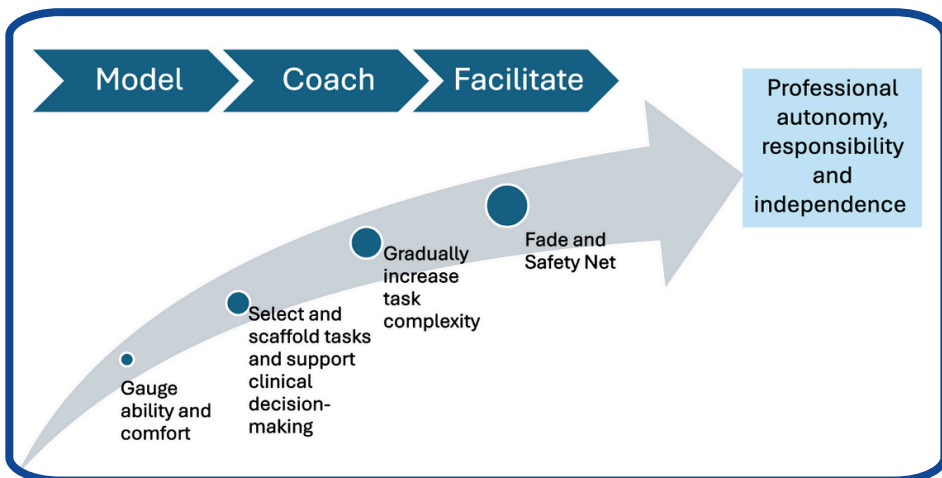


# STRIKING THE SUPERVISION AUTONOMY BALANCE



**DALHOUSIE**  
UNIVERSITY

College of Pharmacy



Kennie-Kaulbach N et al. How Preceptors Support Pharmacy Learner Professional Identity Formation. *Am J Pharm Educ.* 2024;88(9):100740. doi:10.1016/j.ajpe.2024.100740

## COGNITIVE APPRENTICESHIP MODEL

This evidence-based learning model, designed for health care disciplines, builds on the traditional apprenticeship approach by making the processes behind complex clinical decision-making explicit. It emphasizes the learner's progression through appropriately sequenced tasks and prioritizes understanding the reasoning process over simply achieving correct outcomes.

Williams CR et al. The cognitive apprenticeship model as a framework for desired precepting qualities to inform preceptor development. *Curr Pharm Teach Learn.* 2024 Jan;16(1):5-16. doi: 10.1016/j.cptl.2023.12.001.

### Precepting Strategies

- Precepting roles
- Scaffolding
- Sequencing
- Articulation
- Reflection

**Sequencing:** Purposefully arrange tasks from simple to complex such that more and more of the skills and concepts necessary for expert performance are required

**Scaffolding:** Supports provided to the learner to perform the skills or task that fade over time as the learner gains confidence

**Articulation:** Learners share their thought processes (i.e., make thinking visible) for example, related to how to perform a task and explaining clinical decision making, so that it can be examined, refined and improved

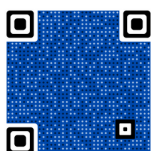
**Reflection:** Learners think about their actions in comparison with others and their own model of expertise

Stage	Preceptors Actions	Learners Actions
Modelling	Demonstrates note writing while thinking aloud	Observe and ask clarifying questions
Coaching and Scaffolding	Provides a sample note template Review sample notes together Use checklist, sentence starters and example notes Ask learning to document specific aspects of note (e.g. S, O, then AP) Provide specific feedback	Writes notes using templates and tools and revise based on feedback
Coaching and Articulation	Have learner articulate the most important information in the note that justifies the DTP and decision	Shares thought process and areas of uncertainty with preceptor
Facilitating	Reviews note, guides reasoning and language refinement	Writes entire notes with preceptor feedback
Fading and Reflection	Reduce prompts and give feedback only as needed	Performs skill more independently; able to self-assess areas of improvement

## EXAMPLE PROGRESSION FOR CLINICAL DOCUMENTATION

## EXAMPLE PROGRESSION FOR PATIENT CARE WORK UP

### THE PRECEPTOR'S COMPASS PODCAST



Stage	Preceptors Actions	Learners Actions
Modelling	Conducts a patient care work up aloud (e.g.,) <ul style="list-style-type: none"> <li>Where to find the best sources of information in the chart</li> <li>Identify what is relevant vs. irrelevant information</li> <li>Process for interpreting and assessing information to identify DTPs</li> </ul>	Observe and ask clarifying questions
Coaching and Scaffolding	Provides a workup template Provides checklists for identifying DTPs (I, E,S,C) Breaks down the workup and assigns components Observes learner completing workup Provide specific feedback on reasoning steps in patient care process, not just outcomes	Completes work on one primary problem and discusses with preceptor
Coaching and Articulation	Share (i.e., think aloud) patient care and clinical decision-making process (e.g. SNAPPS approach to guide)	Shares thoughts, approach and areas of uncertainty with preceptor
Facilitating and Reflection	Observes or reviews workups to provide safety and appropriateness check (safety net) Have learner articulate a summary of their process and reflect on their work	Completes full work up with more complex patients and reflects on areas of improvement
Fading	Learner assigned appropriate workups to complete more independently and gives feedback only as needed	Performs skill more independently; able to self-assess areas of improvement