

Which support strategies promote competency development?

Support strategies, also called pedagogical strategies, are sets of methods which promote discovery and learning (Sloan, 2007; Raynal & Rieunier, 2014). They are structured and aim to help the trainee achieve his learning objectives (Raynal & Rieunier, 2014).

Following are a few support strategies that you may choose to use with your trainees.

Strategies and tools	Description
Supervisor Notebook	Tool used to document key information regarding: <ul style="list-style-type: none"> • Supervisory meetings with trainees (clinical cases discussed, date and time of meetings, conclusions, planned follow-up, etc.) • Learning activities accomplished by the trainee (e.g. observations, summary of comments in terms of execution of the intervention, strengths, aspects that need improvement, etc.)
Learning Contract	Placement guide or contract, written jointly with the trainee, laying out elements related to placement objectives and supervisory processes (Boutet & Rousseau, 2002). It may contain various information, among which placement objectives (academic, personal and professional), the placement process, feedback and evaluation methods.
Demonstration	Presentation where the supervisor performs the same intervention as in a real-life situation, to show the sequence and actions to be performed by the trainee during a clinical intervention (Chamberland, Lavoie & Marquis, 2003). The presentation may be replaced by a video demonstration.
Oral Questions	Questions that may be asked in various ways, in the form of open questions, brainstorming ideas, explanations of the trainee's reflection (Tardif, 2016).
Concept Map	Graphic representation of a concept or situation. It simplifies prioritizing elements and creating links between the important ones. The map can be drawn by hand or through software.
Observation Grid for supervisors	Grid that sets out the trainee's behaviours to be observed during a clinical intervention.
Observation Grid – Clinical Reasoning	Grid listing the trainee's clinical reasoning skills to be observed during a clinical intervention.
Assessment Grid of Clinical Documentation	Various information to be documented in a client's clinical file, as well as a list of characteristics, standards and specific rules related to clinical record-keeping.
Knowledge Inventory	Self-assessment tool on the knowledge level for various aspects related to the clinical setting (clientele, mission, protocol, etc.).

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Role Play	Activity in which the trainee plays a role in a “hypothetical” situation, so he can feel what his character is going through in a similar situation (Chamberland <i>et al.</i> , 2003).
Logbook	Trainee’s work tool or support document in which he notes his actual placement experiences and his thoughts on them, as well as critical incidents or significant events that occur throughout the placement (Boutin & Camaraire, 2001).
ABCDE Objectives	Method for writing learning objectives.
SMART Objectives	Method for writing learning objectives.
Relaxation	Therapeutic relaxation technique consisting of eliminating stressing and uncomfortable thoughts and releasing tension (Rymen, as quoted by Payne, 2005).
Videoscopy	Video recording of the trainee during a clinical intervention.
Visualization (Mental imagery)	Self-directed technique consisting of imagining and mentally manipulating images depicting a desired situation (Kottley & Chen, 2008).