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Is there a shared content and structure in multiprofessional supervision training?

The aim of this syllabus analysis is to gain a deeper understanding of the content and structure of supervision, from a supervisor perspective, and if a shared core and structure among different professions exists in practical supervision training. Our study centers the following question: Does a common content and structure/teaching methods among different professions exist in supervision training courses? If so, what are the characteristic features of this content and structure in supervision training courses? In focus is practical supervision training, ie organized supervision, offered to qualified professionals, such as medical doctors supervising doctors and dentists receiving specialized clinical training, police officers tutoring and assessing police cadets and teacher educators preparing working teachers to become internship supervisors sometimes called cooperating teachers.

Method: our empirical study is built on 15 local syllabuses which were reviewed. According to Bowen (2009), a content analysis is a process of organising information into categories related to central research questions. This process involves identifying and recognizing pertinent information. The analysis involves four stages; decontextualisation, recontextualisation, categorization and compilation.

Conclusions: based on the preliminary results of our study, the content of the five professions' supervision training, revealed several similarities. Thus, all training programs, in different forms, include: supervision theories and practical training; learning and teaching theories; communication and feedback training; ethics and methods for assessment. As for the structure of the supervision training courses, i.e. how they are organized and what teaching methods are used: lectures; different forms of seminars, practical training and discussions are frequent. Some courses are problem-based, include homework or role play.

To sum up, the content and structure of the syllabuses included in our study manifest a common pattern.