

Factors Influencing Supervisor-Supervisee Trust Relationship in Workplace-Based Assessments

Dr. Saima Anwar, Consultant Gynaecologist, Family Hospital, Rawalpindi, **Dr. Tallat Farkhanda** (Dean, Obs & Gynae, Holy Family Hospital, Rawalpindi)

INTRODUCTION

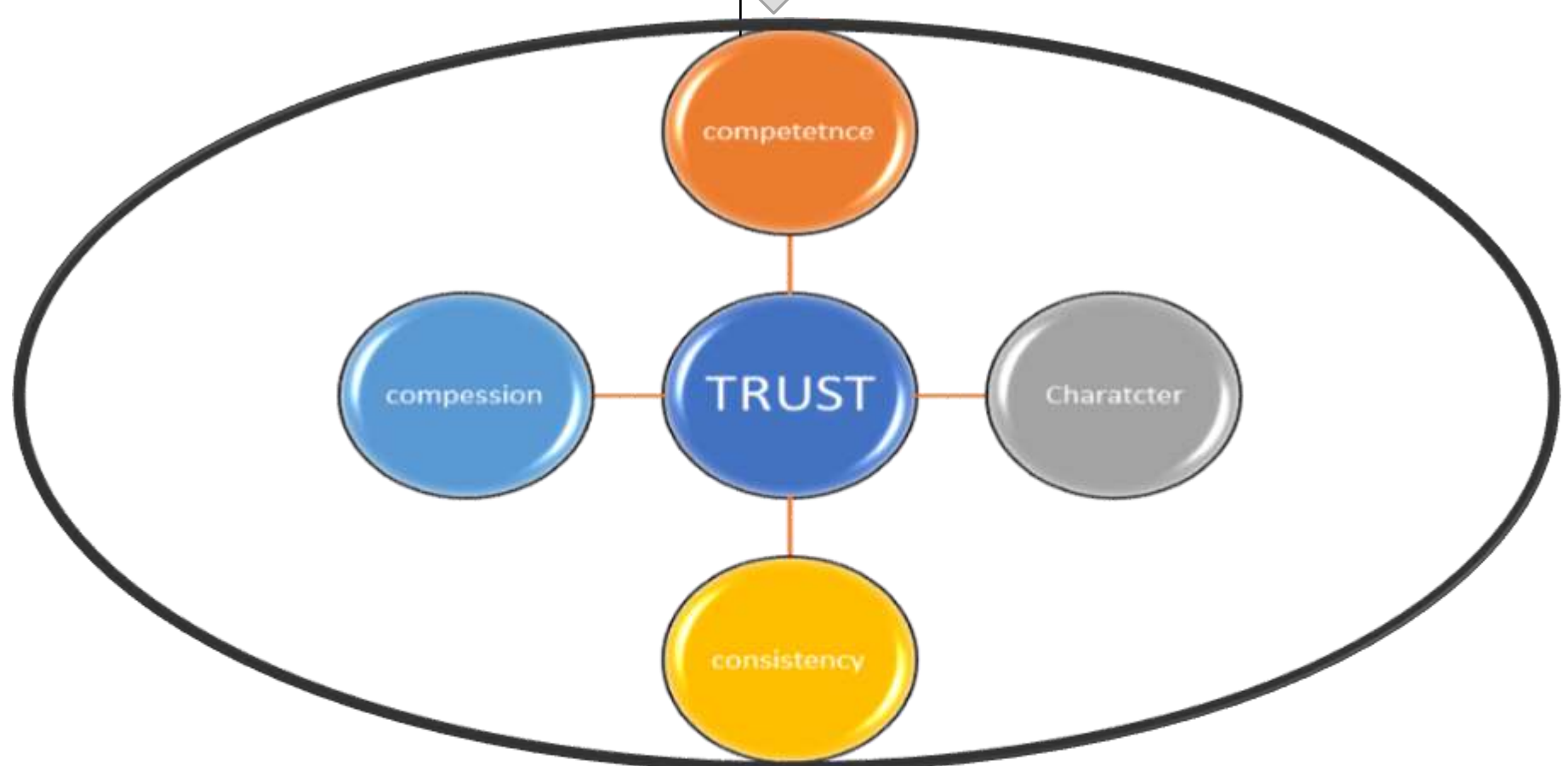
Workplace-Based Assessment (WBA) is essential for medical training programs. The effectiveness of WBA depends on how supervisors and learners utilise the assessments. Studies suggest that variable behaviours during performance assessment may reflect the beliefs and perspectives of assessors and learners towards WBA. Many supervisees still perceive WBA as high-stakes, resulting in tokenistic participation and staged versions of their performance instead of showing their authentic work to create a positive impression. However, this approach can compromise the learning process.

The level of trust a person has in someone else is influenced by various personal factors. In the case of supervisor and supervisee, trust plays a crucial role in learning and development. However, the factors involved in developing trust between supervisor and supervisee are poorly understood. There is little information available about how the development of trust processes of both supervisor and supervisee may influence each other. Therefore, gaining insight into the development of the mutual trust relationship between supervisors and supervisees in a workplace-based assessment is crucial.

WHAT IS TRUST ?

" Trust can be defined as a multidimensional concept encompassing the belief, confidence, and The reliance that gynae & obs supervisees place in their supervisors during workplace-based assessments.

Elements of Trust



Workplace-based assessment

WBA is a key method in medical education for evaluating clinical skills

It relies on real-world performance and continuous feedback from supervisors to trainees.

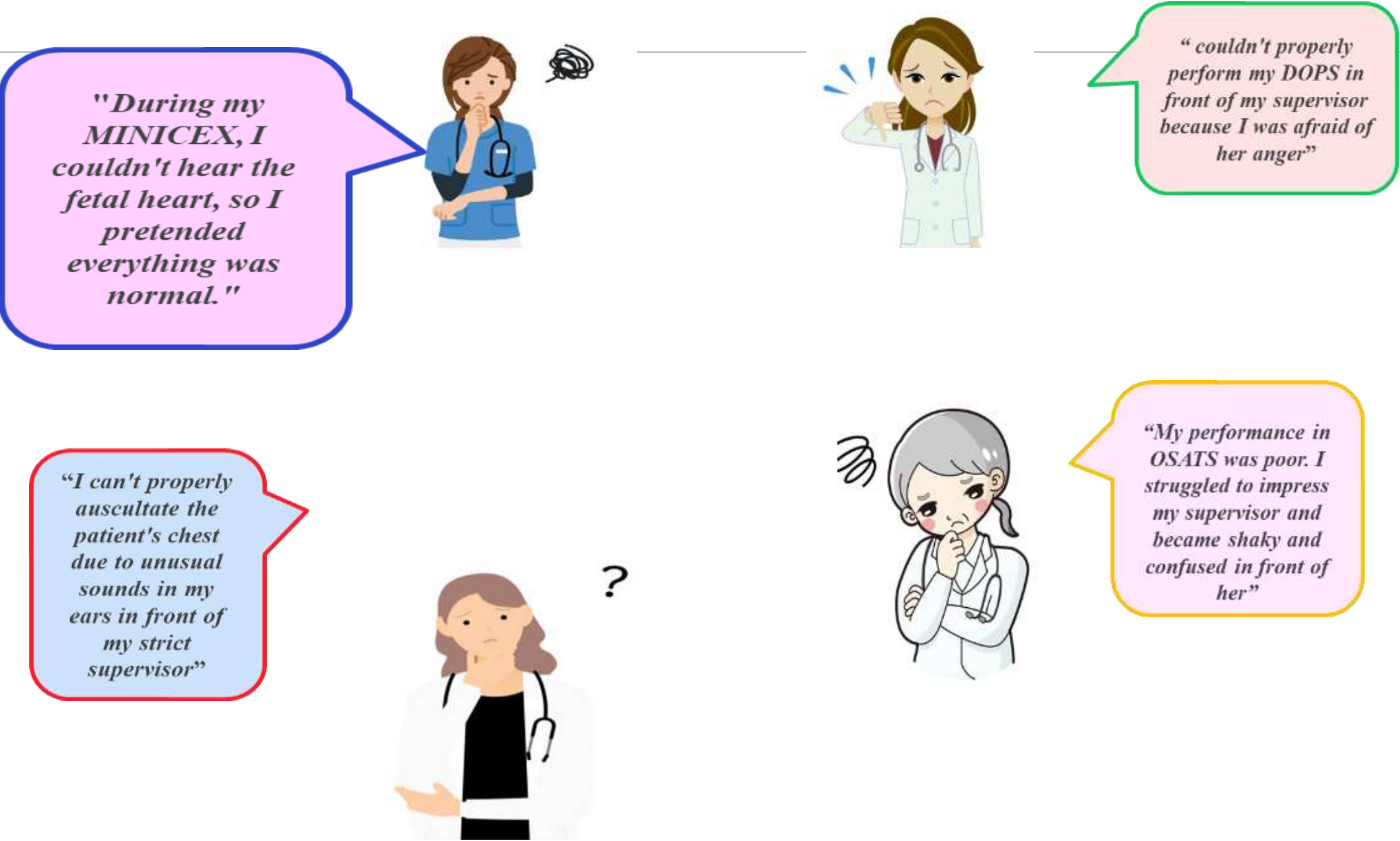
To enhance competence and professional development in healthcare settings.

Trust between supervisors and trainees is fundamental for the effectiveness of WBA.

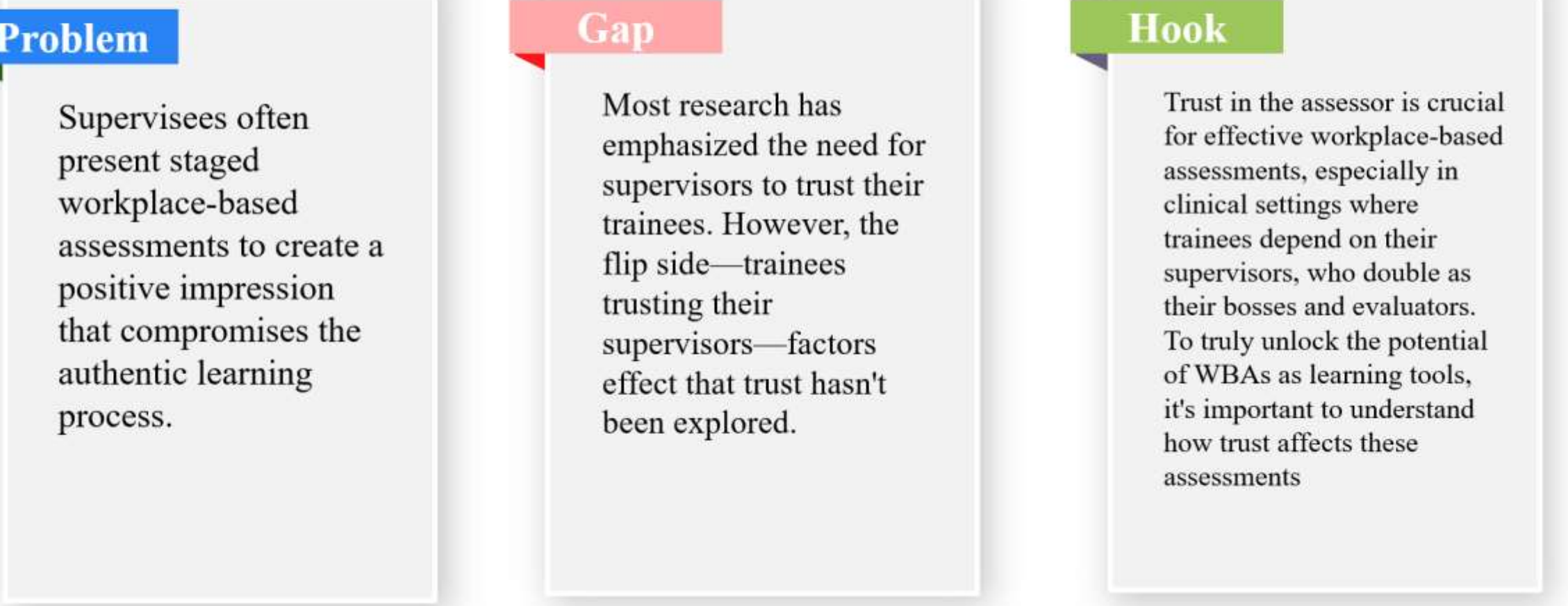
Lack of trust can hinder honest communication and limit growth.

Trust influences feedback quality and learning opportunities

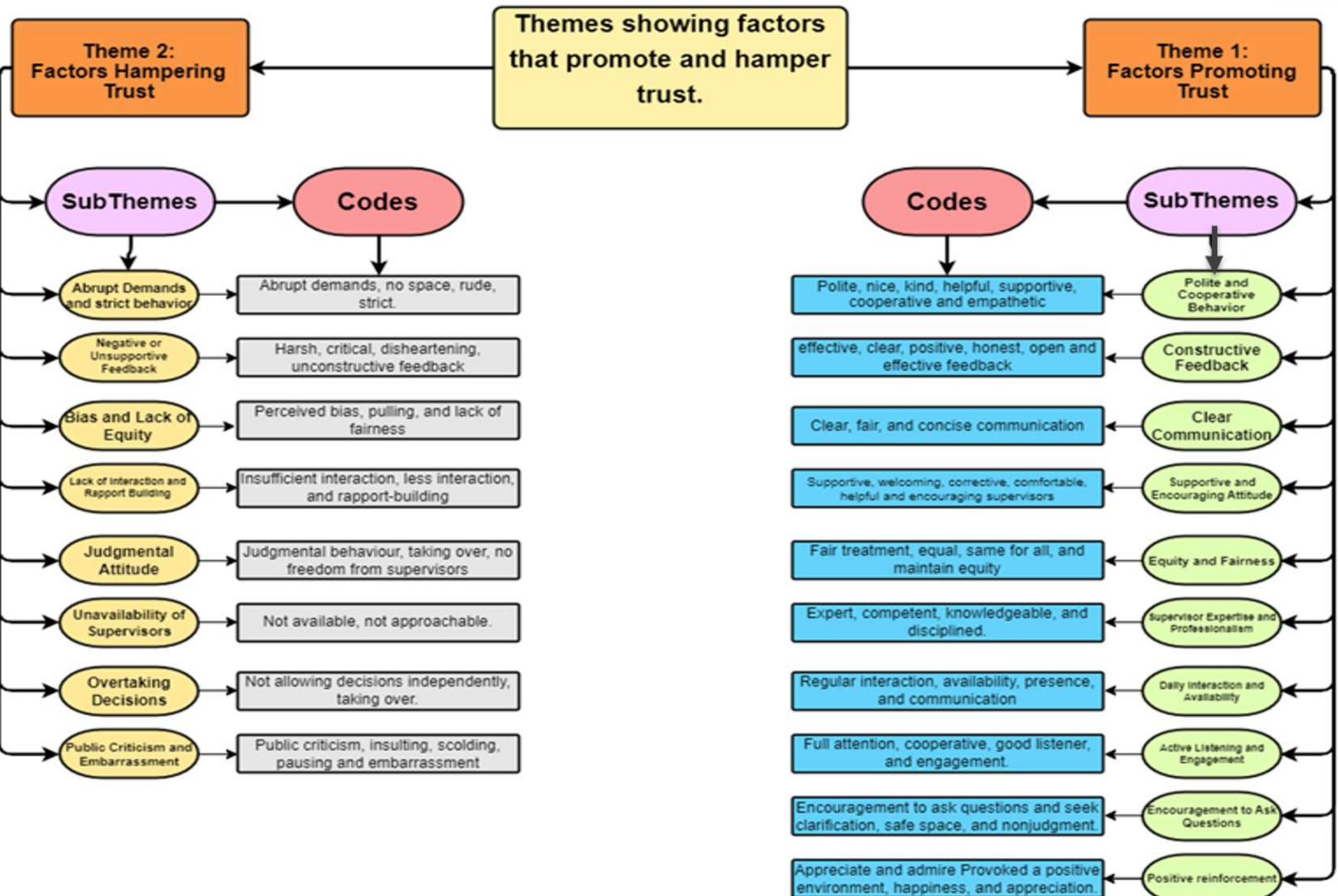
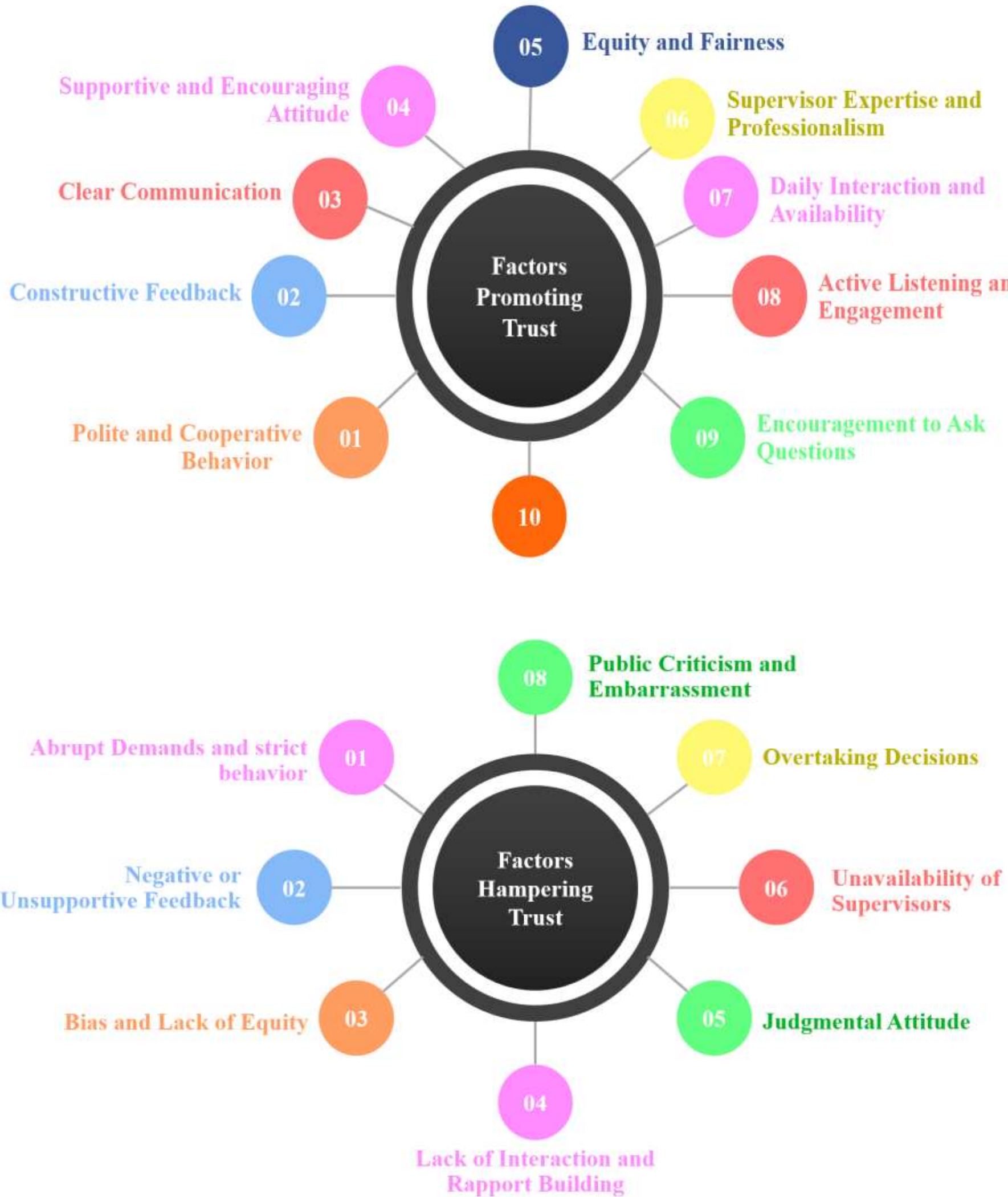
COMMON PROBLEMS FOR SUPERVISEES DURING WORKPLACE-BASED ASSESSMENT



Rationale



RESULTS



FUTURE IMPLICATIONS IN MEDICAL EDUCATION



Recommendations

Supervisor Training:
Introduce training programs for supervisors to enhance their communication, feedback-giving, and trust-building skills.
Focus on empathy and non-judgmental feedback

Structured Feedback:
Implement structured feedback systems that encourage constructive and supportive feedback, making it a central component of WBAs.

Regular Interaction:
Encourage regular and meaningful interaction between supervisors and supervisees to maintain a strong trust bond.

Future Directions

Expand the Study:
Future research should include more institutions and a larger, more diverse sample of participants to enhance generalizability

Supervisors' Perspectives:
Include supervisors' perspectives in future research to explore how they perceive trust in WBAs and what actions they believe build or erode it.

Implications in Health Professions Education (HPE)

Institutional Policies: HPE programs should incorporate trust-building strategies into their assessment frameworks to create supportive learning environments that foster open communication and authentic performance

Take Home Message

The Role of Trust
Trust is not merely an abstract concept but a concrete element that directly impacts the effectiveness of WBAs

The Importance of Constructive Feedback
Giving and receiving constructive feedback is a skill that, when used effectively, can strengthen the trust relationship.

Building Trust Takes Time
Trust must be earned over time through consistent, honest communication and empathetic engagement.

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