

# Clinical Supervision

## NZNO Library Resource List



The NZNO library has prepared a list of resources that provide information on supervision in the health sector. This list offers a selection of books and journal articles that can be provided by the NZNO library or accessed via the internet.

### Books

**1/ Beddoe, L. & Davys, A. (2016). Challenges in professional supervision: Current themes and models for practice**

Draws on the latest research and theory to explore issues, trends and developments in supervision work. Examines supervision across a broad range of settings, including health, social work and counselling. Divided into two sections, the first describes the contemporary themes in professional supervision and the second the models and skills being employed to deliver it.

**2/ Gopee, N. (2015). *Mentoring and supervision in healthcare*. London: Sage Publications**

Introduces the theories, evidence and research that define mentoring, learning and student assessment in healthcare today, combining an evidence-based approach that supports critical analysis with a focus on how to do mentoring in everyday practice.

**3/ Lynch, L., Hancox, K., Happell, B., & Parker, J. (2008). *Clinical supervision for nurses*. Oxford: Blackwell Science**

Clinical supervision for nurses discusses the range of approaches to clinical supervision and models of supervision, organisational readiness and other factors influencing success, legal and ethical issues, and perspectives of supervisors and the supervisees.

**4/ Wepa, D. (ed.) (2007). *Clinical Supervision in Aotearoa/New Zealand: A health perspective*. Auckland: Pearson Education**

Dianne Wepa has brought together the expertise of a range of experienced educators, researchers and practitioners. The book includes practice examples to illustrate the application of clinical supervision and 'for reflection' sections to help the reader to assimilate ideas from the text.

## Websites

**5/ Australian Clinical Supervision Association**

Promoting professional support for everyone

ACSA exists to bring together a group of like-minded professionals, united in their understanding of the value of supervision and their desire to promote this unique practice.

<https://www.clinicalsupervision.org.au/>

**6/ Australian College of Nursing**

Position statement clinical supervision for nurses & midwives, April 2019

Published by the Australian College of Mental Health Nurses, Australian College of Midwives, and Australian College of Nursing.

Clinical Supervision as it is understood in this Position Statement is distinct from Point of Care Supervision, Facilitated Professional Development, Professional Supervision, Operational Management Processes, Clinical Management Processes, and Personal Staff Support.

[Clinical supervision for nurses & midwives position statement & background paper](#)

— [Effective clinical supervision poster](#)

**7/ New Zealand Nurses Organisation**

**Fact sheet: Supervision, 2015**

The purpose of this document is to provide information and guidance on supervision (for example professional, clinical, cultural) for nurses.

[https://www.nzno.org.nz/resources/nzno\\_publications](https://www.nzno.org.nz/resources/nzno_publications)

## Journal Articles

**8/ Adaptation and validation of the clinical supervision self-assessment tool among registered nurses**

Jesina Chigavazira., Ritin Fernandez., Maria Mackay & Samuel Lapkin

*Nurse Education Today*. (2018, Nov). Vol. 70, 28-33.

Clinical supervision of pre-registration nursing students has become an integral role of the registered nurse. The Clinical Supervision Self-assessment Tool relating to knowledge (CSAT-Knowledge) and the individual's skills (CSAT-Skills) of clinical supervision and comprising of 30 items each originally is widely used for nurses in Australia.

**9/ The art of clinical supervision: The traffic light system for the delegation of care**

Russell, K., Williamson, S. & Hobson, A.

*The Australian Journal of Advanced Nursing*. (2017, Sep). 35(1), 33-39.

The Traffic Light System for the Delegation of Care was developed as a tool to assist student nurses and their allocated clinical supervisor on clinical shift, to determine their scope of practice for the delivery of patient care.

### **10/ Australian specialist and advanced practice cancer nurses' engagement in clinical supervision – a mixed methods study**

Cook, O., Hua, P. & Yeganeh, L.

*Australian Journal of Cancer Nursing*. (2020). 21(2), 21-27.

Research suggests that clinical supervision (CS) has multiple benefits for supervisees' professional and personal lives. However, it remains a novel approach in nursing practice. This study aims to explore specialist and advanced cancer nurses' engagement with CS.

### **11/ Chinese version of the clinical supervision self-assessment tool: Assessment of reliability and validity**

Ru-zhen Luo., Jing-ying Liu., Chun-mei Zhang & Yan-hui Liu

*Nurse Education Today*. (2021, Mar). 98, 104734. doi: 10.1016/j.nedt.2020.104734.

Epub 2020 Dec 28.

Effective clinical supervision during the clinical practice plays an important role in guaranteeing clinical practice quality and cultivating professional nursing students. Active teaching supervision is helpful to achieve the expected learning effect. Therefore, it is vital to evaluate the clinical supervision ability of the clinical nursing teachers.

### **12/ Clinical supervision for advanced practitioners**

Reynolds, J. & Mortimore, G.

*British Journal of Nursing*. (2021, Aug). 30(7), 422-424.

The article focuses on effective clinical supervision is an essential component in the development of advanced clinical practitioners (ACPs). Topics include the multi-professional framework for advanced clinical practice in England, and the refers to the need for regular constructive clinical supervision to be part of the workforce organisational structure, which will help support and facilitate has advanced practice to flourish effectively.

### **13/ Clinical Supervision in Community Mental Health: Characterizing Supervision as Usual and Exploring Predictors of Supervision Content and Process**

Schriger, Simone H., Becker-Haimes, Emily M., Skriner, Laura & Beidas, Rinad S.

*Community Mental Health Journal*. (2021, Apr). 57(3), 552-566.

Clinical supervision can be leveraged to support implementation of evidence-based practices in community mental health settings, though it has been understudied. We describe characteristics of supervisors and organizations and explore predictors of supervision content and process.

### **14/ Clinical supervisors' experiences of using an interprofessional clinical supervision model in an acute care setting**

Dickie, R., Bartle, Dr Emma., Jackman, K. & Bonney, D.

*Journal of Interprofessional Care*. (2019, Nov/Dec). 33(6), 812-815.

Often, students converge on the acute healthcare setting in professional silos, focusing solely on key learning objectives specific to their profession. The use of an Interprofessional Clinical Supervision (IPCS) model may enable students from medicine, nursing, pharmacy, and allied health to develop profession-specific skills, provide opportunities to improve communication skills within an interprofessional team and enhance student understanding of other health professionals' contributions to care deliver.

### **15/ Do preceptorship and clinical supervision programmes support the retention of nurses?**

Aparício, Carlos & Nicholson, Jeniffer

*British Journal of Nursing*. (2020). 29(20), 1192-1197.

The reasons for nurse shortages are the ageing healthcare workforce, increasing demand for services, employee dissatisfaction, life–work imbalance and burnout. To review the literature to find out whether there is evidence to support preceptorship and clinical supervision programmes in retaining nurses, and particularly newly qualified nurses (NQNs), in clinical practice.

### **16/ Enhancing the quality of clinical supervision in nursing practice**

Driscoll J, Stacey G, Harrison-Dening K et al.

*Nursing Standard*. (2019). doi: 10.7748/ns.2019.e11228

The aim of this article is to review the development of clinical supervision, with an emphasis on examining methods for healthcare practitioners to engage in group clinical supervision. It explores the purpose of clinical supervision, as well as its benefits and the likely challenges to its implementation.

### **17/ Group clinical supervision for nurses: process, group cohesion and facilitator effect**

Reschke, D. J., Dawber, C. & Medoro, L.

*Australian Journal of Advanced Nursing*. (2021, Jun-Aug). 38(3), 66-74.

This qualitative research project set out to explore how, and by what means, participation in group clinical supervision might impact nurses. It aimed to describe participant perceptions of the processes within a long running reflective practice group for intensive care nurses and explore these in relation to relevant theory.

### **18/ 'I don't like being watched!': clinical supervision – monitoring or support?**

Jodie Atkinson., Sue Miller., Gabrielle Brand & Sara Bayes

*Women and Birth*. (2018, Oct). Vol. 31, S13-S13.

Clinical supervision is considered to be a professional practice that supports and promotes the emotional wellbeing of healthcare practitioners. In Western Australia (WA), student midwives receive direct and regular clinical supervision in the clinical setting. This research sought to understand WA midwives experience, perception and understanding of clinical supervision.

### **19/ Interprofessional supervision: A matter of difference**

Davys, A.

*Aotearoa New Zealand Social Work*. (2017, Jan). 29(3), 79-94.

With its origins grounded in the apprenticeship tradition it is perhaps not surprising that social work adheres to a model of supervision where both supervisor and supervisee are social workers and where it is common for social workers to be supervised by their line manager. Interprofessional supervision, where the participants do not share the same profession, and which is frequently external to the social worker's organisation, therefore presents a challenge to traditional social work supervision practice.

### **20/ Making the connections: A practice model for reflective supervision**

Rankine, M.

*Aotearoa New Zealand Social Work*. (2017, Jan). 29(3), 66-78.

A four-layered practice model of reflective supervision has been developed by the researcher from a theoretical analysis of a study involving key informant and supervisory dyads. The purpose of the reflective supervision model is to support the agenda, task and process in the supervisory relationship towards critical reflection of practice.

### **21/ Nursing theories 2: clinical supervision**

Chapman H

*Nursing Times [online]*; 2017. 113(112), 30.

Clinical supervision (CS) can be an invaluable source of support for nurses, but is sometimes viewed as a punitive system. Part 2 in our six-part series on nursing theories provides an overview of CS and its benefits.

## **22/ Peer group clinical supervision: Qualitative perspectives from nurse supervisees, managers, and supervisors**

Mohamad M. Saab., Caroline Kilty., Elaine Meehan., John Goodwin., Sinéad Connaire., Carmel Buckley., Anne Walsh., James O'Mahony., Vera J.C. McCarthy & Aine Horgan  
*Collegian*. (2021, Aug). 28(4), 359-368.

Clinical supervision helps promote practitioners' personal and professional development through fostering a supportive relationship and working alliance. Peer group clinical supervision is a form of clinical supervision whereby two or more nurses engage in a supervision process to improve their professional practice and provide quality care.

## **23/ Practitioner views on safeguarding supervision**

Guindi, Ann

*Community Practitioner*. (2020, Sep/Oct). 93(5), 44-47.

The article discusses a 2020 study on community nurses' views on safeguarding supervision in Great Britain as of September 2020. Results suggest the unimportance of the safeguarding supervision model, the preference for a combined one-to-one and group, and the important factors of feeling safe, a safe environment, experienced practitioners and critical reflection.

## **24/ Professional supervision boosts nurse well-being: A supervisor urges nurses to reflect on and 'deepen' their practice**

Mary Longmore

Kai Tiaki: Nursing New Zealand. (2019, Jun). 25(5), 25.

## **25/ The Scottish Clinical Supervision Model for midwives**

Key, S., Marshall, H. & Martin, C. J. H.

*British Journal of Midwifery*. (2019, Oct). 27(10), 655-663.

The Nursing and Midwifery Council (NMC) model of statutory supervision for midwives ceased in 2017 following a change in UK legislation. In response, the Scottish Government and NHS Education for Scotland (NES) worked with NHS Health Boards to develop a new employer-led model of clinical supervision. The aim of this model is to help midwives provide improved services, safer care and improved outcomes for women and infants in keeping with professional regulation.

## **26/ "Unscrambling what's in your head": A mixed method evaluation of clinical supervision for midwives**

Bev Love., Mary Sidebotham., Jennifer Fenwick., Susan Harvey & Greg Fairbrother

*Women and Birth*. (2017, Aug). 30(4), 271-281.

As a strategy to promote workforce sustainability a number of midwives working in one health district in New South Wales, Australia were trained to offer a reflective model of clinical supervision. The expectation was that these midwives would then be equipped to facilitate clinical supervision for their colleagues with the organisational aim of supporting professional development and promoting emotional well-being.

### **NZNO Library**

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**Phone: 0800 28 38 48**

**Email: [library@nzno.org.nz](mailto:library@nzno.org.nz)**

**Website: [http://www.nzno.org.nz/resources/library/resource\\_lists](http://www.nzno.org.nz/resources/library/resource_lists)**