



# Supervision of Clinical Practice

Support for School Health Staff with Focus on Student Outcomes

# Learning Objectives

## The Learner will be able to:

- Explain the types of “supervision” in the school setting.
- Apply concepts in clinical supervision to scenarios in the school setting.
- Participate in the supervisory process by developing a sample supervisor template to use with documenting supervision activities.

# Definition of Supervision

# Defining Supervision

- Multiple disciplines have definition for supervision
- Texas Law and Rule requires “Supervision of Practice” for LVNs
- Focus today is on “Clinical Supervision”
- What is clinical supervision?
  - A disciplined tutorial process? (Powell and Brodsky, 2004)
  - An evaluative process between senior and junior members of nursing staff? (Bernard and Goodyear, 2004)
  - An exchange between practicing professionals to enable development of professional skills? (Butterworth and Woods, 1998)
  - A process to enhance the delivery of quality clinical care to clients? (Horton, 1993)

# Types of Supervision

- **Administrative Supervision**- Supervision of non-clinical skills. Can be done by an RN or by School Administrator. Examples of tasks includes some of the following:
  - Adherence to laws, rules, and school policy
  - Organizational skills
  - Oral and written communication
  - Teamwork
  - Collaboration with other team members and parents
  - Other day to day clerical and school related activities such as punctuality
- **Clinical Supervision**- Fosters professional and clinical development
  - Begins with alignment of job description, the school nurse's orientation and professional development
  - Based on the Scope and Standards of School Nursing Practice and the Framework for the 21<sup>st</sup> Century School Nursing Practice.

# Clinical Supervision

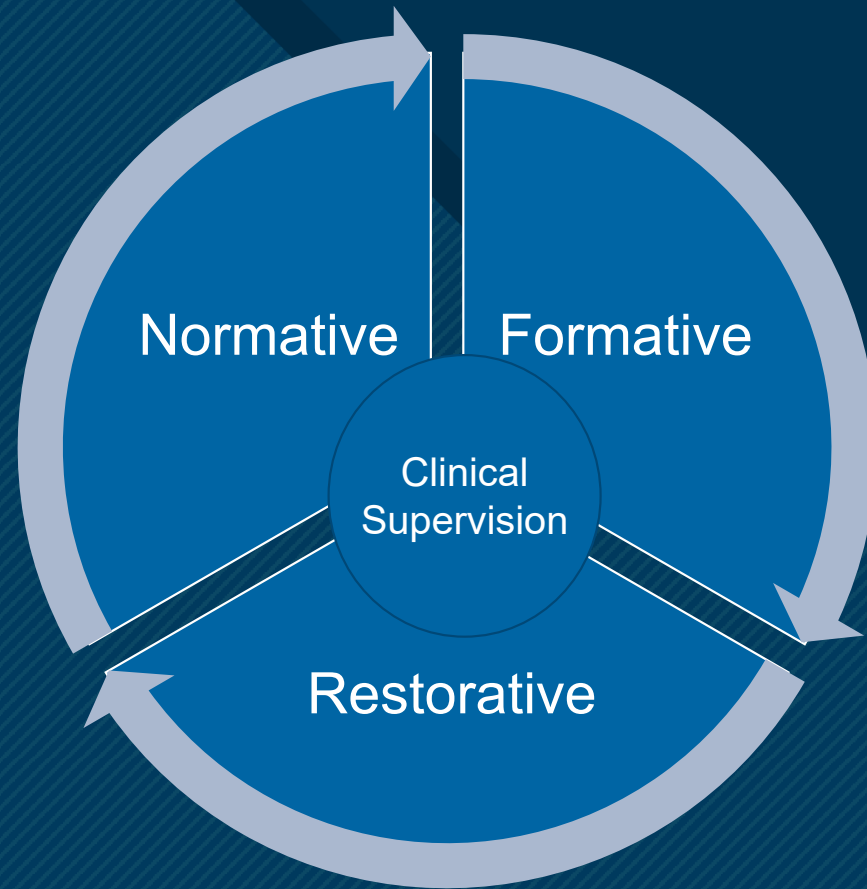
- Clinical supervision can be defined as regular and formal agreement to engage in professional working relationship, facilitated by the supervisor to support the supervisee to:
  - Reflect on practice, with the aim of developing quality care,
  - Accountability,
  - Personal competence; and
  - Learning.

Cassedy, P. (2010). *First Steps in Clinical Supervision*. Maidenhead Berkshire: McGraw-Hill.

# Principals of Clinical Supervision

- Supports practice, enabling nurse to maintain standards of care (BON and NASN Standards included)
- Practice-focused professional relationship, reflecting on guidance from skilled supervisor
- Process based on local circumstances with open and clear expectations from supervisee and supervisor
- Evaluation systems should be determined locally and be supported by local administrators and be consistent across the agency/organization.





# Functions in Clinical Supervision

- Normative Function
  - Focus is on maintaining and developing standards of safe, ethical and quality practice
  - Enhances the effectiveness and ability of the supervisee's clinical role and performance for and within the organization.
- Formative Function
  - Helps to reflect on professional role, knowledge and skills as an individual and within a multidisciplinary team.
  - Focus is on developing additional skills by receiving feedback and to develop new ideas based on personal reflection
- Restorative
  - Focus is on stresses in the work environment
  - Focus is building a nurturing supportive environment to provide motivation and encouragement.

# Process Development Resources

Getting the Most Out of Clinical Supervision

# Texas BON FAQ on Supervision

- BON requires LVNs to practice under supervision of an RN, AP-RN, physician, physician assistant, podiatrist, or dentist.
- Supervisors are responsible for directing, guiding, and influencing the outcome of an LVN's performance of an activity.
- Factors to consider when determining appropriate proximity of the licensed supervisor include:
  - the type of practice setting;
  - the stability of the patient's condition;
  - the complexity of tasks being performed by LVN;
  - the LVN's experience and knowledge; and
  - any laws and/or regulations that apply to specific practice setting or situation at hand.

# National Association of School Nurses

- Position Statement-*Supervision and Evaluation of the School Nurse*
- White Paper-*Importance, Scope, and Definition of Clinical Supervision*
- Standards-School Nursing: *Scope and Standards of Practice*
  - *Standard 15: Quality of Practice*
  - *Standard 16: Professional Practice Evaluation*
- Framework for 21<sup>st</sup> Century School Nurse Practice
  - Care Coordination
  - Leadership
  - Quality Improvement



# Texas School Nurse Organization

- Member Section-
  - LVN Supervision Toolkit
  - LVN Mentor Guide
  - Other supervision resources

# Rights and Responsibilities-Supervisee

## Rights

- Input into the agenda during session
- Treated with respect
- Confidentiality except for revealing unsafe or illegal practice
- Protected time and space for sessions
  - Released from clinical responsibilities during session.
  - Supervisor gives sessions priority and keeps time
- Free to talk about uncertainties and feelings without being criticized

## Responsibilities

- Outcomes for your own learning and development
- Negotiating decisions about clinical supervision
- Preparing for Sessions
  - Prepare to present issues with possible solutions
  - Doing self reflection on performance
- Protecting time for Sessions
  - Being punctual
  - Arranging substitute
- Being open to discussion
- Giving feedback during the session
- Being accountable for actions and omissions in your practice

# Rights and Responsibilities-Supervisor

## Rights

- Treated with respect
- Challenge behavior that is concerning
- Protected time and space for sessions
  - Give priority to supervision sessions
  - Set personal boundaries around topics
- Keep time to the supervision process and limit off topic discussions
- Document supervision in a formal way

## Responsibilities

- Prepare for the session
  - No interruptions
  - Develop agenda with input from supervisee
  - Stick to agenda and time
- Keep confidentiality
- Avoid line management or educational assessment during supervisor sessions.
- Make referrals to outside help with personal issues are disclosed
- Ensure you have your own support system
- Keep records of attendance unless more is needed to document unsafe practice



# Developing the Process

**Develop in Collaboration  
Focus on Professional Growth  
Clear Expectations  
Should be Written Out**

# Supervision Agreement (Contract)

- Outlines details of supervision process
- Is developed collaboratively with the Supervisor and Supervisee
- Helps maintain accountability for supervision to take place
- Serves as the basis for documenting supervision sessions

# Key Agreement Components



Who?



What?



When?



Where?



How?

# Review of Sample Agreement(s)

# Review of Sample Supervision Records



“Healthcare professionals should embrace clinical supervision to support their continuing professional development”.

-Donna Davenport-





# Thank You

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