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**Literature search results**

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**Search details**

Clinical supervision and clinical supervision models from 2009 onwards

**Resources searched**

NHS Evidence; TRIP Database; Cochrane Library; CINAHL; MEDLINE; Google Scholar; Google Advanced Search

*Database search terms*: "clinical supervision", model*

*Evidence search string(s)*: “clinical supervision”

*Google search string(s)*: “clinical supervision”

**Guidelines and Policy**

Care Quality Commission
Supporting information and guidance: Supporting effective clinical supervision, 2013

**Evidence-based reviews**

Nothing found

**Published research – Databases**

**Clinical Supervision Models**

**Title**: A clinical supervision model in bachelor nursing education -- Purpose,
content and evaluation.

Citation: Nurse Education in Practice, 01 November 2013, vol./is. 13/6(506-511), 14715953
Author(s): Hall-Lord, Marie Louise, Theander, Kersti, Athlin, Ely
Language: English
Abstract: Background: Collaboration between universities and clinical placements has been highlighted as a weak point of the nursing education. To facilitate a good academic learning environment a clinical supervision model had been developed. The aim of this study was to evaluate to what extent the goals of the model were met after one and a half years of utilisation. Methods: A questionnaire was responded to by 30 head nurses, 12 main preceptors, 193 personal preceptors, and 11 clinical nurse lecturers. Results: Most of the participants perceived that the quality criteria in the model were met to a large extent, the students’ individual goals were achieved, and the supervision model contributed to fulfilment of goals, and assessment of the students. The nurse lecturers scored highest and the personal preceptors lowest in most of the questions. The conditions stated in the model were not always fulfilled. The deficiencies found were especially related to education level, time for supervision, and support to the personal preceptors. Conclusions: Despite some shortcomings the supervision model was considered by most participants as a valuable tool to be used in an academic nursing education. Improvements of the model in regard to the findings were suggested.
Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Nurse Education in Practice; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Title: Implementing clinical supervision in mental health practice.
Citation: Mental Health Practice, 01 October 2013, vol./is. 17/2(34-39), 14658720
Author(s): Ross, Maggie
Language: English
Abstract: In the UK, the need for suitably trained clinical supervisors to ensure the effective delivery of psychological therapies in routine clinical practice is widely recognised. This is endorsed by professional guidance and policies. For nursing supervision and supervisor training, reviews of the research evidence indicate the effectiveness of a cognitive therapy model. Evaluating a trial of this method in a small community rehabilitation service affirms its benefits and encourages its use.
Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Mental Health Practice

Title: Develop the right clinical supervision model
Citation: Health Services Journal, November 2012
Author(s): Tomes & Hill

Title: Evaluation of the Manchester clinical supervision scale: Norwegian and Swedish versions.
Citation: Journal of Nursing Management, 01 January 2012, vol./is. 20/1(81-89), 09660429
Author(s): Severinson, Elisabeth
Language: English
versions Aim To develop Norwegian and Swedish versions of the Manchester Clinical Supervision Scale (MCSS) and to test and verify its hypothesized seven-factor structural model. Background Nurse managers are responsible for upholding and ensuring quality of care as well as for maintaining staff competence, thus safeguarding the standard of care. Methods The research process included a translation-back-translation procedure with monolingual and bilingual tests in addition to psychometric evaluation. The sample consisted of 150 student and registered nurses (RNs) from Norway and Sweden, and confirmatory factor analysis was performed. Results The translated versions did not exhibit satisfactory validity and reliability. The confirmatory factor analysis failed to show a good model fit. Low α-values were revealed except for factors 1, 2, 3 and 7. The most important factors of the MCSS were Trust/Rapport, Supervisor advice/Support, Improved care/Skills and Reflection. Conclusion Translation of an instrument for cross-cultural nursing research is important, although there are methodological limitations associated with construct validity. Implication for Nurse Managers Instruments for the evaluation of nursing care are necessary in order to formulate strategies at a managerial level. Nurse managers who encourage nurses to attend supervision promote professional development and enhance patient safety.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Nursing Management

Title: The MCSS-26: Revision of the Manchester Clinical Supervision Scale; Using the Rasch Measurement Model.
Citation: Journal of Nursing Measurement, 01 December 2011, vol./is. 19/3(160-178), 10613749
Author(s): Winstanley, Julie, White, Edward
Language: English
Abstract: Background: Previously published accounts of the evaluation of the effects of clinical supervision, a structured system to support health service staff, have been mainly contained to small scale qualitative studies. Over the past decade, the 36-item Manchester Clinical Supervision Scale (MCSS) has transformed the evaluation landscape and has been used as a quantitative outcome measure in upward of 90 licensed studies in 12 countries worldwide. The factor structure has been replicated by other researchers and the psychometric properties have been found robust. However, it had not been previously tested empirically using newly available and sophisticated statistical analyses. Purpose: This study tested the original factor structure and response format of the MCSS for goodness of fit to the Rasch model, using Rasch Unidimensional Measurement Model (RUMM) 2030 software, and investigated the validity of the questionnaire for both nursing and allied health (AH) staff. Methods: A series of Rasch analyses were conducted on the seven subscales of the MCSS. The default procedure for RUMM software uses the partial credit model, which allows items to have varying numbers of response categories and does not assume the distance between response thresholds is uniform. Results: Detailed Rasch analyses indicated that the 36-item version of the MCSS could be reduced to 26 items and result in improved fit statistics for six subscales rather than seven. Conclusions: This study reconfirmed the established psychometric properties of the MCSS, now renamed the MCSS-26.
Implementing clinical supervision (part 2): using Proctor's model to structure the implementation of clinical supervision in a ward setting.

**Citation:** Mental Health Nursing, 01 August 2011, vol./is. 31/4(14-19), 13530283

**Author(s):** Turner, James, Hill, Alison

**Language:** English

**Abstract:** This is the second of three articles on clinical supervision. This study was undertaken a number of years ago when there was limited but useful literature in press regarding the models of supervision available. Following a review of the literature Proctor's (1987) model of clinical supervision was the model of choice. The authors' objective through this series of papers, is to facilitate and enable wards an areas to set clinical supervision in motion. Although we are reporting here on a previous study the results and process have salience for current practice and lead into a more recent study on using evidence-based practice in clinical supervision. Through a mixed methodology, using a questionnaire to generate data, staff views on the usefulness of the model emerged.

**Publication Type:** journal article

**Source:** CINAHL

Full Text:
Available from ProQuest in Mental Health Nursing; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

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Model for investigating the benefits of clinical supervision in psychiatric nursing: A survey study.

**Citation:** International Journal of Mental Health Nursing, 01 April 2011, vol./is. 20/2(102-111), 14458330

**Author(s):** Gonge, Henrik, Buus, Niels

**Language:** English

**Abstract:** The objective of this study was to test a model for analysing the possible benefits of clinical supervision. The model suggested a pathway from participation to effectiveness to benefits of clinical supervision, and included possible influences of individual and workplace factors. The study sample was 136 nursing staff members in permanent employment on nine general psychiatric wards and at four community mental health centres at a Danish psychiatric university hospital. Data were collected by means of a set of questionnaires. Participation in clinical supervision was associated with the effectiveness of clinical supervision, as measured by the Manchester Clinical Supervision Scale (MCSS). Furthermore, MCSS scores were associated with benefits, such as increased job satisfaction, vitality, rational coping and less stress, emotional exhaustion, and depersonalization. Multivariate analyses indicated that certain individual and workplace factors were related to subscales of the MCSS, as well as some of the benefits. The study supported the suggested model, but methodological limitations apply.

**Publication Type:** journal article

**Source:** CINAHL

Full Text:
Available from EBSCOhost in International Journal of Mental Health Nursing

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Cognitive Behavioural Therapy Supervision: Supervisee and Supervisor Development.

**Citation:** Issues in Mental Health Nursing, 01 March 2011, vol./is. 32/3(158-162), 01612840

**Author(s):** Binnie, James
Abstract: The process of clinical supervision is reviewed using a reflective model. Particular attention is paid to the development of competency regarding both the trainee's development as a therapist and the author's development as a supervisor. Relevant models of clinical supervision are explored with a case study of supervised cognitive behavioural practice used to highlight progression.

Title: ‘Hands on, Hands off’: a model of clinical supervision that recognises trainees' need for support and independence.

Citation: Australian Health Review, 01 August 2010, vol./is. 34/3(286-291), 01565788

Author(s): Iedema, Rick, Brownhill, Suzanne, Haines, Mary, Lancashire, Bill, Shaw, Tim, Street, Jane

Abstract: RATIONALE: This article presents a study of junior doctor supervision at a rural hospital. The objective of the present study was to gain insight into the types of supervision events experienced, the quality of supervisory relationships, the frequencies of supervision contact in a rural hospital setting, and the implications of these factors for supervision practice. METHODS: A cohort of junior doctors was asked to provide in-depth information about their interactions with their supervisors and other relevant clinical colleagues. The information was filled in on diary sheets to capture the nature, focus and quality of the cohort's supervision experiences over 2 weeks. The information also covered frequency and types of supervisory contacts. RESULTS: The quantitative data reveals that supervisory events occur predominantly as part of ongoing patient care and rarely off-line as part of targeted supervisory practice. The qualitative data analysis reveals that junior doctors value supervisory support of two kinds: assistance from more senior clinicians who are expert in areas where trainees need help, and trust to act independently, without being abandoned. CONCLUSION: Supervision must be both structured and dynamic. Besides providing a regular forum for discussion and reflection, supervision must accommodate the variable needs of individual junior doctors and navigate between being hands-on and hands-off. Such dynamic approach is necessary to reassure junior doctors they are in a 'zone of safe learning' where they can act with adequate and flexible support and negotiate changes in supervisory attention.

Title: A supervision model.

Citation: Therapy Today, 01 June 2010, vol./is. 21/5(28-31), 17487846

Author(s): Rye J

Abstract: Currently completing a postgraduate certificate in clinical supervision at the University of Derby, James Rye presents a model that attempts to represent what actually takes place in supervision.
Title: Clinical supervision using the 4S model 3: how to support supervisors and sustain schemes... final article in a three part series.
Citation: Nursing Times, 11 May 2010, vol./is. 106/18(14-16), 09547762
Author(s): Waskett C
Language: English
Abstract: This final article in a three part series on establishing clinical supervision discusses essential support for supervisors after training, and how to sustain supervision schemes, including issues such as evaluation and ongoing training. Part 1 examined the initial structural arrangements and policy development, while part 2 described training for supervisors.
Publication Type: journal article
Source: CINAHL
Full Text: Available from the ULHT Library and Knowledge Services' eJournal collection in Nursing Times

Title: Clinical supervision using the 4S model 2: training supervisors to deliver effective sessions.
Citation: Nursing Times, 04 May 2010, vol./is. 106/17(19-21), 09547762
Author(s): Waskett C
Language: English
Abstract: This second in a three part series on the 4S model of clinical supervision examines in house training for supervisors. Part 1 discussed how trusts can prepare for a clinical supervision scheme. The final part describes essential support for supervisors and the process of sustainability. The three articles together comprise the 4S model of organisational supervision (Waskett, 2009a).
Publication Type: journal article
Source: CINAHL
Full Text: Available from the ULHT Library and Knowledge Services' eJournal collection in Nursing Times

Title: Clinical supervision using the 4S model 1: considering the structure and setting it up.
Citation: Nursing Times, 27 April 2010, vol./is. 106/16(12-14), 09547762
Author(s): Waskett C
Language: English
Abstract: While clinical supervision is recommended for all registered nurses, many still do not receive regular sessions. This three part series looks at how to integrate supervision into 'a trust's everyday practice, using the 4S model. This first part discusses the preparations trusts can make to give a scheme the best possible start. Part 2 examines the process of training new supervisors, while part 3 suggests ways to establish support for them and to sustain supervision.
Publication Type: journal article
Source: CINAHL
Full Text: Available from the ULHT Library and Knowledge Services' eJournal collection in Nursing Times

Title: Clinical supervision of speech-language pathology students: comparison of two models of feedback.
Citation: International Journal of Speech-Language Pathology, 01 June 2009, vol./is. 11/3(244-255), 17549507
Author(s): Ho DWL, Whitehill T
Clinical practicum is a critical component of the education of speech-language pathologists. Various models of clinical supervision have been proposed but there have been few systematic studies comparing models. In this study, 19 speech-language pathology students were randomly assigned to two groups, one with immediate verbal feedback in a group format and the other with delayed written feedback in an individual format. Both had the same clinical supervisor and clinical placement. Student feedback on a questionnaire indicated perceived advantages and disadvantages with both supervision methods. Both groups showed significantly better performance in treatment skills, interpersonal skills and evaluation skills in an end-block evaluation than at mid-block. However, students in the immediate verbal feedback group achieved significantly higher ratings on the clinic evaluation form than students in the delayed written feedback group. Students in the immediate verbal feedback group also scored higher on a self-rated questionnaire modified from Motivated Strategies for Learning Questionnaire (MSLQ) than those in the other group, both in the first and last clinical sessions. Further directions for studies of clinical supervision and clinical education are identified.

Title: Clinical supervision: from staff nurse to nurse consultant. Part 9: models of implementation.

Title: Broadening the "ports of entry" for speech-language pathologists: a relational and reflective model for clinical supervision.
Clinical Supervision Research

Title: Can boundary crossings in clinical supervision be beneficial?
Citation: Counselling Psychology Quarterly, 01 June 2014, vol./is. 27/2(109-126), 09515070
Author(s): Kozlowski, JoEllen M., Pruitt, Nathan T., DeWalt, Theresa A., Knox, Sarah
Language: English
Abstract: Published studies have addressed boundary violations by clinical supervisors, but boundary crossings, particularly those deemed positive by supervisees, have not received much attention. Eleven trainees in APA-accredited doctoral programs in clinical and counseling psychology were interviewed regarding positive boundary crossings (PBCs) they experienced with clinical supervisors. Interview data were analyzed using Consensual Qualitative Research. Examples of PBCs included socializing with supervisors outside the office, sharing car rides, and supervisor self-disclosure. Typically, supervisees did not discuss the PBC with their supervisors because they were uncomfortable doing so, felt that the PBC was normal, or felt that processing such issues was not part of the supervisor’s style. Most supervisees viewed the PBCs as enhancing the supervisory relationship and their clinical training; however, some participants reported that the PBCs created role confusion. The results suggest that there are legitimate reasons for supervisors to be scrupulous about their boundaries with supervisees; however, supervisors who hold rigid boundaries can deprive supervisees of deeper mentoring relationships or a more authentic emotional relationship that can be valuable to supervisees learning how to provide psychotherapy.

Provision of clinical supervision for staff working in mental health services.

Title: Provision of clinical supervision for staff working in mental health services.
Citation: Mental Health Practice, 01 April 2014, vol./is. 17/7(29-34), 14658720
Author(s): Cookson, Jen, Sloan, Graham, Dafters, Rebecca, Jahoda, Andrew
Language: English
Abstract: A questionnaire was used to investigate the provision of clinical supervision for nurses and allied health professionals (AHPs) working in mental health services. Differences in adherence to the recommendations between mental health nurses and AHPs, and between those working in community and inpatient settings, were also evaluated. Findings suggest that, on the whole, clinical supervision is being implemented in accordance with guideline recommendations. AHPs were more likely than nurses to receive clinical supervision, use a supervision agreement and choose their supervisor. Community nurses were more likely to receive clinical supervision than inpatient nurses.

Twelve tips for effective clinical supervision based on a narrative literature review.

Title: Twelve tips for effective clinical supervision based on a narrative literature review.
BACKGROUND: Clinical supervision has gained wide recognition in recent years as an essential component of a practitioner's continuing professional development. However, confusion exists in professional literature regarding the most effective models, styles, processes and methods of clinical supervision.

AIM: This article outlines the elements required to establish and sustain an effective clinical supervision arrangement for health professionals, based on current evidence and the author's expert opinion.

CONCLUSION: A set of practical strategies are proposed to assist practitioners to establish an ongoing, effective clinical supervision partnership.

Title: Examining clinical supervision as a mechanism for changes in practice: a research protocol.
Citation: Journal of Advanced Nursing, 01 February 2014, vol./is. 70/2(421-430), 03092402
Author(s): Dilworth, Sophie, Higgins, Isabel, Parker, Vicki, Kelly, Brian, Turner, Jane
Language: English
Abstract: Aim This paper describes the research protocol for a study exploring if and how clinical supervision facilitates change in practice relating to psychosocial aspects of care for Health Professionals, who have been trained to deliver a psychosocial intervention to adults with cancer. Background There is a recognized need to implement care that is in line with clinical practice guidelines for the psychosocial care of adults with cancer. Clinical supervision is recommended as a means to support Health Professionals in providing the recommended psychosocial care. Design A qualitative design embedded within an experimental, stepped wedge randomized control trial. Methods The study will use discourse analysis to analyse audio-recorded data collected in clinical supervision sessions that are being delivered as one element of a large randomized control trial. The sessions will be attended primarily by nurses, but including physiotherapists, radiation therapists, occupational therapists. The Health Professionals are participants in a randomized control trial designed to reduce anxiety and depression of distressed adults with cancer. The sessions will be facilitated by psychiatrists experienced in psycho-oncology and the provision of clinical supervision. Discussion The proposed research is designed specifically to facilitate exploration of the mechanisms by which clinical supervision enables Health Professionals to deliver a brief, tailored psychosocial intervention in the context of their everyday practice. This is the first study to use discourse analysis embedded within an experimental randomized control trial to explore the mechanisms of change generated within clinical supervision by analysing the discourse within the clinical supervision sessions.

Title: Clinical supervision in the provision of intensive home visiting by health visitors.
Citation: Community Practitioner, February 2014, vol./is. 87/2(32-6), 1462-2815;1462-2815 (2014 Feb)
Author(s): Jarrett P, Barlow J
Language: English
Abstract: The objective of this paper is to explore the perceptions of health visitors
working in frontline child protection concerning the role of clinical supervision. Fifteen health visitors ("home visitors") providing an intensive home visiting service to high-risk families in the south east of England were interviewed about their experience of receiving supervision. The model of clinical supervision used was based on the Family Partnership Programme and delivered by two trained psychotherapists. The data were analysed using thematic analysis. Home visitors believed that clinical supervision enabled them to maintain boundaries, regulate and reflect on their practice, and develop a better understanding of the issues clients were facing. The model of supervision used and the organisational context were believed to be important factors in the delivery of clinical supervision and to have contributed to its success.

**Publication Type:** Journal Article, Randomized Controlled Trial

**Source:** MEDLINE

**Full Text:**
Available from *ProQuest* in *Community Practitioner*; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

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**Title:** Clinical supervision: from staff nurse to nurse consultant. Part 12: series summary.

**Citation:** British Journal of Nursing, 23 January 2014, vol./is. 23/2(114-114), 09660461

**Author(s):** Fowler, John

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from *EBSCOhost* in *British Journal of Nursing*

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**Title:** Clinical supervision: from staff nurse to nurse consultant. Part 11: evaluation.

**Citation:** British Journal of Nursing, 09 January 2014, vol./is. 23/1(55-55), 09660461

**Author(s):** Fowler, John

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from *EBSCOhost* in *British Journal of Nursing*

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**Title:** Clinical supervision: from staff nurse to nurse consultant. Part 10: prioritising and making time.

**Citation:** British Journal of Nursing, 12 December 2013, vol./is. 22/22(1322-1322), 09660461

**Author(s):** Fowler, John

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from *EBSCOhost* in *British Journal of Nursing*

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**Title:** Clinical supervision: from staff nurse to nurse consultant. Part 8: Confidentiality and records.

**Citation:** British Journal of Nursing, 13 November 2013, vol./is. 22/20(1196-1196), 09660461

**Author(s):** Fowler, John
| Title: | Clinical supervision: from staff nurse to nurse consultant. Part 8: confidentiality and records. |
| Citation: | British Journal of Nursing, November 2013, vol./is. 22/20(1196), 0966-0461:0966-0461 (2013 Nov 14-27) |
| Author(s): | Fowler J |
| Language: | English |
| Publication Type: | Journal Article |
| Source: | CINAHL |
| Full Text: | Available from EBSCOhost in British Journal of Nursing |

| Title: | Clinical supervision: from staff nurse to nurse consultant. Part 6: implementation at a strategic level. |
| Citation: | British Journal of Nursing, 09 October 2013, vol./is. 22/18(1079-1079), 09660461 |
| Author(s): | Fowler, John |
| Language: | English |
| Publication Type: | Journal Article |
| Source: | CINAHL |
| Full Text: | Available from EBSCOhost in British Journal of Nursing |

| Title: | Clinical supervision: from staff nurse to nurse consultant. Part 7: the manager's role. |
| Citation: | British Journal of Nursing, October 2013, vol./is. 22/19(1135), 0966-0461:0966-0461 (2013 Oct 24-Nov 13) |
| Author(s): | Fowler J |
| Language: | English |
| Publication Type: | Journal Article |
| Source: | MEDLINE |
| Full Text: | Available from EBSCOhost in British Journal of Nursing |

| Title: | Development and validation of the supervisory relationship measure: A self-report questionnaire for use with supervisors. |
| Citation: | British Journal of Clinical Psychology, 01 September 2013, vol./is. 52/3(249-268), 01446657 |
| Author(s): | Pearce, Nathalie, Beinart, Helen, Clohessy, Sue, Cooper, Myra |
| Language: | English |
| Abstract: | Objective To develop a valid and reliable measure of the supervisory relationship (SR) from the perspective of the supervisor. Design A cross-sectional self-report questionnaire design was used with a repeated component for a subsample. Method Qualitative data from a previous study of the SR (collected by interviews with supervisors) were used to construct an 89-item self-report questionnaire measure (Supervisory Relationship Measure [SRM]). This was administered to 267 clinical psychology supervisors involved in supervising UK trainee clinical psychologists. One hundred and thirty-four participants completed the measure a second time to establish its test-retest reliability. Results Principal components analysis was used. Five factors were identified and labelled 'safe base', 'supervisor commitment', 'trainee contribution', 'external influences', and 'supervisor investment'. Fifty-one items (comprising five subscales based on the |
factors identified) were selected for the final measure. Analyses revealed the SRM to have good internal consistency, good test-retest reliability, and good construct (convergent and divergent) validity. A preliminary test of predictive (statistical) validity (supervisor satisfaction with the relationship and trainee competence as perceived by the supervisor) yielded promising results. Conclusion The SRM is a valid and reliable measure of the SR from the supervisor perspective. It predicts supervisor satisfaction and preliminary evidence suggests that it may also predict trainee competence (as perceived by the supervisor). The findings are consistent with current theory on the SR. The SRM is, therefore, a promising tool for use in research, clinical, and training settings. Practitioner points The supervisory relationship measure (SRM) is a new psychometrically sound measure of the supervisory relationship (SR) with clinical and research uses., Clinically, it is a useful and structured way for supervisors to provide constructive feedback to their trainees., It can be used in conjunction with the Supervisory Relationship Questionnaire (SRQ) (completed by the supervisee) to support a dyadic discussion about clinical supervision., Currently the measure is only validated on Clinical Psychology trainees and should be used with caution with qualified staff and other professional groups., Participants were predominantly white British supervisors who chose to take part in an internet-based study and thus the sample may not be fully representative of the population.

Publication Type: journal article
Source: CINAHL

Title: Advancing practice: from staff nurse to nurse consultant Part 4: using clinical supervision.
Citation: British Journal of Nursing, September 2013, vol./is. 22/16(941), 0966-0461;0966-0461 (2013 Sep 12-25)
Author(s): Fowler J
Language: English
Publication Type: Journal Article
Source: MEDLINE
Full Text: Available from EBSCOhost in British Journal of Nursing

Title: Comfort and challenge: a thematic analysis of female clinicians' experiences of supervision.
Citation: Psychology & Psychotherapy: Theory, Research & Practice, September 2013, vol./is. 86/3(334-51), 1476-0835;2044-8341 (2013 Sep)
Author(s): Starr F, Ciclitira K, Marzano L, Brunswick N, Costa A
Language: English
Abstract: OBJECTIVE: The supervision of counsellors, counselling psychologists, and psychotherapists is generally perceived to be an invaluable component of training and practice. The present study analysed this process to explore the meanings of supervision and to consider implications for clinical practice and training.DESIGN: This study presents the accounts of 19 psychological therapists who experienced supervision while working at a London-based women's therapy centre.METHOD: Demographic information was collected by questionnaire, and semi-structured interviews were conducted to explore aspects of the supervisory experience. The qualitative data were thematically analysed.RESULTS: Supervision has complex and paradoxical meanings, and it impacts on clinical counselling practice in multifarious ways. Dominant themes highlighted were the usefulness of supervision, specifically support, empowerment, and joining; fear of exposure in supervision versus gaining new information; the comfort versus the challenge of supervision; and supervision as a containing space.CONCLUSIONS: An experiential model of supervision was developed from the data. This model complements existing models in the field. It could be evaluated and used alongside existing models in various training and supervision contexts. Findings are...
discussed in relation to the literature on clinical supervision. 2012 The British Psychological Society.

**Title:** Receiving group clinical supervision: a phenomenological study.

**Citation:** British Journal of Nursing, 08 August 2013, vol./is. 22/15(861-866), 09660461

**Author(s):** Taylor, Claire

**Language:** English

**Abstract:** This study examined the process of group supervision as experienced by one team of biofeedback therapists working in the south of England. A phenomenological study was undertaken to examine the team's perceptions of attending group supervision over time. Ten one-to-one in-depth interviews were conducted, six of which were with biofeedback therapists currently receiving supervision, three with nurses who used to receive this supervision and one interview with the supervisor. A four-stage model detailing how supervisees' experiences changed as a consequence of continued group supervision was developed. Study data revealed how this process allowed the biofeedback therapists to examine their clinical interventions and align their approach and perspective alongside other team members. This was a valuable and safe way of learning 'on the job' for the newer members of the team. The opportunity for free-thinking and reflection on practice supported clinical decision-making and therapeutic nursing. The more experienced supervisees demonstrated how their continued attendance of the group supervision sessions not only confirmed their expertise in role, but also facilitated their colleagues' development, which enhanced role satisfaction. The data also indicated some of the essential supervisory features of this process.

**Publication Type:** journal article

**Source:** journal article

**Full Text:** Available from **EBSCOhost** in **British Journal of Nursing**

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**Title:** Clinical supervisors: are they the key to making care safer?

**Citation:** BMJ Quality & Safety, 01 August 2013, vol./is. 22/8(609-612), 20445415

**Author(s):** Walton, Merrilyn, Barracough, Bruce

**Language:** English

**Abstract:** The evidence shows that notwithstanding efforts by health professionals and hospital managers to improve the quality and safety of healthcare, adverse events remain prevalent. Clinical supervision is understandably dominated by transferring discipline knowledge and skills but the environment today requires equal attention to integrating patient safety concepts and principles into clinical supervision. Trainees learn from supervisors who themselves often have inadequate patient safety knowledge and skills. This conundrum may partly explain why there has been no visible reduction in adverse events. Patient safety literature has emphasised that clinical errors are rarely linked with incompetent doctors or trainees with inadequate knowledge but rather to failures in appreciating the context, complexity and uncertainty of clinical decisions made under the pressure of time. It is time to consider whether clinical supervisors themselves first need to demonstrate patient safety competencies before being responsible for supervising trainees.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from **EBSCOhost** in **BMJ Quality & Safety**
**Title:** Finding a way forward: A literature review on the current debates around clinical supervision.

**Citation:** Contemporary Nurse: A Journal for the Australian Nursing Profession, 01 August 2013, vol./is. 45/1(22-32), 10376178

**Author(s):** Dilworth, Sophie, Higgins, Isabel, Parker, Vicki, Kelly, Brian, Turner, Jane

**Language:** English

**Abstract:** Nursing research increasingly calls for clinical supervision to support nurses and improve nursing practice. Despite this, clinical supervision is not well established in healthcare organisations. This paper employs a critical interpretive approach to review the clinical supervision literature. The review discusses the current debates and challenges exploring possible ways of moving beyond the current criticisms and limitations in the literature. The review concludes that despite some confusion about the quantifiable outcomes, clinical supervision presents a professionally enriching activity that provides a forum for sharing of knowledge and generation of shared understandings of health care. Through this shared experience it is possible that innovative and creative approaches to health care will be born.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in Contemporary Nurse: A Journal for the Australian Nursing Profession

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**Title:** Maintaining professional resilience through group restorative supervision.

**Citation:** Community Practitioner, August 2013, vol./is. 86/8(26-8), 1462-2815;1462-2815 (2013 Aug)

**Author(s):** Wallbank S

**Language:** English

**Abstract:** Restorative clinical supervision has been delivered to over 2,500 professionals and has shown to be highly effective in reducing burnout, stress and increasing compassion satisfaction. Demand for the programme has shown that a sustainable model of implementation is needed for organisations who may not be able to invest in continued individual sessions. Following the initial six sessions, group restorative supervision has been developed and this paper reports on the programme’s success in maintaining and continuing to improve compassion satisfaction, stress and burnout through the process of restorative group supervision. This means that organisations can continue to maintain the programme once the initial training has been completed and have confidence within the restorative group supervision to support professionals in managing the emotional demands of their role. The restorative groups have also had inadvertent positive benefits in workplace functioning. The paper outlines how professionals have been able to use this learning to support them in being more effective.

**Publication Type:** Journal Article, Research Support, Non-U.S. Gov't

**Source:** MEDLINE

**Full Text:** Available from ProQuest in Community Practitioner; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

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**Title:** Clinical supervision: from staff nurse to nurse consultant. Part 2: clarity of terms.

**Citation:** British Journal of Nursing, 24 July 2013, vol./is. 22/14(848-848), 09660461

**Author(s):** Fowler, John
| Title: | Clinical supervision: from staff nurse to nurse consultant Part 1: What is clinical supervision? |
| Citation: | British Journal of Nursing, 13 July 2013, vol./is. 22/13(786-786), 09660461 |
| Author(s): | Fowler, John |
| Language: | English |
| Publication Type: | journal article |
| Source: | CINAHL |
| Full Text: | Available from EBSCOhost in British Journal of Nursing |

| Title: | Addressing ethics during clinical supervision: Three-step approach. |
| Citation: | Canadian Family Physician, 01 July 2013, vol./is. 59/7(0-), 0008350X |
| Author(s): | Boulianne, Sylvie, Laurin, Suzanne, Firket, Pierre |
| Language: | English |
| Publication Type: | journal article |
| Source: | CINAHL |

| Title: | Content of clinical supervision sessions for nurses and allied health professionals: A systematic review. |
| Citation: | Clinical Governance: An International Journal, 01 June 2013, vol./is. 18/2(139-154), 14777274 |
| Author(s): | Pearce, Philippa, Phillips, Bev, Dawson, Margaret, Leggat, Sandra G. |
| Language: | English |
| Abstract: | Purpose – The purpose of this paper is to evaluate the current evidence regarding the content of clinical supervision for nursing and allied health professionals. Design/methodology/approach – The authors searched CINAHL, Medline, PsychINFO and Cochrane Database. Studies were included if the participants involved were nursing, medical or allied health practitioners, but not students, and if the studies contained discussion regarding the content of clinical supervision. Critical analysis of the articles was carried out by two independent researchers to ensure consistency and thematic analysis was applied. Findings – Twenty included articles were in three main categories: cross-sectional studies (n=9), including interview, survey and focus group methods of data collection; literature reviews (n=2); and nine published opinion pieces. Themes related to the content of clinical supervision that were identified were reflective practice; task oriented content; diversity of content; and stress management. The results indicated that current research into the content of clinical supervision for nursing and allied health practitioners is limited and of low quality and that further research is needed to determine what content in clinical supervision is associated with better quality and safety, particularly for health professions other than nursing and psychology. Originality/value – This is the first review of the current evidence for what constitutes the most appropriate content of clinical supervision for health professionals. Clinical supervision is an important component of quality assurance and clinical governance frameworks and it is essential that health care |
organizations are assured that effective clinical supervision is in place.

**Publication Type:** journal article

**Source:** CINAHL

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**Title:** Roth and Pilling's competence framework for clinical supervision: How generalisable is it?

**Citation:** Counselling & Psychotherapy Research, 01 June 2013, vol./is. 13/2(126-135), 14733145

**Author(s):** Owen-Pugh, Valerie, Symons, Clare

**Language:** English

**Abstract:** Background: Roth and Pilling's (2009) competence framework for the supervision of psychological therapies was commissioned as a training resource for the UK Government's 'Improving Access to Psychological Therapies' (IAPT) programme. Aims: This paper considers the extent to which it reflects current supervisory practice in the UK. Method: Supervisors' opinions of the non-modality-specific competences were surveyed using an online survey form and two emailed survey forms. Findings: Regardless of their professional background, participants felt able to identify with the majority of competences surveyed; however, a minority elicited disagreement. Here, findings suggest that those who drew on cognitive and/or behavioural theory, and were members of the British Association for Behavioural and Cognitive Psychotherapies (BABCP) might be more confident in their ownership than others. However, small sample sizes in the email surveys prevent firm conclusions from being drawn. Conclusions: Regardless of the theoretical approach they subscribe to, supervisors should find the framework helpful as a guide to best practice.

**Publication Type:** journal article

**Source:** CINAHL

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**Title:** Effective clinical supervision for regional allied health professionals: the supervisor's perspective.

**Citation:** Australian Health Review, 01 May 2013, vol./is. 37/2(1-1), 01565788

**Author(s):** Dawson, Margaret, Phillips, Bev, Leggat, Sandra G.

**Language:** English

**Abstract:** Objective. To explore the effectiveness of the current clinical supervision (CS) processes for allied health professionals (AHPs) at a regional health service from the perspective of the supervisor. Method. A mixed method study with two phases, involving AHPs across nine disciplines, employed at a regional health service and providing CS. In the first phase 14 supervisors participated in focus groups which were followed by the completion of a questionnaire by 26 supervisors. Results. Focus group results indicated confusion between CS, line and performance management and mentoring. Clinical supervision was perceived to contribute to the quality of patient care and reflective practice. The challenges of time for busy clinical staff were reported. The questionnaire response rate was 52.1% and the mean total score for the questionnaire was 162.96 (s.d. 13.47), being 76% of the maximum possible total score. Clinical supervision was considered to improve care quality despite the avoidance of addressing personal issues. Identified CS improvements included empowerment through education, resources development, streamlined documentation and use of best practice protocols. Conclusions. The results identified AHP supervisors’ perceptions of CS and possible improvements to CS processes, including differentiating CS from line management, protecting CS time and the provision of critical feedback. What is known about the topic? There are limited published reports about CS for AHPs, with AHP supervisor experience and knowledge not previously reported. What does the paper add? This is the first study to identify current supervisor understanding and practice of CS for AHPs. What are the implications for practitioners? CS is a valued activity, the effectiveness of which may be supported by education and resources.
Title: Developing a Manual for Strengthening Mental Health Nurses' Clinical Supervision.

Citation: Issues in Mental Health Nursing, 01 May 2013, vol./is. 34/5(344-349), 01612840

Author(s): Buus, Niels, Cassedy, Paul, Gonge, Henrik

Language: English

Abstract: In this article, we report findings from a study aimed at developing the content and implementation of a manual for a research-based intervention on clinical supervision of mental health nursing staff. The intervention was designed to strengthen already existing supervision practices through educational preparation for supervision and systematic reflection on supervision. The intervention consists of three sessions and was implemented on two groups of mental health hospital staff. We present an outline of the manual and explain how the trial sessions made us adjust the preliminary manual. The effects of implementing the manual will subsequently be analysed in an independent randomised controlled trial.

Title: Clinical Supervision for Allied Health Professionals: A Systematic Review.

Citation: Journal of Allied Health, 01 May 2013, vol./is. 42/2(65-73), 00907421

Author(s): Dawson, Margaret, Phillip, Bev, Leggat, Sandy

Language: English

Abstract: Background: It is recommended that allied health professionals (AHPs) participate in regular clinical supervision (CS). However, AHP understanding of CS processes and outcomes is unclear. This systematic review reports the evidence for CS for AHPs and other health professionals. METHODS: Five databases and reference lists of included articles were searched. Papers included described CS definitions, processes and outcomes of CS. Due to the paucity of CS research for AHPs, nursing and medical disciplines were included. Two reviewers critically appraised the 33 included papers. RESULTS: The majority of papers were exploratory. Definitions and processes for CS were not clearly identified. Outcomes of CS included the relationships between CS and job satisfaction and workplace stress. Proctor's model and the Manchester Clinical Supervision Scale were the most common framework and evaluation approach. Contradictory positions of which components of Proctor's model should be included in CS were reported. Methodological flaws and a lack of comparative studies were common. DISCUSSION: Although not extensively supported by evidence, CS was generally held to be a positive experience and tends to be provided without a clear definition or model, using new or untested tools. Further research to evaluate CS for AHPs, is needed.
**Title:** Translation of the Manchester Clinical Supervision Scale (MCSS) into Danish and a preliminary psychometric validation.

**Citation:** International Journal of Mental Health Nursing, 01 April 2013, vol./is. 22/2(145-153), 14458330

**Author(s):** Buus, Niels, Gonge, Henrik

**Language:** English

**Abstract:** ABSTRACT A central challenge for empirical research of clinical supervision is how to measure the effectiveness of clinical supervision. The Manchester Clinical Supervision Scale (MCSS) measures supervisees’ perception of the effectiveness of clinical supervision. The aims of this paper were to account for the translation of the MCSS from English into Danish and to present a preliminary psychometric validation of the Danish version of the scale. Methods included a formal translation/back-translation procedure and statistical analyses. The sample consisted of MCSS scores from 139 Danish mental health nursing staff members. The total MCSS score had good internal consistency, but the analyses identified a number of reliability and consistency issues. The results were compared with other translations of the MCSS and with the reduced version of the MCSS, the MCSS-26. The discussion indicated that MCSS theoretically refers to a broad conception of supervision, which includes supervision practices ranging from highly formalized events to more frequent ad hoc sessions. The MCSS’s intention to measure perceptions of supervisees from this variety of practices may be problematic, and it is suggested that a further reduction of the type of practices MCSS currently aims at measuring could be beneficial.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in International Journal of Mental Health Nursing

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**Title:** Clinical Supervision for Transition to Advanced Practice.

**Citation:** Perspectives in Psychiatric Care, 01 April 2013, vol./is. 49/2(118-125), 00315990

**Author(s):** Sharrock, Julie, Javen, Leanne, McDonald, Sarah

**Language:** English

**Abstract:** Purpose This reflective paper offers a conceptual framework of clinical supervision that assists supervisors to create supportive relationships necessary for advanced practice development. Conclusions Combining established concepts of clinical supervision with systems psychodynamics enhances the supervisory experience. It is useful to supervisors to understand role transition as it sensitizes them to what their supervisees experience. Practice Implications Nurses require support in role transition, especially when the systems into which they are introduced can struggle with new advanced roles. This framework offers a broadened lens that allows for the richness and complexities that go with the development of advanced practice to be explored and better understood.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in Perspectives in Psychiatric Care

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**Title:** Team Clinical Supervision in Acute Hospital Wards: A Feasibility Study.

**Citation:** Western Journal of Nursing Research, 01 March 2013, vol./is. 35/3(330-347), 01939459

**Author(s):** O’Connell, Bev, Ockerby, Cherene M., Johnson, Susan, Smenda, Helen, Bucknall, Tracey K.

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL
Title: An N = 1 evaluation of enhanced CBT supervision.
Citation: Behavioural & Cognitive Psychotherapy, March 2013, vol./is. 41/2(210-20), 1352-4658;1469-1833 (2013 Mar)
Author(s): Milne DL, Reiser RP, Cliffe T
Language: English
Abstract: BACKGROUND: Clinical supervision plays an essential role in the development of mental health professionals and is increasingly viewed as a discrete professional specialization. However, research has rarely addressed core issues such as the measurement and manipulation of clinical supervision, so there are very few direct comparisons between the different supervision methods. AIMS: To operationalize two related approaches, cognitive-behavioural (CBT) and evidence-based clinical supervision (EBCS), demonstrate their fidelity, and then evaluate their relative effectiveness in facilitating the experiential learning of one supervisee. METHOD: Within a multiple-baseline, N = 1 design, we rated audiotapes of supervision on a competence rating scale. RESULTS: Findings generally favoured the EBCS approach, which was associated with higher fidelity by the supervisor and increased engagement in experiential learning by the supervisee. CONCLUSIONS: This preliminary but novel evaluation indicated that CBT supervision could be enhanced. Implications follow for supervisor training and a more rigorous N = 1 evaluation.
Publication Type: Comparative Study, Evaluation Studies, Journal Article
Source: MEDLINE
Full Text: Available from ProQuest in Behavioural and Cognitive Psychotherapy; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Title: Oversight at issue. Hospitals say clinical supervision rules fall short; legislative solution planned.
Citation: Modern Healthcare, March 2013, vol./is. 43/9(8-9), 0160-7480;0160-7480 (2013 Mar 4)
Author(s): Daly R
Language: English
Publication Type: News
Source: MEDLINE
Full Text: Available from EBSCOhost in Modern Healthcare; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Title: Health visitor professional education and post-qualification clinical supervision: how well does it equip practitioners for dealing with ethical tensions associated with promoting the public health agenda to individual clients?.
Citation: Primary Health Care Research & Development, January 2013, vol./is. 14/1(90-102), 1463-4236;1477-1128 (2013 Jan)
Author(s): Greenway JC, Entwistle VA, Termueulen R
Language: English
Abstract: AIM: To explore how well professional education and post-qualification clinical supervision support equips health visitors to deal with ethical tensions associated with implementing the public health agenda while also being responsive to individual clients. BACKGROUND: Current health policy in England gives health visitors a key role in implementing the government’s public health agenda. Health visitors are also required by their Professional Code to respond to the health-related concerns and preferences of their individual clients. This generates a
number of public health-related ethical tensions. METHODS: Exploratory cross-sectional qualitative (interpretive) study using 29 semi-structured individual interviews with health visitors, practice teachers and university lecturers exploring how well health visitors’ professional education and post-qualification clinical supervision support equips them for dealing with these ethical tensions and whether they thought further ethics education was needed. Interviews were audio-recorded, transcribed and analysed thematically using a Framework approach. FINDINGS: Health visitors’ professional education did not always equip them to deal with ethical tensions, which arose from delivering public health interventions to their clients. However, the majority of participants thought that ethics could not be taught in a way that would equip health visitors for every situation and that ongoing post-qualification clinical supervision support was also needed, particularly in the first year after qualifying. The amount of post-qualification support available to practising health visitors was variable with some health visitors unable to access such support due to their working circumstances and pressures on staff time. Literature on the ethical tensions associated with evidence-based practice; public health ethics and ethics of care might be useful for health visitors in gaining greater understanding of the ethical tensions they face. This could be introduced as part of health visitors’ professional education or on post-qualification study days.

Publication Type: Journal Article, Research Support, Non-U.S. Gov’t
Source: MEDLINE
Full Text: Available from ProQuest in Primary Health Care Research and Development; Note: ; Collection notes: On first login to a ProQuest journal you will need to select ‘Athens (OpenAthens Federation)’ from Select Region, and then ‘NHS England’ from Choose your Library.

Title: Digital communication to support clinical supervision: considering the human factors.
Citation: Studies in Health Technology & Informatics, 2013, vol./is. 194/(160-5), 0926-9630;0926-9630 (2013)
Author(s): Mather C, Marlow A, Cummings E
Language: English
Abstract: During the last three years the School of Nursing and Midwifery at the University of Tasmania has used a needs assessment survey to explore the needs of organizations and nursing professionals that facilitate and clinically supervise Bachelor of Nursing students in the workplace. Findings from the survey indicated that staff at healthcare organizations wanted a communication strategy that was easily accessible by clinicians who supervised students during work integrated learning placements. In particular they wanted to receive timely information related to the role and function of supervisors in practice. The development of the digital strategy to strengthen the development of a community of practice between the University, organizations, facilities and clinical supervisors was identified as the key method of improving communication. Blogging and micro blogging were selected as methods of choice for the implementation of the digital strategy because they were easy to set up, use and enable equity of access to geographically dispersed practitioners in urban and rural areas. Change champions were identified to disseminate information about the strategy within their workplaces. Although clinicians indicated electronic communication as their preferred method, there were a number of human factors at a systems and individual level identified to be challenges when communicating with clinical supervisors who were based off-campus. Information communication technology policies and embedded culture towards social presence were impediments to using this approach in some organizations. Additionally, it was found that it is necessary for this group of clinicians to be educated about using digital methods to undertake their role as clinical supervisors in their varied clinical practice environments.
**Title:** Do structured arrangements for multidisciplinary peer group supervision make a difference for allied health professional outcomes?

**Citation:** Journal of multidisciplinary healthcare, 2013, vol./is. 6/(391-7), 1178-2390;1178-2390 (2013)

**Author(s):** Kuipers P, Pager S, Bell K, Hall F, Kendall M

**Language:** English

**Abstract:** Peer group supervision, particularly in multidisciplinary formats, presents a potential means of providing professional support, and specifically clinical supervision, for allied health professionals. Debate exists regarding the extent to which the activities of these groups should be formalized. Results drawn from an evaluation of a large-scale peer group supervision initiative are described. Analysis of 192 responses from professionals involved in peer groups indicates that participants in groups that used formal documentation - which adopted the tools provided in training, and particularly those that used formal evaluation of their groups - rated their groups as having better processes and greater impact. Interestingly, multidisciplinary peer groups were rated as having similar impacts, processes, and purposes as the more homogenous single-discipline groups. It is concluded that the implementation of formal arrangements enhances the processes and outcomes of peer groups implemented for professional support and clinical supervision. Multidisciplinary membership of such groups is perceived as equally beneficial as single-discipline groups.

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**Title:** Implementing clinical supervision for ICU Outreach Nurses: A case study of their journey.

**Citation:** Australian Critical Care, 01 November 2012, vol./is. 25/4(263-270), 10367314

**Author(s):** Cross, Wendy M, Moore, Alan G, Sampson, Tania, Kitch, Clare, Ockerby, Cherene

**Language:** English

**Abstract:** INTRODUCTION: Many health services with Intensive Care Units have developed ward liaison programs, managed by Outreach Nurses, to facilitate the transition for patients between the intensive care and general wards. This paper reports a case study of clinical supervision for two Outreach Nurses as they adapted to their new, largely autonomous role in an Australian tertiary hospital. METHODO: Individual clinical supervision was provided fortnightly to two Outreach Nurses over 12 months by an experienced facilitator, and evaluated using a case study methodology. The Outreach Nurses completed a journal that captured their personal and professional growth and the supervisor also provided a reflective account. An interview was conducted with both Outreach Nurses to evaluate their experiences of clinical supervision. FINDINGS: Key themes emerging from all the data sources included: respect for clinical supervision and the supervisor; role clarification; understanding and dealing with interpersonal issues; dedicated time for reflection; facing up to issues and letting them go. CONCLUSION: The Outreach Nurses described the personal and professional benefits of clinical
supervision and highlighted how it was successfully implemented for them in a busy clinical environment with limited available resources.

**Publication Type:** journal article  
**Source:** CINAHL

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**Title:** Quality allied health clinical supervision policy in Australia: a literature review.  
**Citation:** Australian Health Review, 01 November 2012, vol./is. 36/4(4-465), 01565788  
**Author(s):** Fitzpatrick, Sue, Smith, Megan, Wilding, Clare  
**Language:** English  
**Abstract:** Clinical supervision is presented as a complex set of skills that may broadly apply to any and all allied health professions. However, it is also noted that a clear understanding of clinical supervision and how to implement it in allied health is currently lacking. It is argued that there is a need to reflect upon current approaches to clinical supervision amongst allied health professionals and to gain a shared understanding about what supervision involves, what effective supervision is, and what effective implementation of clinical supervision might look like. By gaining an understanding of what high quality clinical supervision is and how it is best put into practice, it is anticipated that this will form the first step in developing an understandable and useful universal supervision policy for all allied health professionals.  
**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from ProQuest in Australian Health Review; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.  
Available from Free Access Content in Australian Health Review

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**Title:** A healthier health visiting workforce: findings from the Restorative Supervision Programme.  
**Citation:** Community Practitioner, 01 November 2012, vol./is. 85/11(20-23), 14622815  
**Author(s):** Wallbank, Sonya, Woods, Georgina  
**Language:** English  
**Abstract:** The restorative clinical supervision programme has been delivering a cascade model of restorative clinical supervision to over 1 800 professionals across the UK. Currently, it is rolling out the programme to 246 health visitors across the West Midlands to enable them to experience the model for themselves and to prepare them to supervise other health visitors in the model. The programme has also been commissioned in other trusts across the UK to reduce burnout, stress and improve compassion satisfaction (the pleasure one derives from doing their job) among a range of professionals. This paper explores how clinical supervision is being delivered and experienced by professionals within different trusts, and shares quantitative data to show how the specific restorative model used which differs from usual clinical supervision has been significant in improving the capacity of professional to function at their optimum level.  
**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from ProQuest in Community Practitioner; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

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**Title:** Interprofessional supervision in an intercultural context: A qualitative study.

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Our understanding of the qualities and value of clinical supervision is based on uniprofessional clinical education models. There is little research regarding the role and qualities needed in the supervisor role for supporting interprofessional placements. This paper reports the views and perceptions of medical and allied health students and supervisors on the characteristics of clinical supervision in an interprofessional, international context. A qualitative case study was used involving semi-structured interviews of eight health professional students and four clinical supervisors before and after an interprofessional, international clinical placement. Our findings suggest that supervision from educators whose profession differs from that of the students can be a beneficial and rewarding experience leading to the use of alternative learning strategies. Although all participants valued interprofessional supervision, there was agreement that profession-specific supervision was required throughout the placement. Further research is required to understand this view as interprofessional education aims to prepare graduates for collaborative practice where they may work in teams supervised by staff whose profession may differ from their own.

Title: Improving clinical supervision through formal incident reporting.
Citation: Medical Education, 01 November 2012, vol./is. 46/11(1116-1117), 03080110
Author(s): Thoms, Gavin, Ellis, Rebecca, Afolabi, Gbenga, Graham, Mark
Language: English
Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Medical Education

Title: Implementing clinical supervision for ICU Outreach Nurses: a case study of their journey.
Citation: Australian Critical Care, November 2012, vol./is. 25/4(263-70), 1036-7314;1036-7314 (2012 Nov)
Author(s): Cross WM, Moore AG, Sampson T, Kitch C, Ockerby C
Language: English
Abstract: INTRODUCTION: Many health services with Intensive Care Units have developed ward liaison programs, managed by Outreach Nurses, to facilitate the transition for patients between the intensive care and general wards. This paper reports a case study of clinical supervision for two Outreach Nurses as they adapted to their new, largely autonomous role in an Australian tertiary hospital.METHOD: Individual clinical supervision was provided fortnightly to two Outreach Nurses over 12 months by an experienced facilitator, and evaluated using a case study methodology. The Outreach Nurses completed a journal that captured their personal and professional growth and the supervisor also provided a reflective account. An interview was conducted with both Outreach Nurses to evaluate their experiences of clinical supervision.FINDINGS: Key themes emerging from all the data sources included: respect for clinical supervision and the supervisor; role clarification; understanding and dealing with interpersonal issues; dedicated time for reflection; facing up to issues and letting them go.CONCLUSION: The Outreach Nurses described the personal and professional
Title: Clinical supervision vital for emotional support.
Citation: Nursing Times, 16 October 2012, vol./is. 108/42(8-8), 09547762
Language: English
Abstract: This article examines the concept of clinical supervision in nursing and considers how it is defined. It reviews the evidence supporting clinical supervision and discusses whether the introduction of clinical supervision may have been an example of a nursing 'fashion' or 'fad'. It also discusses whether reflection, as part of clinical supervision, has drawbacks as well as benefits. The author concludes that clinical supervision was implemented by the nursing profession without a sound evidence base.

Title: Who benefits from clinical supervision and how? The association between clinical supervision and the work-related well-being of female hospital nurses.
Citation: Journal of Clinical Nursing, 01 September 2012, vol./is. 21/17/18(2567-2578), 09621067
Abstract: Aim and objectives. The aims of this study were (1) to identify which nurses benefitted most from clinical supervision and (2) to explore whether they were healthier and more satisfied with their work than their peers who did not attend clinical supervision. Background. To maintain quality nursing, there is currently a social call to improve the well-being of nurses at work. Restoring nurses' well-being is one of the main purposes of clinical supervision. However, research evidence on the effects of clinical supervision is scarce. Design. Survey. Methods. Questionnaires were distributed to female hospital nurses (n = 304), about a half of whom (48.7%) had attended clinical supervision. Perceptions of work and health among the nurses who gave the best evaluations of clinical supervision (n = 74) were compared with those of their peers who gave the worst evaluations (n = 74) or who had not attended clinical supervision (n = 156).
Results. The nurses who received efficient clinical supervision reported more job and personal resources and were more motivated and committed to the organisation than their peers. However, professional inefficacy was the only burnout dimension on which they scored lower than other nurses. Conclusions. Clinical supervision can be conceptualised as an additional job resource associated with other job and personal resources, which mutually reinforce each other, promoting well-being at work. Efficient clinical supervision is probably both an antecedent as well as a consequence of well-being at work. Relevance to clinical practice. The results of this study advocate management planning to provide formal support for health care providers. Medical-surgical nurses are interested in clinical supervision. Reflecting on practice in clinical supervision generates new ideas about how to improve the quality of care and the psychosocial work environment. However, clinical supervision may be viewed as a preventive method rather than a treatment for burnout.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:**
Available from EBSCOhost in Journal of Clinical Nursing
Available from the ULHT Library and Knowledge Services’ eJournal collection in Journal of Clinical Nursing

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**Title:** The effectiveness of clinical supervision for a group of ward managers based in a district general hospital: an evaluative study.

**Citation:** Journal of Nursing Management, 01 September 2012, vol./is. 20/6(782-793), 09660429

**Author(s):** Davis, Cynthia, Burke, Linda

**Language:** English

**Abstract:**

The effectiveness of clinical supervision for a group of ward managers based in a district general hospital: an evaluative audit assessing the effectiveness of clinical supervision for ward managers. Background
A year-long project to introduce clinical supervision to ward managers was implemented and evaluated. The objectives were to evaluate staff perceptions of implementing clinical supervision and determine its outcomes. Method An audit evaluation process was used. Results Findings are presented against perceptions, implementation and reported outcomes of clinical supervision. Insights were gained into its relevance and importance to nurses and the organisation. Findings show that clinical supervision was perceived to be effective and helped improve patient care, but some feared it becoming a form of managerial control. Conclusions Ward managers perceived advantages for personal and professional development from adopting this process. Implications for Nursing Management There is a need for greater understanding of clinical supervision before Trusts implement it. The introduction of a resource pack for clinical areas would also be of value. Finally, there needs to be a named person who has a special knowledge of clinical supervision to act as a champion and change agent in effecting implementation at both the executive level and within each clinical area.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:**
Available from EBSCOhost in Journal of Nursing Management

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**Title:** A rationale for a clinical supervision database for mental health nursing in the UK.

**Citation:** Journal of Psychiatric & Mental Health Nursing, 01 June 2012, vol./is. 19/5(466-473), 13510126

**Author(s):** Sloan, G., Grant, A.

**Language:** English
Abstract: Accessible summary Clinical supervision (CS) is a valuable resource for mental health nurses. Through guided reflection and supportive facilitation, the recipient of CS works towards developing their therapeutic practice. In many parts of the UK, the implementation of CS does not equate to best practice. This provision undermines and thwarts the potential gains that effective CS can produce. The development of a database of clinical supervisors may ensure that best practice guidelines are implemented. Information about a database that focuses on clinical supervisors of psychological therapies, including its rational, clarifying the intention of CS, and criteria of supervisors, are described. Abstract Clinical supervision (CS) is regarded as a valuable resource for mental health nursing. While there is considerable anecdotal reports of its implementation throughout the UK, these attempts are not without difficulty. A common tension reported in the literature relates to its provision being more akin to managerial supervision within a line-management hierarchy which jars with its original intention and spirit. This paper will provide a discussion on the implementation of CS in mental health nursing in the UK, beginning with its suggested importance for the discipline. Following on from this, the rationale for a CS database and description of one NHS Board's attempts at developing a resource, initially focusing on clinical supervisors of psychological therapies, will be presented.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Psychiatric & Mental Health Nursing

Title: Two sides to every story: a phenomenological exploration of the meanings of clinical supervision from supervisee and supervisor perspectives.
Citation: Journal of Social Work Practice, 01 June 2012, vol./is. 26/2(163-179), 02650533
Author(s): Pack, Margaret
Language: English
Abstract: This study addresses the question of what clinical supervision or CS means. Twelve supervisees and their clinical supervisors were asked the question: ‘what does CS mean to you?’ Inspired by Clarkson and Aviram's phenomenological study, the aim of this research was to compare and contrast the perspectives of clinical supervisors and their supervisees. The responses to this question from the supervisors’ and supervisees' perspectives highlight differences and similarities in the way the term CS is understood and what ‘good’ CS is like from each group's viewpoint. The results reveal congruence in some areas of understanding, but also difference in the terms used to express the priorities of each group. For clinical supervisors ensuring ‘safe practice’ with clients was seen as the primary goal of contact with supervisees. For supervisees, ‘trust’, ‘support’ and having a ‘safe place’ to discuss problems was discussed as the priorities. The implications of these findings for social work practice are suggested.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Social Work Practice

Title: Development of a multisource feedback instrument for clinical supervisors in postgraduate medical training.
Citation: Clinical Medicine, June 2012, vol./is. 12/3(239-43), 1470-2118;1470-2118 (2012 Jun)
Author(s): Egbe M, Baker P
Language: English
Abstract: Medical training is a complex endeavour and analysing its quality is not a simple task. The accuracy of information, particularly of data gathered from trainees, will depend greatly on its source, on perceptions relating to confidentiality
and on the uses to which the data are put. These factors should guide our choice of feedback instrument. In addition, in times of 'survey fatigue', we have a duty to be efficient. This paper discusses the piloting of the 'feedback on performance for trainers' tool for clinical supervisors of geriatric medicine trainees in the North Western Deanery. This tool is a multi-source feedback instrument that can be used to gather information specifically on the perceived quality of clinical supervision. The tool's design takes into account opinions relating to confidentiality and content validity that have been expressed by trainees, trainers, educationalists and administrators. The tool is relatively easy and quick to use, taking about 10 min of trainee or trainer time. Administrative support is needed but the workload should not be onerous, especially if an on-line process can be developed. Strong evidence to support the validity of this instrument has been collected. The next step is the development and evaluation of the approach as an online process.

**Publication Type:** Journal Article  
**Source:** MEDLINE  
**Full Text:** Available from *EBSCOhost* in Clinical Medicine  
Available from *Highwire Press* in Clinical Medicine

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**Title:** Effects of Supervision Modality and Intensity on Alliance and Outcomes for the Supervisee.  
**Citation:** Rehabilitation Psychology, 01 May 2012, vol./is. 57/2(178-186), 00905550  
**Author(s):** Livni, Danielle, Crowe, Trevor P., Gonsalvez, Craig J.  
**Language:** English  
**Abstract:** Objective: Clinical supervision within the health professions is an important quality control mechanism to ensure good client care. The purpose of this study was to assess how supervision structure and process affect supervision outcomes for the supervisee. Design: A repeated measures within groups and between groups (individual or group supervision) design was used to explore the effects of a 6-month supervision program for staff of public sector drug and alcohol health services. Ten supervisors and 42 supervisees were allocated to either individual or group supervision conditions. Measures were completed at 3 points over a 9-month period, including a 3-month waitlist control period of no supervision. Results: Mean supervisee ratings indicated positive evaluations for supervision satisfaction and perceived effectiveness in individual and group conditions. Although an increase in burnout and decrease in wellbeing was observed during the period of supervision, these changes are hypothesized to be related to extraneous organizational issues. Enhanced perceived supervision effectiveness and positive supervisory alliance were associated with lower levels of burnout and higher levels of wellbeing and job satisfaction within the individual supervision condition. Supervisee ratings of alliance were strongly correlated with ratings of perceived supervision effectiveness in individual and group conditions. Conclusions: These results suggest that supervision can have important positive impacts on the supervisee's functioning and wellbeing when that supervision involves a positive alliance.  
**Publication Type:** journal article  
**Source:** CINAHL

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**Title:** Does clinical supervision promote medical-surgical nurses' well-being at work? A quasi-experimental 4-year follow-up study.  
**Citation:** Journal of Nursing Management, 01 April 2012, vol./is. 20/3(401-413), 09660429  
**Author(s):** Koivu, Aija, Saarinen, Pirjo I., Hyrkas, Kristiina  
**Language:** English  
**Abstract:** koivu a., saarinen pi. & hyrkas k. (2012) Journal of Nursing Management 20, 401-413 Does clinical supervision promote medical-surgical nurses' well-being
at work? A quasi-experimental 4-year follow-up study

Aim

The aim of the present paper is to report results of a quasi-experimental study exploring the effects of clinical supervision (CS) on the development of medical-surgical nurses' well-being at work over a 4-year period. Background Effective workplace interventions are needed to prevent stress and burnout. More robust scientific evidence is needed to confirm the restorative effects of CS in nursing. Methods A questionnaire survey on the perceptions of work and health was conducted in 2003 and 2007 on 14 units of a Finnish university hospital where 19 CS group processes had been completed between 2004 and 2007. Results Improvement in job resources as well as reduction in professional inefficacy and psychological distress were found among nurses who received effective CS (n = 41), but were not present among the nurses who found their CS less effective (n = 43) or who did not attend CS (n = 82). Conclusions The results provide robust evidence for the positive effects of CS on medical-surgical nurses' well-being at work. Implications for nursing management Stress is a developmental challenge in the professional growth of individual nurses. One option for management to sustain nurses' well-being at work is to develop a learning organization in the workplace making use of CS.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from [EBSCOhost](https://www.ebscohost.com) in Journal of Nursing Management

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**Title:** A systematic review: the effect of clinical supervision on patient and residency education outcomes.

**Citation:** Academic Medicine, April 2012, vol./is. 87/4(428-42), 1040-2446;1938-808X (2012 Apr)

**Author(s):** Farnan JM, Petty LA, Georgitis E, Martin S, Chiu E, Prochaska M, Arora VM

**Language:** English

**Abstract:** PURPOSE: To summarize the literature regarding the effect of clinical supervision on patient and educational outcomes, especially in light of the recent (2010) Accreditation Council for Graduate Medical Education report that recommends augmented supervision to improve resident education and patient safety. METHOD: The authors searched the English-language literature from 1966 to 2010 using electronic databases and a hand search. They included studies that described a controlled design, and they have relayed the effects of supervision on patient- and education-related outcomes. Two authors abstracted prescribed data from the reviewed studies. The authors rated the quality of each study using the Medical Education Research Study Quality Instrument. RESULTS: Twenty-four articles across a variety of specialties (i.e., psychiatry, emergency medicine, surgery, anesthesia, and internal medicine) met inclusion criteria. Studies demonstrated that enhanced supervision in already-supervised activities resulted in improved patient- or education-related outcomes. Studies were limited by small sample sizes, nonrandomized designs, and a lack of objective measures of clinical supervision. CONCLUSIONS: Enhanced clinical supervision of trainees has been associated with improved patient- and education-related outcomes in published studies. Future work should focus on developing validated measures of the effects of clinical supervision.

**Publication Type:** Journal Article, Research Support, Non-U.S. Gov't, Review

**Source:** MEDLINE

**Full Text:** Available from [Free Access Content](https://www.ncbi.nlm.nih.gov) in Academic Medicine

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**Title:** The process, logistics and challenges of implementing clinical supervision in a generalist tertiary referral hospital.

**Citation:** Scandinavian Journal of Caring Sciences, 01 March 2012, vol./is.
Abstract: Clinical supervision (CS) has been identified within nursing as a process for improving clinical practice and reducing the emotional burden of nursing practice. Little is known about its implementation across large tertiary referral hospitals. The purpose of this study is to evaluate the implementation of clinical supervision across several different nursing specialities at a teaching hospital in Sydney, Australia. Using a model of nursing implementation science, a process was developed at the study site that facilitated the development, implementation and evaluation of the project. After a 6-month study period, the CS groups were postevaluated using a survey tool developed for the project. A total of nine CS groups were in operation over the 6-month study period. A predominant focus within the sessions was one of the collegial support and developing standards of practice. The process was able to achieve wide hospital-based support for the role of CS from the senior nurse executives to junior nurses. Whilst there was overall positive support for the CS groups, logistical and resource challenges remain, in the effective roll out of CS to large numbers of nurses.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Scandinavian Journal of Caring Sciences

Title: Effective clinical supervision for regional allied health professionals - the supervisee's perspective.
Citation: Australian Health Review, 01 February 2012, vol./is. 36/1(92-97), 01565788
Author(s): Dawson, Margaret, Phillips, Bev, Leggat, Sandra G.
Language: English
Abstract: Aim. Clinical supervision (CS) for health professionals supports quality clinical practice. This study explored current CS effectiveness for allied health professionals (AHPs) at a regional health service from a supervisee perspective and identified improvements. Method. The Manchester Clinical Supervision Scale (MCSS) was completed by 30 supervisees to determine their perceptions of CS effectiveness. Results. Supervision sessions typically occurred monthly (56.7%) and were one-to-one (86.2%). The mean total MCSS score was 142.83 (s.d. 15.73), greater than the reported threshold score of 136 for effective CS. The mean subscale scores of 'trust/rapport' and 'improved care/skills' were high, in contrast to the mean subscale scores for 'finding time' and 'personal issues', which were significantly lower than the other subscales (P < 0.001). Low scores for 'finding time' and 'personal issues' subscales may be associated with emotional exhaustion and depersonalisation. Conclusions. In this first study evaluating CS for AHPs using the MCSS, CS was reported as being valued and important. However, there is a need for improvement in addressing personal issues that affect work performance and for finding time for CS. As effective CS is an important component of clinical governance by supporting safe and effective healthcare provision, it is vital that CS processes are improved.
Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Australian Health Review; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.
Available from Free Access Content in Australian Health Review
Title: Implementing clinical supervision (part 3): an evaluation of a clinical supervisor's recovery-based resource and support package.
Citation: Mental Health Nursing, 01 October 2011, vol./is. 31/5(16-20), 13530283
Author(s): Hill, Alison, Turner, James
Language: English
Abstract: This is the third of a series of articles exploring the implementation of clinical supervision. This study explored the effect of a support and educative package to clinical supervision in assisting the embedding of evidence-based practice and recovery values into their supervision sessions and also the impact on clinical supervision uptake. The study was based on an action research approach and had a mixed methodology that included questionnaire, focus groups and audit. The evaluation of findings showed that 94% of clinical supervisors felt that the package had a positive impact on their practice. However, uptake of clinical supervision remained unchanged over the evaluation period.
Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Mental Health Nursing; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Title: Structured Reflection on the Clinical Supervision of Supervisees With and Without a Core Mental Health Professional Background.
Citation: Issues in Mental Health Nursing, 01 September 2011, vol./is. 32/9(584-588), 01612840
Author(s): Binnie, James
Language: English
Abstract: This paper reflects on particular aspects of the author's supervisory relationships. A reflective framework was used to aid the process. The issue explored the factors involved when supervising supervisees without a core mental health professional background are explored; in particular, the factors of accountability and responsibility. To aid reflection, relevant literature was explored. Foundational/generic competencies that are typically acquired during professional training can be gained in other ways. Supervisors should spend time with all supervisees, not just those without a core mental health professional background, to learn more about their background, assumptions, and prior experiences. Through the reflective process the author learnt how, as a supervisor, there needs to be a constant process of learning and adaptation.
Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Issues in Mental Health Nursing

Title: Developing in house clinical supervision for all.
Citation: BMJ supportive & palliative care, September 2011, vol./is. 1/2(250-1), 2045-435X;2045-435X (2011 Sep)
Author(s): Rushton D
Language: English
Abstract: INTRODUCTION: Senior Hospice Clinicians used to receive clinical supervision externally. This meant that learning from external sessions wasn't always shared. And more importantly most other staff didn't receive any clinical supervision or even knew what is was.AIMS: To address this, a group of in-house staff were trained and supported to facilitate small groups of nurses and rehabilitation staff.METHODS: Externally provided training looked at: Understanding what was clinical supervision Functions of supervision The process
RESULTS: Attendance at groups could be difficult. Some staff took more responsibility for attending; others had not previously encountered the concept in their professional lives and therefore saw it as an extra unwanted duty. Two annual surveys were undertaken. These elicited a range of responses, from the highly committed and favourable to those who had not found it easy to incorporate this mode of learning and support into their work. By the second survey responses were still varied but supervision was definitely now valued and there was no wish to make further changes.

DISCUSSION: The experience highlighted:
- The need to overcome cultural obstacles where staff had no prior experience of clinical supervision
- The importance of terminology - the groups are now called 'reflective practice', expressing the greater professional curiosity supervisees can bring to their work
- The importance of now extending supervision systems to volunteers who have direct roles with patients and families.

Publication Type: Journal Article
Source: MEDLINE

Title: Supporting self and others: from staff nurse to nurse consultant. Part 7: One-to-one sessions.
Citation: British Journal of Nursing, 11 August 2011, vol./is. 20/15(947-947), 09660461
Author(s): Fowler, John
Language: English
Abstract: This series of articles explores various ways of supporting staff who work in the fast-moving and ever-changing health service. In previous articles, John Fowler an experienced nursing lecturer, author and consultant, examined the importance of developing a supportive working culture and the role of preceptorship, mentoring, clinical supervision and giving feedback. This article examines how to make a one-to-one session supportive and focused.
Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in British Journal of Nursing

Title: Supporting self and others: from staff nurse to nurse consultant. Part 5: Clinical supervision.
Citation: British Journal of Nursing, 12 July 2011, vol./is. 20/13(830-830), 09660461
Author(s): Fowler, John
Language: English
Abstract: This series of articles explores various ways of supporting staff who work in the fast-moving and ever-changing health service. In previous articles, John Fowler an experienced nursing lecturer, author and consultant examined the importance of developing a supportive working culture and the role of preceptorship and mentoring. This article examines the use of clinical supervision within nursing.
Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in British Journal of Nursing

Title: Reducing burnout and stress: the effectiveness of clinical supervision.
Citation: Community Practitioner, 01 July 2011, vol./is. 84/7(31-35), 14622815
Author(s): Wallbank, Sonya, Hatton, Sue
Language: English
**Abstract:** Health visitors and school nurses have been identified as a particularly vulnerable group to stress given the complex, frontline clinical work that they are involved in. Recent high-profile reviews of safeguarding practices have brought an increased pressure on the profession. This paper provides evidence of the effectiveness of a model of clinical supervision that reduced burnout and stress for health visitor and school nurse Leaders. Commissioned by NHS West Midlands, the project delivered supervision to health visitors and school nurses with a safeguarding leadership responsibility within their organisation.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *Community Practitioner (was Health Visitor)* in Lincoln County Hospital Professional Library; Note: ; Notes: Use the link to request articles from the library. Complete the online form and press 'Send'.  
Available from *ProQuest* in *Community Practitioner*; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

| Title: Stress relief or practice development: varied reasons for attending clinical supervision.  
Citation: Journal of Nursing Management, 01 July 2011, vol./is. 19/5(644-654), 09660429  
Author(s): Koivu, Aija, Saarinen, Pirjo I., Hyrkas, Kristiina  
Language: English  
Publication Type: journal article  
Source: CINAHL  
Full Text: Available from *EBSCOhost* in *Journal of Nursing Management* |
|---|
| Title: Implementing clinical supervision (part 1): a review of the literature.  
Citation: Mental Health Nursing, 01 June 2011, vol./is. 31/3(8-12), 13530283  
Author(s): Turner, James, Hill, Alison  
Language: English  
Abstract: This article represents part one of a three-part series incorporating a review of the literature, a study relating to implementing clinical supervision into a ward-based environment and current practice in regards to the support of clinical supervisors in a community mental health setting. Proctor's (1987) Tripartite model is the supervision model of choice and provides commonality between the studies. Clinical supervision remains a development target for many clinical areas, although for some the integration of supervision with practice has been fostered and supported for many years. The literature shows that implementation varies greatly between regions and disciplines. It seems therefore, that in the wider workforce, clinical supervision still requires commitment and energy to manage the time and continuity for successful practice. This paper reviews the literature on clinical supervision in nursing and allied helping professions in relation to the studies that will follow.  
Publication Type: journal article  
Source: CINAHL  
Full Text: Available from *ProQuest* in *Mental Health Nursing*; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library. |
| Title: Psychiatric nursing staff members’ reflections on participating in group-based clinical supervision: A semistructured interview study. |
Abstract: This paper is a report of an interview study exploring psychiatric hospital nursing staff members' reflections on participating in supervision. Clinical supervision is a pedagogical process designed to direct, develop, and support clinical nurses. Participation rates in clinical supervision in psychiatric settings have been reported to be relatively low. Qualitative research indicates that staff members appreciate clinical supervision, but paradoxically, do not prioritize participation and find participation emotionally challenging. Little is known about these contradictory experiences and how they influence participation rates.

Twenty-two psychiatric hospital nursing staff members were interviewed with a semistructured interview guide. Interview transcripts were interpreted by means of Ricoeur's hermeneutic method. The respondents understood clinical supervision to be beneficial, but with very limited impact on their clinical practice. Neither management nor the staff effectively prioritized clinical supervision, which added to a downward spiral where low levels of participation undermined the potential benefits of clinical supervision. The respondents embraced and used alternative forums for getting emotional support among peers, but maintained that formalized supervision was the only forum for reflection that could solve the most difficult situations.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in International Journal of Mental Health Nursing

Title: Clinical supervision: the benefits and fundamentals of building relationships.
Citation: Mental Health Nursing, 01 April 2011, vol./is. 31/2(16-18), 13530283
Language: English
Abstract: This paper examines the key issues in clinical supervision and explores ideas concerning establishing safe working arrangements for clinical supervision. Drawing on the author's experiences of research, education and clinical practice, it considers roles and tasks of both the supervisor and supervisee(s) relevant to applied phases of the clinical supervision relationship.

Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Mental Health Nursing; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Title: Who attends clinical supervision? The uptake of clinical supervision by hospital nurses.
Citation: Journal of Nursing Management, 01 January 2011, vol./is. 19/1(69-79), 09660429
Author(s): KOIVU A, HYRKAS K, SAARINEN PI
Language: English
Abstract: (2011) Journal of Nursing Management 69-79 The aim of the present study was to identify which nurses decide to participate in clinical supervision (CS) when it is provided for all nursing staff. Clinical supervision is available today for health care providers in many organisations. However, regardless of evidence showing the benefits of CS, some providers decide not to participate in the sessions. A baseline survey on work and health issues was conducted in 2003 with a 3-year follow-up of the uptake of CS by the respondents. Background characteristics and perceptions of work and health were compared between
medical and surgical nurses who had undertaken CS (n = 124) and their peers who decided not to undertake it (n = 204). Differences in the perceptions of work and dimensions of burnout were found between the two groups. Nurses attracted to CS form a distinctive group in the unit, standing out as self-confident, committed and competent professionals supported by empowering and fair leadership. Facilitating clinical supervision for committed and innovative nurses may be seen as part of the empowering leadership of the nurse manager.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Nursing Management

Title: Structured reflection on the clinical supervision of supervisees with and without a core mental health professional background.
Citation: Issues in Mental Health Nursing, 2011, vol./is. 32/9(584-8), 0161-2840;1096-4673 (2011)
Author(s): Binnie J
Language: English
Abstract: This paper reflects on particular aspects of the author’s supervisory relationships. A reflective framework was used to aid the process. The issue explored the factors involved when supervising supervisees without a core mental health professional background are explored; in particular, the factors of accountability and responsibility. To aid reflection, relevant literature was explored. Foundational/generic competencies that are typically acquired during professional training can be gained in other ways. Supervisors should spend time with all supervisees, not just those without a core mental health professional background, to learn more about their background, assumptions, and prior experiences. Through the reflective process the author learnt how, as a supervisor, there needs to be a constant process of learning and adaptation.

Publication Type: Journal Article
Source: MEDLINE
Full Text: Available from EBSCOhost in Issues in Mental Health Nursing

Title: Psychiatric hospital nursing staff’s experiences of participating in group-based clinical supervision: an interview study.
Citation: Issues in Mental Health Nursing, 01 October 2010, vol./is. 31/10(654-661), 01612840
Author(s): Buus N, Angel S, Traynor M, Gonge H
Language: English
Abstract: Group-based clinical supervision is commonly offered as a stress-reducing intervention in psychiatric settings, but nurses often feel ambivalent about participating. This study aimed at exploring psychiatric nurses’ experiences of participating in group-based supervision and identifying psychosocial reasons for their ambivalence. Semi-structured interviews were conducted with 22 psychiatric nurses at a Danish university hospital. The results indicated that participation in clinical supervision was difficult for the nurses because of an uncomfortable exposure to the professional community. The sense of exposure was caused by the particular interactional organisation during the sessions, which brought to light pre-existing but covert conflicts among the nurses.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Issues in Mental Health Nursing

Title: Establishing clinical supervision in acute mental health inpatient units: acknowledging the challenges.
Abstract: After decades of discussion about clinical supervision and mental health nursing, the reality is that many acute mental health inpatient settings continue to struggle with the notion of clinical supervision and the implementation process. In this article we delineate the key elements of clinical supervision, explore practical and dynamic difficulties associated with clinical supervision and question whether too much is being asked of this one process, especially in acute inpatient settings. For many mental health nurses, existing practices offer many of the purported benefits of clinical supervision. Ultimately, unless clinical supervision is better understood and implemented effectively, it is unlikely to meet expectations. Clinical supervision should ultimately be defined by the nurses participating in it. This article contributes to current discussions regarding the purpose of clinical supervision, the realities of its implementation, and in particular considers the role of clinical supervision relative to existing professional support opportunities.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Issues in Mental Health Nursing
CS was introduced as a strategy to reduce such issues, through reflection and sharing experiences. Method: Six ANUMs from an acute medical ward participated in weekly CS. The program was evaluated by a focus group conducted after six months to gather feedback about the ANUMs' experience of participating in CS. Results: CS was viewed positively and five main themes emerged including Dedicated Time, I'm Not The Only One experiencing problems, Getting With The Program and having consistent approaches, Positive And Constructive Feedback, and That Word 'supervision'. Conclusions: CS provides senior nurses an opportunity to debrief, reflect and share common experiences and develop alternate approaches to problems. CS may offer managers a useful tool for retaining experienced senior nurses.

**Publication Type:** journal article  
**Source:** CINAHL

**Full Text:**  
Available from EBSCOhost in Contemporary Nurse: A Journal for the Australian Nursing Profession  
Available from ProQuest in Contemporary Nurse: a Journal for the Australian Nursing Profession; Note: Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

**Title:** Effectiveness of individual clinical supervision for midwives and doctors in stress reduction: findings from a pilot study.  
**Citation:** Evidence Based Midwifery, 01 June 2010, vol./is. 8/2(65-70), 14794489  
**Author(s):** Wallbank S  
**Language:** English

**Abstract:** Background. A recent study designed to examine the responses of maternity staff to loss experienced through their work, concluded that staff working in these areas can experience significant clinical levels of stress (Wallbank, 2007). Supporting staff to process and normalise their workplace experiences may help them better care for themselves and the women and families under their care. Aim. To examine the effectiveness of clinical supervision in reducing staff stress. Supervision in this context was not designed to assess clinical competence, but a tool to assist staff with the emotional demands of their work. Methods. In total, 157 participants were invited to participate in this pilot study, 30 agreed and were randomly assigned to a control or treatment group. Participants within the control group received no intervention. Participants randomly assigned to the treatment group received clinical supervision for an average of six sessions with a clinical psychologist. Participants completed measures to assess levels of subjective stress, burnout, compassion fatigue and compassion satisfaction. Conclusion. Results for the treatment group showed significant differences in subjective stress, with average scores decreasing from 29 to 7 (p<.0001); compassion satisfaction average scores increased from 37 to 41 (p=.001); burnout average scores decreased from 27 to 14 (p<.0001); compassion fatigue average scores decreased from 16 to 12 (p=0.004). Systematic, individual clinical supervision appears to have a positive impact on the reduction of stress for staff working in obstetrics and gynaecology.

**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Individual and workplace factors that influence psychiatric nursing staff's participation in clinical supervision: a survey study and prospective longitudinal registration.  
**Citation:** Issues in Mental Health Nursing, 01 May 2010, vol./is. 31/5(345-354), 01612840  
**Author(s):** Gonge H, Buus N  
**Language:** English
Abstract: This paper reports findings from a survey of 239 psychiatric nursing staff. This study aimed to investigate how often psychiatric nursing staff participates in clinical supervision and any possible associations among individual and workplace factors in relation to participation. The survey findings are followed by a prospective longitudinal registration of participants in clinical supervision. The registration revealed that participation varies considerably and large numbers of the staff may not participate in clinical supervision at all. Characteristics of the workplace, including organisational location, work shift, and work-environmental factors, are related to participation and, consequently, may affect the outcome of clinical supervision.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Issues in Mental Health Nursing

Title: Nursing leadership from the perspective of clinical group supervision: a paradoxical practice.
Citation: Journal of Nursing Management, 01 May 2010, vol./is. 18/4(477-486), 09660429
Author(s): Bondas T
Language: English
Abstract: Aim Increase understanding of nursing leadership in group clinical supervision (CS). Background Leadership in CS has received little interest besides the theories in use and administrative CS. Method Hermeneutic interpretation of written narratives of 24 clinical nurse supervisors. Results Continuity in structuring, story and mission and reflection in group and leadership processes and theories of nursing and caring characterize leadership in CS. Leadership by inhibiting and creating fear, inapproachability and indistinctiveness were patterns in content brought to CS. Supervision when leadership was involved illuminated a reflexive change in focus from leadership to nursing care, from particular experiences to nursing and caring science, and from the unfamiliar to the well known and the well known to the unknown. Conclusions Continuity and reflective changes using nursing and caring theories seem to be core ideas of nursing leadership from the perspective of CS. The poles of separation and communion show opposites of nursing leadership as it is illuminated in CS. The findings add knowledge to Bondas' theory of caritative leadership. Implications for nursing management CS is a reflexive practice of support and guidance that seems to have an impact on the trajectory of nursing care and staff development using nursing and caring theories.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Nursing Management

Title: Does clinical supervision lead to better patient outcomes in mental health nursing?
Citation: Nursing Times, 27 April 2010, vol./is. 106/16(16-18), 09547762
Author(s): White E, Winstanley J
Language: English
Abstract: Aim To test relationships between supervision, quality of nursing care and patient outcomes. Method A randomised controlled trial was conducted across Queensland, Australia, supplemented by qualitative data collection. Results Supervision had sustainable beneficial effects for supervisors and supervisees. The individual performance of clinical supervisors was affected by the culture of the organisation. A positive relationship between supervision, quality of care and patient outcomes could not be established statistically, except in one location. Discussion and conclusion Proposals are made for future supervision implementation and further research is required.
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<td>Full Text:</td>
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**Title:** Clinical supervision 'can inoculate staff against stress'.

**Citation:** Mental Health Practice, 01 April 2010, vol./is. 13/7(8-8), 14658720

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from ProQuest in Mental Health Practice; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

Available from EBSCOhost in Mental Health Practice

**Title:** A randomised controlled trial of clinical supervision: selected findings from a novel Australian attempt to establish the evidence base for causal relationships with quality of care and patient outcomes, as an informed contribution to mental health nursing practice development.

**Citation:** Journal of Research in Nursing, 01 March 2010, vol./is. 15/2(151-167), 17449871

**Author(s):** White E, Winstanley J

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in Palliative Medicine

Available from ProQuest in Palliative Medicine; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

**Title:** Clinical supervision: making it available to all nursing staff.

**Citation:** Palliative Medicine, 01 March 2010, vol./is. 24/2(250-250), 02692163

**Author(s):** Wright P, Carruthers L, Alexander S

**Language:** English

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in Palliative Medicine

**Title:** Enhancing supervisee reflectivity in clinical supervision: a case study illustration.

**Citation:** Psychotherapy: Theory, Research, Practice, Training, March 2010, vol./is. 47/1(51-67), 0033-3204;1939-1536 (2010 Mar)

**Author(s):** Orchowski L, Evangelista NM, Probst DR

**Language:** English

**Abstract:** Reflectivity has been described as the cyclical process whereby individuals engage in a critical evaluation of their affective, cognitive, and behavioral experiences to produce insight and fundamental shifts in their original beliefs. Developing reflectivity in supervisees is one of the most challenging, yet important, responsibilities of clinical supervisors, given its link to such skills as critical thinking, ethical decision making, and problem solving. This paper advances the literature by presenting a case example that demonstrates how reflectivity can be emphasized in clinical supervision, highlighting the barriers to reflectivity, and providing strategies that supervisors can utilize to encourage reflectivity within
clinical supervision. The strategies and information discussed may be flexibly applied to supervisees of all developmental levels within the context of individual supervision. PsycINFO Database Record (c) 2010 APA, all rights reserved

**Title**: Maximising learning through effective supervision.

**Citation**: New Zealand Medical Journal, February 2010, vol./is. 123/1309(117-26), 0028-8446;1175-8716 (2010 Feb 19)

**Author(s)**: Rudland J, Bagg W, Child S, de Beer W, Hazell W, Poole P, Sheehan D, Wilkinson TJ

**Language**: English

**Abstract**: This article targets supervisors and their important role in maximising learning of novice practitioners. The article draws on current research to highlight the importance of clinical supervision and the roles and tasks of the supervisor. Some of the challenges of supervision and how the supervisor can be supported are also discussed. The article has a pragmatic and practical focus to assist the supervisor in one of the most important, challenging but rewarding educational roles.

**Publication Type**: Journal Article

**Source**: MEDLINE

**Full Text**: Available from ProQuest in New Zealand Medical Journal. The; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library. Available from Free Access Content in New Zealand Medical Journal

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**Title**: Superficial supervision: are we placing clinicians and clients at risk?

**Citation**: Contemporary Nurse: A Journal for the Australian Nursing Profession, 01 February 2010, vol./is. 34/2(258-266), 10376178

**Author(s)**: Gardner A, McCutcheon H, Fedoruk M

**Language**: English

**Abstract**: Abstract Mental heath nurses recognise the importance of professional boundaries and therapeutic relationships and understand that clinical supervision is an important component to good clinical practice and their ongoing professional development. This qualitative constructivist grounded theory research has uncovered a potential risk in contemporary mental health clinical practice, where the desire for expedient answers may compromise the outcome of formal structured supervision. The notion of a new concept 'superficial supervision' and its implications for formal structured supervision are explored.

**Publication Type**: journal article

**Source**: CINAHL

**Full Text**: Available from EBSCOhost in Contemporary Nurse: A Journal for the Australian Nursing Profession

Available from ProQuest in Contemporary Nurse : a Journal for the Australian Nursing Profession; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

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**Title**: Relationship and accountability: tensions in feminist supervision.

**Citation**: Women & Therapy, 01 January 2010, vol./is. 33/1-2(22-41), 02703149

**Author(s)**: Falender CA

**Language**: English

**Abstract**: A challenge in clinical supervision is balancing tension between fostering a collaborative supervisory relationship and maintaining supervisory accountability.
In feminist supervision this tension is heightened by virtue of its contextual, collaborative, and interpersonal qualities. What distinguishes feminist supervision is the intent to address hierarchical factors and examine their impact rather than simply exercise authority and the intent to honor the explicit commitment to the areas of mutuality possible in the relationship. Reflection and elaboration of tensions and potential conflicting roles are part of feminist supervisors’ role definition. Feminist supervision models explicate the impact of such power and relationship on the supervisory process. The purpose of this paper is to describe the tensions and possible interventions to structure the relationship effectively, elucidating supervisory power and accountability in the era of competency-based clinical supervision. Drawing on best practices in clinical supervision, including supervisory alliance, informed consent, and role elucidation provides pathways for maximum respectful collaboration in the context of accountability. The areas in which best practices are not being met in actual practice are also highlighted.

**Publication Type:** journal article

**Source:** CINAHL

**Title:** Implementation of Clinical Supervision: educational preparation and subsequent diary accounts of the practicalities involved, from an Australian mental health [corrected] nursing innovation.

**Citation:** Journal of Psychiatric & Mental Health Nursing, December 2009, vol./is. 16/10(895-903), 1351-0126;1365-2850 (2009 Dec)

**Author(s):** White E, Winstanley J

**Language:** English

**Abstract:** Set against the backdrop of several inquiry reports about mental health service provision in Australia, the privately experienced cost of working and coping in contemporary mental health settings, remains poorly understood. Clinical Supervision, a structured staff support arrangement, has shown promise as a positive contribution to the clinical governance agenda and is now found reflected in central policy themes elsewhere in the world. However, the concept of Clinical Supervision remains underdeveloped in Australia. The background to a novel randomized controlled trial, currently in progress in Queensland, Australia, is reported elsewhere. This paper reports on the educational preparation for, and subsequent first-hand testimony of the issues faced by, front-line mental health nursing staff engaged in the implementation of Clinical Supervision, under the auspices of the randomized controlled trial. It is argued here that, in advance of quantitative findings becoming available, several challenges emerge from their supplementary and contemporaneous diary accounts of their experience that may confront Clinical Supervision policy makers, educators, managers and clinicians, anywhere in the world, with immediate effect.

**Publication Type:** Journal Article, Randomized Controlled Trial, Research Support, Non-U.S. Gov’t

**Source:** MEDLINE

**Full Text:** Available from EBSCOhost in Journal of Psychiatric & Mental Health Nursing

**Title:** Empirical studies of clinical supervision in psychiatric nursing: a systematic literature review and methodological critique.

**Citation:** International Journal of Mental Health Nursing, 01 August 2009, vol./is. 18/4(250-264), 14458330

**Author(s):** Buus N, Gonge H

**Language:** English

**Abstract:** The objective of this paper was to systematically review and critically evaluate all English language research papers reporting empirical studies of clinical supervision in psychiatric nursing. The first part of the search strategy was a combination of brief and building block strategies in the PubMed, CINAHL, and PsycINFO databases. The second part was a citation pearl growing strategy with
reviews of 179 reference lists. In total, the search strategy demonstrated a low level of precision and a high level of recall. Thirty four articles met the criteria of the review and were systematically evaluated using three checklists. The findings were summarized by using a new checklist with nine overall questions regarding the studies’ design, methods, findings, and limitations. The studies were categorized as: (i) effect studies; (ii) survey studies; (iii) interview studies; and (iv) case studies. In general, the studies were relatively small scale; they used relatively new and basic methods for data collection and analysis, and rarely included sufficient strategies for identifying confounding factors or how the researchers’ preconceptions influenced the analyses. Empirical research of clinical supervision in psychiatric nursing was characterized by a basic lack of agreement about which models and instruments to use. Challenges and recommendations for future research are discussed. Clinical supervision in psychiatric nursing was commonly perceived as a good thing, but there was limited empirical evidence supporting this claim.

**Publication Type:** journal article
**Source:** CINAHL
**Full Text:** Available from EBSCOhost in International Journal of Mental Health Nursing

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**Title:** Clinical supervision by consultants in teaching hospitals.
**Citation:** Medical Journal of Australia, August 2009, vol./is. 191/4(220-2), 0025-729X;0025-729X (2009 Aug 17)
**Author(s):** Hore CT, Lancashire W, Fassett RG
**Language:** English
**Abstract:** Clinical supervision is a vital part of postgraduate medical education. Without it, trainees may not learn effectively from their experiences; this may lead to acceptance by registrars and junior doctors of lower standards of care. Currently, supervision is provided by consultants to registrars and junior doctors, and by registrars to junior doctors. Evidence suggests that the clinical supervision provided to postgraduate doctors is inadequate. Registrars and juniors doctors have the right to expect supervision in the workplace. Impediments to the provision of clinical supervision include competing demands of hospital service provision on trainees and supervisors, lack of clarity of job descriptions, private versus public commitments of supervisors and lack of interest. Supervisors should be trained in the process of supervision and provided with the time and resources to conduct it. Those being supervised should be provided with clear expectations of the process. We need to create and develop systems, environments and cultures that support high standards of conduct and effective clinical supervision. These systems must ensure the right to supervision, feedback, support, decent working conditions and respect for both trainees and their supervisors.

**Publication Type:** Journal Article
**Source:** MEDLINE
**Full Text:** Available from Free Access Content in Medical Journal of Australia

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**Title:** Introducing peer-group clinical supervision: an action research project.
**Citation:** International Journal of Mental Health Nursing, 01 June 2009, vol./is. 18/3(204-210), 14458330
**Author(s):** Lakeman R, Glasgow C
**Language:** English
**Abstract:** Clinical supervision (CS) has been found to be beneficial in the role development of nurses and can contribute to increased job satisfaction and reduced burnout. However, implementing CS can be resource intensive, and there are few accounts of it being implemented in developing countries. Ten psychiatric nurses in Trinidad engaged in an action research project over a 5-month period to develop, implement, and undertake an initial evaluation of a model of peer-group
CS for use in routine practice. The participants were involved in undertaking peer-
group CS and contributing to monthly focus groups to reflect on the practices and
further refine the model. This inexpensive form of CS was perceived by participants
to have positive effects on the way they viewed and practiced nursing. An outline of
the model and initial evaluation is presented, but further research is necessary to
establish the sustainability of the model in practice.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in International Journal of Mental Health Nursing

Title: Examining the benefits of professional clinical supervision.
Citation: Kai Tiaki Nursing New Zealand, 01 June 2009, vol./is. 15/5(12-14), 11732032
Author(s): Walker J
Language: English
Abstract: Professional clinical supervision has many benefits for nurses. These
include providing time to reflect on practice, promoting professional accountability
and providing some stress relief.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Kai Tiaki Nursing New Zealand

Title: How can the clinical supervisor role be facilitated in nursing: a
phenomenological exploration.
Citation: Journal of Nursing Management, 01 May 2009, vol./is. 17/4(474-483), 09660429
Author(s): Williams L, Irvine F
Language: English
Abstract: AIM: To explore the nature of the nurse clinical supervisor role.
BACKGROUND: Although clinical supervision in nursing has been widely explored,
few studies have considered the specific role of nurse clinical supervisors.
METHOD: A phenomenological approach was used to explore what it means to be
a clinical supervisor. Focus groups interviews were conducted with 12 nurse
clinical supervisors within one National Health Service (NHS) Trust. RESULTS:
Three main categories of themes that represented the essence of the clinical
supervisors' role were uncovered. CONCLUSIONS: The research demonstrated
that nurses who undertake the clinical supervisor role are rarely offered guidelines
for fulfilling the role. The findings reveal gaps in the structure of the clinical
supervisor's role which could be hampering successful clinical supervision.
IMPLICATIONS FOR NURSING MANAGEMENT: The study adds to the existing
evidence base and serves to inform managers of the nature of the nurse clinical
supervisor role and how it could be better facilitated. The data shed light on the
needs of nurse clinical supervisors who often adopt this role in addition to their
other clinical and professional commitments. The findings indicate that managerial
support in the form of prioritizing training and offering support mechanisms help
nurses to effectively fulfil the clinical supervisor role.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Nursing Management

Title: Clinical supervision: The way forward? A review of the literature.
Citation: Nurse Education in Practice, May 2009, vol./is. 9/3(215-20), 1471-5953;1873-5223 (2009 May)
Author(s): Cummins A
A discussion of clinical supervision to enhance existing support structures such as preceptorship and mentorship to positively influence the recruitment and retention of newly graduate nurses provides the main focus for this paper. The nursing literature provides evidence for alternative but equally worthy perspectives on clinical supervision. Essential to the successful practice of clinical supervision is the need to ascertain whether it is simply a system to ensure an effective workforce or one that will empower nurses to realise their vision of nursing.

**Publication Type:** Journal Article, Review  
**Source:** MEDLINE  
**Full Text:** Available from ProQuest in Nurse Education in Practice; Note: ; Collection notes: On first login to a ProQuest journal you will need to select 'Athens (OpenAthens Federation)' from Select Region, and then 'NHS England' from Choose your Library.

**Title:** Getting to the heart of clinical supervision: a theoretical review of the role of emotions in professional development.  
**Citation:** Behavioural & Cognitive Psychotherapy, March 2009, vol./is. 37/2(207-19), 1352-4658;1469-1833 (2009 Mar)  
**Author(s):** Lombardo C, Milne D, Procter R  
**Language:** English  
**Abstract:** BACKGROUND: The importance of supervision is increasingly recognized, yet it remains little understood, impairing research and practice. Specifically, the CBT supervision model provides a relatively "heartless" account of professional development, which may undermine its effectiveness. METHOD: A theoretical review of emotions in supervision and learning is provided, to summarize relevant theoretical and empirical literature. The objectives are to clarify the role of emotions in CBT supervision, and to use this understanding to outline an emotionally-attuned model, illustrating its application to two critical aspects of CBT supervision (the development of a learning alliance and enhancing professional competence). CONCLUSION: The reviewed literature (theory and research evidence) supports the explicit and systematic incorporation of emotions into CBT supervision. Conceptually, this can be achieved by integrating Lazarus's (1991) general theory of emotion with the CBT model. The illustrations of this augmented model indicate its value in understanding and managing both the "rupture-repair" cycle that can affect the supervisory alliance, and the "deskilling-development" pattern that appears to be necessary for the acquisition of competence. We propose that CBT supervision might usefully be guided by our expanded model, as this affords greater internal consistency and may be more effective educationally.