



auckland school nurses group

Group Supervision for

Supervision

“An opportunity to refresh and renew your practice”



Name _____

Year _____

ASNG Supervision Policy for Nurses in Schools

Rationale

Nurses working in schools have a professional responsibility to participate supervision.

Definition

Supervision is a formalised, regular review of your self and work, undertaken within the structures of a contracted supervisory relationship. Professional supervision enables you to grow both as a person and as a practitioner ensuring your practices are safe effective and ethical.

Supervision for nurses in schools is provided to promote:

- Delivery of high quality nursing care.
- A service that enhances students to reach their full potential.
- Delivery of services in accordance with professional standards of practice and code of ethics and legal requirements.
- Values and attitudes that support principles of participation, protection and partnerships within the work environment.
- Professional development.
- Clinical clarity about their professional identity, role accountabilities and responsibilities.
- Satisfaction in all areas of work.

Supervision has three main functions:

- **Restorative** - your supervisor assists you to understand and supports you to deal with your reactions to workplace - cases, stories and situations.
- **Formative** - your supervisor assists you to develop your skills, understanding and abilities as you reflect on your work with your students and organisation.
- **Normative** - your supervisor encourages you to recognise the importance of professional and organisational standards that support you to be competent and accountable; assists you to reach beyond your inevitable human failings, blind spots and areas of vulnerability arising from your own opinions and prejudices.

(Adapted from the skills of Clinical supervision for Nurse by M. Bond and S. Holland p 17 where they quote B. Proctor)

Supervision provides:

- A regular space to reflect upon both the content and the process of your work.
- Feedback on both the content and process of your skills within your work.
- Development and enhancement of your skills within your work.
- Information and another's perspective concerning your work.
- Validation and support to you, both as a person and as a worker.
- An opportunity to celebrate.
- Help so that as a person often working in isolation you are not left alone to carry any problems and issues projected onto you at work.
- Space to explore and express any personal distress, either immediate or resurfacing, problems and issues projected onto you at work.
- Space to explore and express any personal transference issues stimulated by your work.
- Opportunity to plan and utilise your personal and professional resources.

- Assistance so that you can be pro-active before, rather than reactive after events.
- Oversight to ensure the quality of your work.

(Adapted from supervision in the helping professions by P Hawkins and R. Shohet pp 42-44)

A ‘super visionary’ relationship has several characteristics which makes it distinct from another relationships in your life. It is not multi disciplinary team review, clinical consultation, peer review, discipline meetings or performance review.

- It is a structured relationship with acknowledged goals and expectations.
- These goals and expectations are clearly negotiated and defined, and accepted at the start of and throughout the relationship.
- There are defined responsibilities on the part of both persons in the relationship.
- There is a conscious evaluating of the relationship on the part of both persons during the life of the relationship.
- Your supervisor is expected to be supportive of you, since supervision is a growth experience in which mistakes are expected, even welcomed as learning resources.

“Clinical supervision is regular protected time to facilitate in depth reflection on clinical practice. It aims to enable the supervisee to achieve, sustain and creatively develop a high quality of practice through the means of focused support and development. The supervisee reflects on the part she/he plays as an individual in the complexities of the event and the quality of their practice. This reflection is facilitated by one or more colleagues with expertise in facilitation and the frequent on going sessions are led by the supervisee’s agenda. The process of clinical supervision should continue throughout the person’s career whether they remain in clinical practice or move into management, research or education.”

(Skills of Clinical Supervision for Nurses By M. Bond and S. Holland P12)

Best Practice Process

Registered Nurses in New Zealand working under the Health Practitioners Competence Assurance Act, 2004 have the responsibility to initiate and participate in supervision under a formal agreement and keep an accurate record of their supervision (supervision log book). **There is no line management component to supervision and is optimal to be off site.**

For example:

Group supervision, with each team having a nominated team leader

Individual professionally trained supervision on a one to one basis.

Peer reciprocal supervision within each school’s student services team or between schools teams.

Peer supervision differs from other forms of supervision in that it does not rely on the presence of a more qualified, identified expert in the process – a trained supervisor. Peer supervision assures that people have a greater access to supervision in an organisation and this in turn impacts on the quality of service for the clients and satisfaction of work.

Evaluation of supervision by both supervisor and supervisee is ongoing.

Approved by _____ Designation _____

Date _____ Review date _____

Context

All the supervision arrangements are governed by the ASNG Supervision Policy for Nurses in Schools. Both supervisor and supervisees signify that they have read and agree to abide by this policy. Clinical practice will occur within the context of Nursing Council New Zealand nursing standards.

Peer and Group supervision agreement between

Supervisee _____ and _____ Supervisor/facilitator

Accountability and Responsibility

The supervisee is responsible for the clinical services provided. The supervisee remains responsible to his/her line manager for administrative and performance matters. The supervisee is accountable to his/her multidisciplinary team and to his/her professional leader for professional standards.

Boundaries

Identification and consideration any other roles that may affect the supervision relationship should be acknowledged.

Venue, Duration and Protocol for Cancellation

All parties will negotiate the scheduling of sessions.

Supervision sessions occur << eg monthly >> for <<time eg 1 hr>>, (excluding term breaks). The duration of this agreement is twelve months, expiring on <<end date>>. The venue will be mutually agreed prior to the scheduled appointment (best practice is "off site"). All parties will recognise the need to ensure that each session is not interrupted unless by prior agreement.

If the supervisor/facilitator is away, she/he will arrange a back up clinical supervisor.

Goals

Clinical supervision will address the following personalised goals (what do you want from supervision?).

- _____
- _____
- _____
- _____
- _____
- _____

Commitment

As the supervisee I agree to:

Prepare for each session by considering possible topics or situations for discussion.

Be willing to be open to receiving support and challenging ideas.

Be clear about any actions that will be taken as a result of a session.

As a supervisor/facilitator I agree to:

Offer you support and respectful challenge to enable you to reflect on your clinical practice.

Ensure that my recommendations are consistent with Nursing Council New Zealand standards of nursing practice and evidence based practice.

Develop my abilities as a supervisor/facilitator.

Confidentiality

Will be maintained regarding matters discussed in supervision except where there is agreement between both parties and where client or staff safety may be compromised through inaction or inappropriate action by either one of us. Where confidentiality must be breached this would ordinarily be to the line manager.

Frequency of Supervision _____

Supervision review date _____

Supervisee's signature

Supervisors signature

Date

Date

Approved by

Professional Leader's signature

Date

Supervision Records

Supervisee _____ Supervisor/Facilitator _____	Preparation for Supervision
Date	Reflection
Discussed	
Actions	
Signed	Items for discussion in the next session.
Next meeting	

Supervision Records

Supervisee _____ Supervisor /Facilitator _____	Preparation for Supervision
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Discussed	
Actions	Items for discussion in the next session.
Signed	
Next meeting	

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65 Core Values

Circle your top 10 values, choose 5 and put them in priority of importance; to you, in the table below:

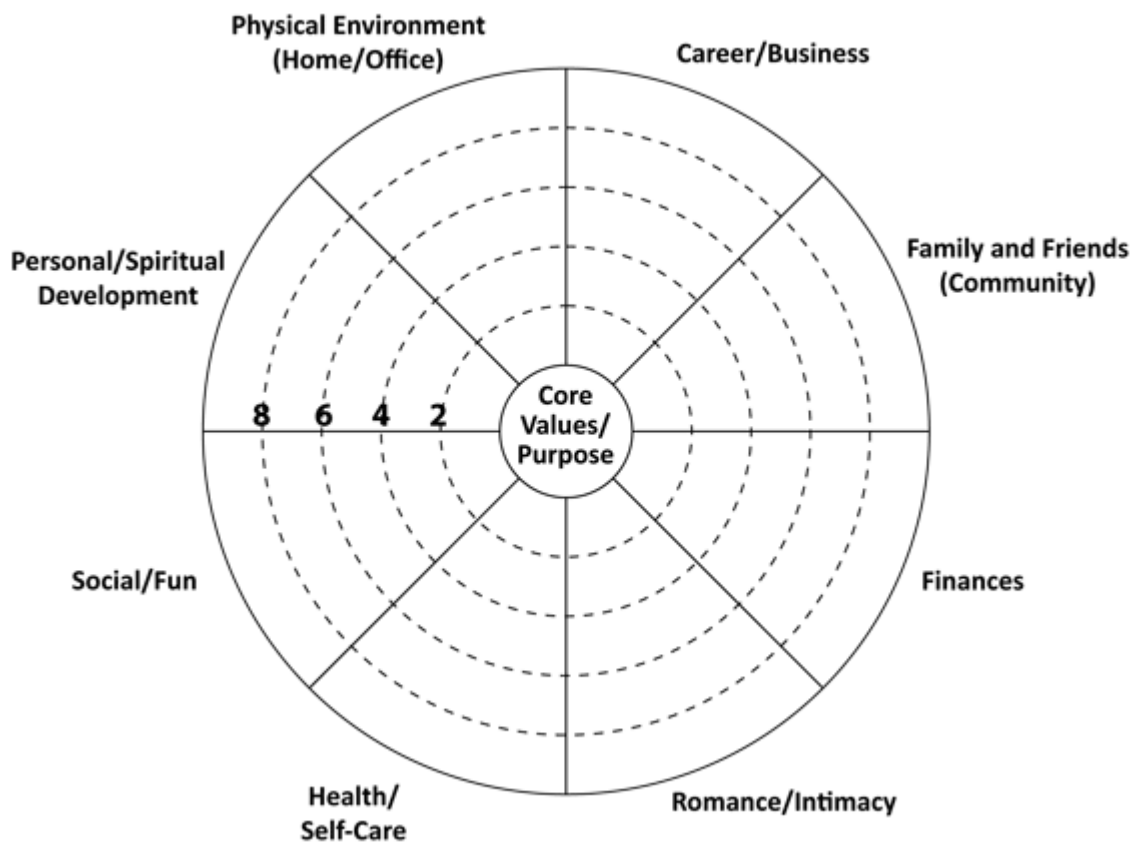
Adventure	Acceptance	Achievement	Accomplishment	Beauty
Belonging	Control	Connection	Creativity	Calmness
Confidence	Compassion	Contribution	Caring	Compassion
Determination	Discipline	Elegance	Excellence	Ease
Energy	Empowerment	Fellowship	Friendship	Fun
Financial Freedom	Generosity	Growth	Health	Honesty
Humour	Independence	Integrity	Individualism	Justice
Knowledge	Kindness	Leadership	Laughter	Love
Maturity	Pride	Playfulness	Perfection	Power
Prosperity	Positivity	Peace	Responsibility	Respect
Results	Relaxation	Security	Safety	Support
Self-love	Serenity	Spiritual Guidance	Service	Status
Tolerance	Trust	Wisdom	Warmth	Wealth

Top Five Individual Values
1.
2.
3.
4.
5.

Team/Group Values
1.
2.
3.
4.
5.

Life Balance Wheel

Beginning of year

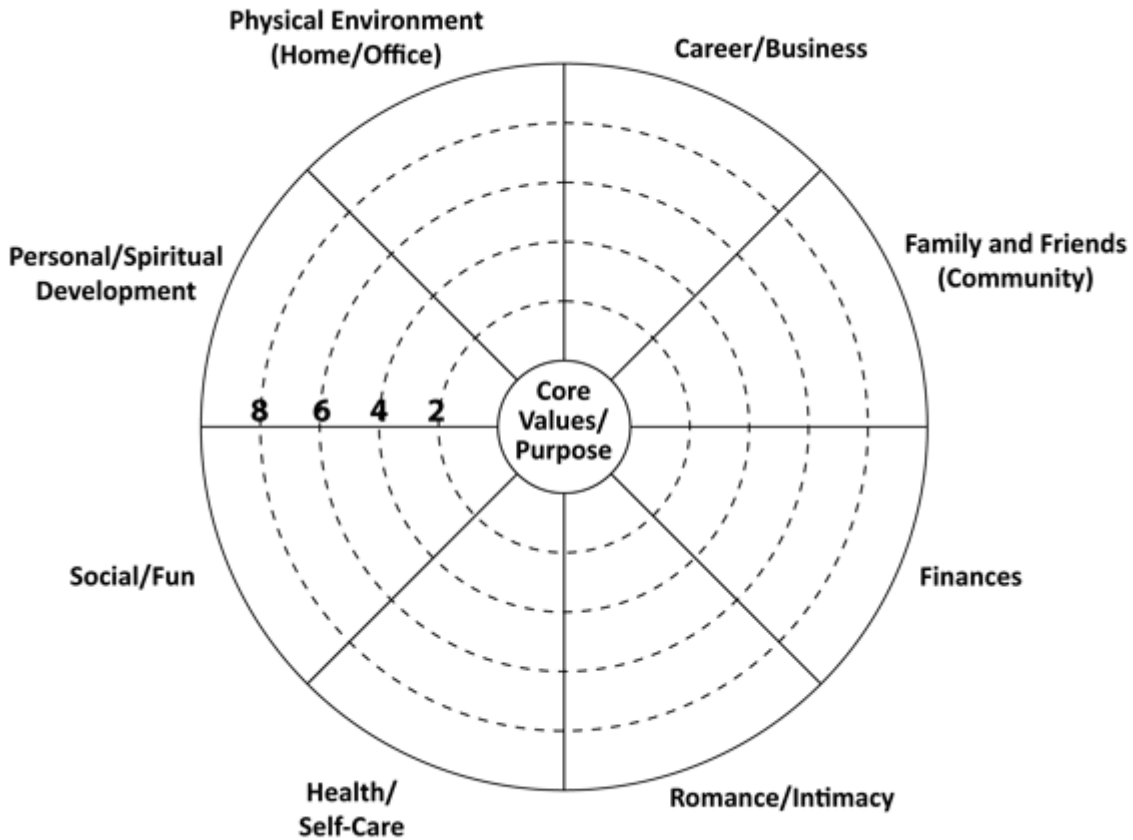


Directions:

The eight sections in the Life Balance Wheel represent the major categories in your life. Seeing the centre of the wheel as 0 and the outer edge as 10, rank your level of satisfaction with each area by drawing a straight or curved line to create a new outer edge. The new perimeter represents the balance of your life today. If this were a real wheel, how bumpy would the ride be?

Life Balance Wheel

End of year



Directions

The eight sections in the Life Balance Wheel represent the major categories in your life. Seeing the centre of the wheel as 0 and the outer edge as 10, rank your level of satisfaction with each area by drawing a straight or curved line to create a new outer edge.

At the completion of the year make 2 lists:

Resentments (feeling annoyed or frustrated)	Regrets (feeling sad or upset)

Note any requests/actions you want to make/take from these lists.

Note any acknowledgments you want to deliver to have your year be complete.

Group Supervision Schedule

Month	Facilitator	Time	Case/Journal review	Host	Venue	Subjects/Guest speakers
			Open discussions sharing resources, networking.			Team Values Agreements Scheduling
			Case Review/journal			
			Open discussions sharing resources, networking.			
			Case Review/journal			
			Open discussions sharing resources, Networking.			
			Case Review/journal			
			Open discussions sharing resources, networking.			
			Case Review/journal			
			Open discussions sharing resources, networking			
			Case Review/journal			
			Celebration - Completion			

Nominate a minute taker for the group.



sample ASNG peer supervision agenda

Group/Peer Supervision

Our values:

Agenda

For the meeting to be held on the _____

Venue _____

Facilitator _____

Item No	Time
Welcome / Karakia <i>Open round sharing 1 victory or breakdown... each 1 min or so...</i>	5 - 10 mins
Review minutes of last meeting	5 min
Read eg either purpose of Supervision, values, NCNZ competency.	5 mins
Case Review or Guest speaker	20 mins
Group supervision <i>overview of supervision distinctions, choose which one for case review and a facilitator for this session</i>	30 – 40 mins
General Business a) ASNG feedback b)	10 mins
Next Meeting will be held on <<date>> Next Presenting case review by: <<name>>	

Contact Details

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