

Chapter 1 : Clinical and educational supervision – E-Learning Modules

With contributors from the UK and Australia, the second edition builds on the success of the original, which was praised for engaging readers and being a pragmatic and practice-orientated addition to the literature on clinical supervision.

Reference list A complete list of references cited in this RLO is below. You can also download the reference list as a PDF file for easy printing and portability. Action Learning Associates website: Management of change through force field analysis. Principles of Biomedical Ethics. Productive Reflection at Work: Learning for Changing Organisations. Burns S and Bulman C Reflective practice in nursing. Blackwell Science Buzan, T. At the time of writing, Alison Clark is a registered nurse and lecturer at the University of Nottingham. Colquhoun, G "Playing God: British Journal of Nursing 3 1 A Reflective Approach for Healthcare Professionals. John Wiley and Sons, London. Fowler et al Fowler, J; Chevannes, M. Journal of Advanced Nursing. A guide to teaching and learning Oxford: Oxford Centre for Staff and Learning Development. Available online at <http://www.palgrave-macmillan.com> Jarvis P. What is Series Vol 4 1 [online] Available at: McClure from helping others slide: McClure P Reflection on Practice. NMC The Code: Standards of conduct, performance and ethics for nurses and midwives. Nursing and Midwifery Council. Copyright Pilgrim Projects Limited. At the time of writing, Rita Pfund is a paediatric nurse lecturer at the University of Nottingham. Piercy, Nigel and Giles, William Making swot analysis work photocopy resource held by University of Nottingham Medical library Proctor, B Training for the Supervision Alliance; attitude, skills and intention. Pp25 – 46 London Routledge. How Professionals Think in Action. A Guide for Nurses and Midwives.

Chapter 2 : Practising clinical supervision : a reflective approach for healthcare professionals | Copac

The second edition of Practical Clinical Supervision builds on the success of the original, which was praised for engaging readers and being a pragmatic and practice-orientated addition to the literature on clinical supervision.

Supporting Learning Environments Remember, there may be specific requirements for your profession which are mandatory. There may also be information and policy for your Health Board or work setting that you need to adhere to. Find out what is expected of you. Many professional bodies have produced profession specific resources for clinical supervision. A key activity that is integral to clinical supervision is reflective practice. Record the supervision requirements and policies that apply to you. How are you going to ensure that you meet these requirements and participate in supervision? Discuss these issues with your mentor. Summarise what you are required to do and how you are going to achieve this for your portfolio. Recommended time to complete: This may be in relation to your role in supervision e. Identify and agree what these are and how you can meet them. Your learning needs should be reflected in your Personal Development Plan. You may work in an area that is not currently participating in clinical supervision. If this is the case, reflect on the benefits that it could bring for you and reflect on local policy. Discuss this with your mentor. Supporting Learning Environments and other pages of this community website useful in this activity. Record your discussion and your reflections on your knowledge of supervision for your portfolio and ensure that your learning needs are included in your Personal development plan. If it is not, identify and explore incidents and situations where clinical supervision is or could be used if it is available to you to develop knowledge and competence in order to enhance patient care with your mentor. If clinical supervision is not available to you, what sources of support are there that you can draw on? Ensure you discuss what you have found with your mentor. There are a range of models or structural models of supervision that can be used. Supporting Learning Environments resource will give you details of a range of structural models. Now that you have learned more about clinical supervision in the activities above, think about how you can develop your supervisory skills and, with your mentor discuss and agree how you can begin to put this into action. Make an entry for your portfolio and return to it in 3 months to assess your progress and review your action plan if necessary. Discuss your role in relation to supporting others through clinical supervision with your mentor. Also discuss appropriate CPD you may need for you to be able to provide this support. Include how you think that it can make a difference to your practice and any learning needs you have around clinical supervision.

Chapter 3 : Practising Clinical Supervision : John Driscoll :

Clinical supervision is something which affects all practising nurses. It forms an integral part of the drive towards quality and clinical governance. It is often regarded as something new, yet as this book shows, it is often about recognising activities that already happen in practice.

Chapter 4 : Supervision: Clinical Supervision - Principles and Practice - 5 Online CEUs

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Chapter 5 : Practising Clinical Supervision

Practising Clinical Supervision: A Reflective Approach for Healthcare Professionals / Edition 2 by John Driscoll BSc(Hons), DPSN, CertEd(FE), RGN, RMN Supervision and CPD Consultant, Norfolk, UK, Tania Yegdich John Driscoll BSc(Hons).

Chapter 6 : Clinical Supervision

Read "E-Book - Practising Clinical Supervision A Reflective Approach for Healthcare Professionals" by John Driscoll, BSc(Hons), DPSN, CertEd(FE), RGN, RMN Supervision and CPD Consultant, Norfolk, UK with Rakuten Kobo.

Chapter 7 : Practising Clinical Supervision : Driscoll :

Clinical supervision is something which affects all practising nurses. It is often regarded as something new, yet, as this book will show, it is often about recognising activities that already happen in practice.