

Which Clinical Supervision in Nursing Strategies Nurses
Wish to be Implemented in Their Health Contexts?

Construction and Validation of a Questionnaire

Inês Alves da Rocha e Silva Rocha, RN, MS Maria Margarida Reis dos Santos Ferreira, RN, MS, PhD Regina Maria Pires, RN, MS

# Faculty disclosur

Faculty Name:	Inês Alves da Rocha e Silva Rocha, RN, MS
Conflicts of Interest:	None
Employer:	São João Hospital - Porto
Sponsorship/Commercial Support:	None

Faculty Name:	Maria Margarida Reis dos Santos Ferreira, RN, MS, PhD
Conflicts of Interest:	None
Employer:	Nursing School of Porto (ESEP)
Sponsorship/Commercial Support:	None

Faculty Name:	Regina Maria Pires, RN, MS
Conflicts of Interest:	None
Employer:	Nursing School of Porto (ESEP)
Sponsorship/Commercial Support:	None

# Goals and objectives

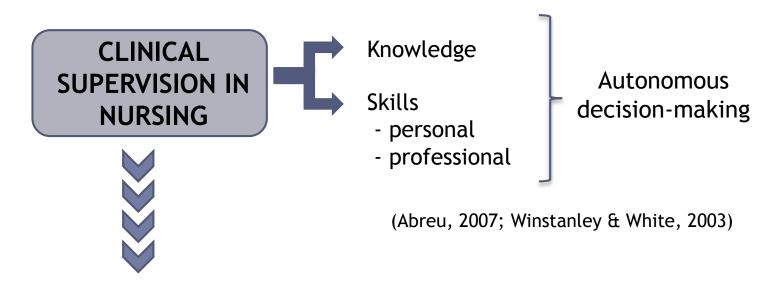
#### Session Goal:

- Analyze the phenomenon of Clinical Supervision in Nursing (CSN) in the health contexts.

### Session Objectives:

- Identify the CSN strategies that nurses wish to be implemented in their health contexts.
- Explain the process of constructing and validation of the Questionnaire of Frequency Assessment of Clinical Supervision in Nursing Strategies (QFACSNS).

# Purpose of the study



Well being of professionals / Safety of care / Patients protection



NURSING QUALITY OF PRACTICE

(Butterworth et al., 2008; Correia & Servo, 2006; Hyrkäs & Shoemaker, 2007; Moura & Mesquita, 2010)

## Purpose of the study

#### NURSING QUALITY OF PRACTICE

Clinical Supervision:

- Questioning nursing interventions

#### **Implementation of CSN Strategies**

(Fonseca, 2006; Jones, 2006)



#### Perception of nurses regarding:

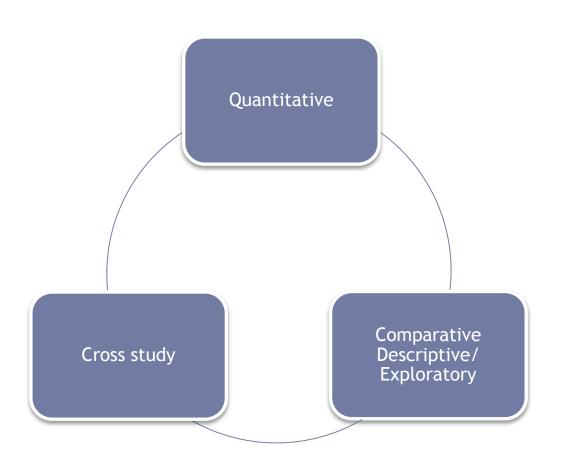
• the frequency which they wish the CSN strategies were implemented in their practice.

## Instrument for collecting the data

# QUESTIONNAIRE OF FREQUENCY ASSESSMENT OF CLINICAL SUPERVISION IN NURSING STRATEGIES (QFACSNS)

- Define the information to collect
- II. Build a database of questions
- III. Formulate questions
- IV. Sort the issues
- V. Writing the introduction and guidelines
- VI. Submit the draft questionnaire to review
  - International experts
  - National experts
- VII. Pre-test the questionnaire
  - Nurses without training in CSN
  - Nurses with training in CSN

# Design of the study



# Sample and ethical considerations

SAMPLE

Criteria for inclusion in the study

- Being a nurse
- Agree to participate in the study

#### 273 Nurses:

- Hospital
- Primary Health Care (PHC)

Direct application of QFACSNS

Application of QFACSNS through an electronic platform

The investigator should take ethical behavior since the selection of the problem to the point of publishing the results, basing his performance on explicit recognition of dignity as a core value of every human person.

(Martins, 2008)

#### **→** Validation of the QFACSNS

• The following psychometric properties were evaluated: <u>validity</u> and <u>reliability</u>.

#### **VALIDITY**

- Content validity
- Group of international and national experts
- Group of nurses who participated in the pre-test

(Polit & Beck, 2010)

### **→** Validation of the QFACSNS

• The following psychometric properties were evaluated: <u>validity</u> and <u>reliability</u>.

#### RELIABILITY

- Internal consistency
- Calculating the Cronbach alpha coefficient (>0,80)
- Frequency related to the desire of implementation of the CSN strategies:  $\alpha = 0.913$

(Pallant, 2010)

→ Characterization of the sample

Age - from 24 to 58 years; M=34; SD=7,05

• <u>Gender</u> - female: 83,2%; n=227

- male: 16,8%; n=46

Experience in Nursing - between 1 and 36 years; M=11; SD=6,77

Context - Hospital: 64,3%; n=175

- PHC: 35,7%; n=97

Frequency related to the desire of implementation of the CSN strategies in health contexts

CSN Strategies	% scores				
	1	2	3	4	5
Individual supervision sessions	20,5	36,6	22,7	18,7	1,5
Group supervision sessions	9,2	35,2	33,0	19,4	3,3
Feedback	27,1	28,9	28,6	14,3	1,1
Critical and reflective analysis of practice	31,1	29,7	24,2	12,8	2,2
Case analysis with the supervisee	13,2	44,0	26,0	14,7	2,2
Case analysis in group	5,1	34,1	38,5	19,4	2,9
Self supervision	32,2	33,7	22,0	9,9	2,2
Analysis of nursing care documentation	25,3	33,3	26,0	12,5	2,9
Demonstration	41,4	24,9	16,5	13,9	3,3
Reflective report	4,8	18,3	32,6	39,2	5,1
Supervision at distance: telephone	9,5	19,0	25,3	21,6	24,5
Supervision at distance: email	13,6	25,3	24,2	22,7	14,3
Supervision at distance: skype®	7.0	16,1	18,3	20,1	38,5
Support	38,5	25,3	22,3	11,4	2,6
Continuing training	17,2	21,2	39,2	19,0	3,3
Observation	48,0	15,0	18,3	14,3	4,4

Results of Mann-Whitney test on the desire to implement the CSN strategies due to the work context

PHC	Hospital	
(n=97)	(n=175)	

	Average Order	Average Order	p
Reflective report	124,25	143,29	,044
Supervision at distance: telephone	120,72	145,25	,012
Supervision at distance: email	119,98	145,65	,008



There are statistically significant differences (p<0.05) between the PHC nurses and the hospital nurses regarding their desire to implement the strategies 'reflective report', 'supervision at distance: telephone' and 'supervision at distance: email': nurses from the PHC want to use more these CSN strategies than nurses who work at the hospital setting

### Conclusion

- The CSN strategies that nurses wish to be more implemented in their health contexts are 'observation', 'demonstration' and 'support'.
- The QFACSNS is a reliable instrument and has content validity therefore:
  - can be applied in Mentorship, Preceptorship or CSN;
- the data obtained from the application of this questionnaire can be an important contribution to reconsider the existing clinical supervision policies and programs or can be crucial in the planning of a clinical supervision program adjusted to each context.

#### References

Abreu, W. (2007). Formação e aprendizagem em contexto clínico: fundamentos, teorias e considerações didácticas. Coimbra: Formasau - formação e saúde, Lda.

Butterworth, T. [et al.] (2008). Wicked spell or magic bullet? A review of the clinical supervision literature 2001-2007. *Nurse Education Today*, 28, 264-272.

Correia, V. & Servo, M. (2006). Supervisão da enfermeira em unidades básicas de saúde. Revista Brasileira de Enfermagem, 59(4), 527-531.

Fonseca, M. (2006). Supervisão em ensinos clínicos de enfermagem: perspectiva do docente. Coimbra: Formasau - formação e saúde, Lda.

Fortin, M. (2009). Fundamentos e etapas do processo de investigação. Loures: Lusodidacta.

Hyrkäs, K. & Shoemaker, M. (2007). Changes in the preceptor role: re-visiting preceptors' perceptions of benefits, rewards, support and commitment to the role. *Journal of Advanced Nursing*, 60(5), 513-524.

#### References

Jones, A. (2006). Clinical supervision: what do we know and what do we need to know? A review and commentary. *Journal of Nursing Management*, 14, 577-585.

Martins, J. (2008). Investigação em Enfermagem: alguns apontamentos sobre a dimensão ética. Revista Pensar em Enfermagem, 12(2), 62-66.

Moura, E. & Mesquita, L. (2010). Estratégias de ensino-aprendizagem na percepção de graduados de enfermagem. Revista Brasileira de Enfermagem, 63(5), 793-878.

Pallant, J. (2010). SPSS: survival manual (4th ed.). Berkshire: McGraw-Hill Companies.

Polit, D. & Beck, C. (2010). Essentials of nursing research: appraising evidence for nursing practice (7<sup>th</sup> ed.). Philadelphia: Wolters kluwer Health/Lippincott Williams & Wilkins.

Winstanley, J. & White, E. (2003). Clinical supervision: models, measures and best practice. *Nurse Researcher*, 10(4), 7-38.