

**Title:**

Service Leadership: The Role of Supervision in Advanced Nursing Practice

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**Session Title:**

Leadership Poster Session 2

**Slot (superslotted):**

LDP PST 2: Monday, 19 September 2016: 7:00 AM-8:00 AM

**Slot (superslotted):**

LDP PST 2: Monday, 19 September 2016: 9:45 AM-10:15 AM

**Slot (superslotted):**

LDP PST 2: Monday, 19 September 2016: 12:00 PM-1:30 PM

**Slot (superslotted):**

LDP PST 2: Monday, 19 September 2016: 3:15 PM-3:45 PM

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**Purpose:**

The purpose of this presentation is to clearly define the supervisory skills and attitudes needed to support and empower developing nurses as leaders of the profession. Specific principles used in clinical social work practice will be applied to the nursing profession to improve job satisfaction, motivation and engagement.

**Keywords:**

Empowerment, Leadership and Supervision

**References:**

Kanter & Vogt (2012). On "Being" and "Doing": Supervising Clinical Social Workers in Case-Management Practice, *Smith College Studies in Social Work*, 82:2-3, 251-275, DOI:10.1080/00377317.2012.693029  
Metzger, R., & Rivers, C. (2014). Advanced practice nursing organizational leadership model. *Journal for Nurse Practitioners*, 10(5), 337-343 7p. doi:10.1016/j.nurpra.2014.02.015  
Queirós, P. J. P. (2015). The knowledge of expert nurses and the practical-reflective rationality. *Investigacion & Educacion En Enfermeria*, 33(1), 83-91 9p. doi:10.1590/S0120-53072015000100010

**Abstract Summary:**

Significant attention has been paid to the importance of nursing leadership, especially for the developing role of the Advanced Practice Registered Nurse (APRN). What are the similarities and differences between supervision and preceptorship and their role in leadership development? Supervisory concepts from clinical social work lend itself to defining nursing supervision.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to compare and contrast similarities and differences between preceptorship, mentorship, and supervision in nursing.	Mentorship and preceptorship are organic and intuitive behaviors supportive of developing nurses. Supervision offers a formal but flexible skill set that can be learned in order to support leadership behaviors from novice to expert nurses.
The learner will be able to identify the negative sequelae associated with ineffective	Ineffective communication and weak leadership skills and attitudes contribute to job

supervisory behaviors and the positive outcomes of skilled supervisory behaviors.	burnout, dissatisfaction, and disengagement. Effective and skilled supervisory behaviors contribute toward empowerment, engagement, and job satisfaction.
The learner will be able to discriminate between management and supervision and outline the advantages of supervision in creating nurse leaders.	Managers develop followers to formalize and perfect systems while leaders develop relationships and organize change. The best of both skill sets can be combined to create powerful relationships and elevate the nursing profession.
The learner will be able to develop specific supervisory skills and attitudes from clinical social work models and transfer to the nursing profession.	Clinical social work is rich with applicable models for developing leadership qualities and skills and there are many parallels to the nursing profession including themes of transparency, mutuality, trust, reflection, and action.
The learner will be able to justify the return on investment and cost effectiveness of implementing built in time for regular, ongoing, and skilled supervision into leadership development.	With ever dwindling resources and employers/employees being asked to do more with less it is crucial to develop ways to improve efficiency without compromising quality of care or lowering professional standards.

#### **Abstract Text:**

Significant attention in research and education has been paid to the importance of leadership in nursing, especially for the developing role of the Advanced Practice Registered Nurse (APRN) / Nurse Practitioner (NP) (Metzger & Rivers, 2014; Severinsson, Johansson & Lindquist, 2014; Dale et al., 2013; Taylor, 2013; Queiros, 2014). Supervision as one aspect of leadership has been linked primarily with managerial responsibilities and mentorship for new nurses (Moked & Crach-Zahavy, 2016). Efforts have been made to capture and quantify both the harmful sequelae of unsupportive supervisory relationships on staff and positive behaviors among managers and supervisors (Kuehnl, Rehfuess, von Elm, Nowak & Glaser, 2014; Dingley, Daugherty, Derieg & Persing, 2008). There is little clarification however on the conscious implementation of specific supervisory skills, practices and approaches toward the ongoing leadership development for APRNs / NPs as well as for all nurses (Kuehnl, Rehfuess, von Elm, Nowak & Glaser, 2014; Metzger & Rivers, 2014). There is also a gap in the literature regarding the utility of supervision in the reduction of negative outcomes of stress and improvement of both health related and leadership behaviors (Kuehnl, Rehfuess, von Elm, Nowak & Glaser, 2014). Lack of opportunities for leadership development through supervision may contribute to feelings of disempowerment and job dissatisfaction, whereas positive outcomes of skilled clinical supervision within the nursing profession may be an antidote to burnout and to feelings of powerlessness as well as fuel motivation and engagement (Metzger & Rivers, 2014; Severinsson, Johansson & Lindquist, 2014). Both supervisors and supervisees need time for reflection to internalize the desired knowledge, skills and attitudes consistent with best practice especially in light of the multi-layered pressures associated with productivity, outcomes, and sustainability. (Kuehnl, Rehfuess, von Elm, Nowak & Glaser, 2014; Queiros, 2014). Effective communication is a core skill in setting the tone for a safe, supportive and empowering work environment and is vital to risk reduction of poor outcomes in patient care. It makes intuitive sense that as the roles of APRN/NP expand and deepen, an objective way to measure professional outcomes is needed. APRNs/NPs have a unique opportunity to participate in the development and modeling of leadership behaviors through skilled supervision as well as to define, distill and disseminate the essence of their

dynamic roles (Dale et al., 2013). The arena of clinical social work is rich with applicable models for developing leadership qualities and skills (Kanter & Vogt, 2012; Pack, 2009; Long, Harding, Payne & Collins, 2014). There are many parallels that can be drawn upon and applied to a meaningful use of skilled supervision to support and promote leadership potential, empowerment and professionalism (Kanter & Vogt, 2012; Pack, 2009).

## References

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