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*Enhancing nursing education
through effective clinical
supervision in the clinical learning
environment*



ENHANCING NURSING EDUCATION THROUGH EFFECTIVE CLINICAL SUPERVISION IN CLINICAL LEARNING ENVIRONMENTS

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INTRODUCTION

- The CLE has four attributes that affect student learning which are physical space, psychosocial and interaction factors, organizational culture and **teaching attributes** (Flott & Linden, 2016)
- Nursing education can be enhanced by engaging with these attributes particularly the teaching attributes for proper translation and application of knowledge into clinical skills for future practice
- It is imperative that there must be meaningful learning experiences for student nurses through effective and competent clinical supervision within the CLE

Problem Statement

- Clinical supervision within the CLE as a component of the teaching attribute is essential for nursing education
- Knowledge regarding nursing students experiences of clinical supervision in the CLE is limited
- This study explored the experiences of student nurses in a university-based School of nursing using Quality of the Clinical Learning Environment Model (D'Souza, Karkada, Parahoo, & Venkatesaperumal, 2015)

Objectives of the study

- To describe the nature of clinical supervision experienced by student nurses from their clinical instructors
- To identify challenges with clinical supervision of student nurses in the CLE
- To explore strategies for ensuring effective clinical supervision of student nurses in the CLE

Methods

- Qualitative study, hermeneutic phenomenology
- Student nurses from a university-based School of Nursing
- Focus group interviews- 6 groups ranging from 8-12 participants using a semi-structured interview guide
- Data analysis- Colaizzi 7-Step method
- Thematic content analysis

Nature of Supervision by Clinical Instructors

- Inadequate supervision by clinical teachers in the CLE during clinical placement
 - *“...they (clinical supervisors) only give us our letters, we take it to the hospital and I see them on the first day and that is all. I don’t see them again in the wards*
- Non-engagement in teaching on the wards by the clinical instructors
 - *The clinical instructors don’t really get involved in our clinical setting. When we are in school they are with us, but when we go to the ward, they are not there,...*

Challenges with Clinical Supervision

- Teaching Large Student Numbers
 - *the clinical supervisors should come on the ward, and make us do procedures on the wards. I think they are supposed to be around even if it's two times a week*
- Timing of Clinical Placements
 - *Sometimes, it's so close to the exams time... So going to the ward is like a bother because you want to really learn and pass your exams*

Strategies for Effective Supervision

- Post-clinical conferences
 - *“ after every encounter at least we should have clinical conferences where you discuss the things you learn in the ward with the instructors and your challenges, and everything so that before the next week all those challenges are addressed and you don’t face the same thing.’*
- Improvement in transportation to clinical sites
 - *Our buses are not in good shape. We had a challenge on one of the buses to Ridge Hospital at Tetteh Quarshie (on route to work). I was really feeling embarrassed (laughs) when we had to get off and wait for another bus to convey us. We had to explain to the in-charge but I could tell she was not happy*

Discussion and Recommendations

- For effective clinical supervision, there must be adequate clinical teaching and support for learning
- There is need for clinical supervisors to update their knowledge and skill regularly to form the basis for guiding students (CPE)
- Student nurses have indicated the contribution of preceptors and clinical lecturers to their acquisition of clinical skills so it is imperative to address issues with clinical supervisors updating their knowledge (**Kristofferzon, Mattensson, Mamhidir, 2013**)

Discussion and Recommendations

- Teaching large number of students requires proper planning and scheduling for clinical lecturers to engage in teaching of student nurses in the clinical learning environment
- It is recommended that clinical supervisors collaborate with clinical staff to assist with teaching the student nurses and motivate the clinical staff to continue teaching the students (Msiska, Smith & Fawcett, 2014)
- Design a programme for supervisors to accompany students and engage them

Discussion and Recommendations

- Timing of clinical placement is an institutional challenge which can be addressed in consultation with the university
- There is the need to consider scheduling clinical work during the course of the semester for students to complete in good time
- Students will thus be in a position to prepare for other university commitments in relation to their academic work

Conclusion

- Clinical supervision involves the use of cognitive processes drawn from experience (of both the supervisee and the supervisor) which is essential to the practice of professional nursing
- Considerations can be given to the exploration of the use of different approaches to CS to enhance nursing education
 - One-on-one interactions where possible
 - Group focused clinical supervision
 - Use of post- clinical conferences for immediate discussion of ward activities