

# Effective Clinical Supervision



# Effective Clinical Supervision

*edited by*

**Tony Ghaye and Sue Lillyman**



Quay Books Division, MA Healthcare Ltd, St Jude's Church, Dulwich Road,  
London SE24 0PB

British Library Cataloguing-in-Publication Data  
A catalogue record is available for this book

1st edition published May 2000  
2nd edition published May 2007

© MA Healthcare Limited 2007 Reprint 2010  
ISBN-10: 1-85642-332-8  
ISBN-13: 978-185642-332-8

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the publishers

Printed in the UK by CLE, St Ives, Huntingdon, Cambridgeshire

---

# Contents

List of contributors	vi
Acknowledgements	vii
Introduction	ix
1 What clinical supervision means to the practitioner, patient and organisation <i>Sue Lillyman</i>	1
2 Clinical supervision: ethics and appreciative interaction <i>Tony Ghaye</i>	17
3 Implementing clinical supervision within a primary care trust <i>Debbie Peniket and Sue Lillyman</i>	31
4 Challenges for student nurses requiring clinical supervision <i>Karen Latimer</i>	47
5 Action learning sets and their place in clinical supervision <i>Sue Lillyman</i>	59
6 Clinical supervision as experience-based improvement <i>Tony Ghaye</i>	71
Index	83

---

# List of contributors

**Tony Ghaye** Cert Ed, B Ed(Hons) MA(Ed) PhD.

Chief Executive Officer of the Institute of Reflective Practice, UK; Professor in Educare; Visiting Professor at the University of Luleå, Sweden, and Senior International Consultant at the Beijing-Geely University, China.

Tony Ghaye is founder and Editor-in-Chief of the peer-reviewed journal *Reflective Practice*. He has an international reputation in enabling individuals, work teams and whole organisations to increase performance through appreciative and strengths-based reflective learning. His most recent books include *Developing the Reflective Healthcare Team* and *Building the Reflective Healthcare Organisation* published by Blackwell Publishing, Oxford. Tony is interested in using experienced-based reflective learning to build and sustain responsive services and to support those in human service work so that they may act ethically and with moral courage.

**Karen Latimer** RGN, MSc, BA, Dip in Counselling

Senior Lecturer at the Institute of Health, Social Care and Psychology, University of Worcester.

Karen Latimer began her nursing career in 1981 at East Birmingham Hospital, West Midlands. She then worked within adult acute settings before making the transition to nurse education in 1999. Her role as a professional development nurse at Birmingham Heartlands Hospital (formally East Birmingham Hospital) involved teaching and developing educational programmes for all grades of nurses. It was during this time that she became involved in clinical supervision and was involved in a joint venture between three other West Midlands trusts in an open learning package called 'Super vision'. Karen also became a member of the West Midlands regional strategy group for clinical supervision.

Her current position as a senior lecturer at the University of Worcester involves being a module co-ordinator on the pre-registration diploma in higher education and degree course nurse training programmes. Karen is also currently involved in supporting Worcestershire Acute Trust with the development of their strategy and clinical supervision workshops for supervisors.

**Sue Lillyman** MA, BSc(Nursing), RN, RM, DPSN, PGCE (FAHE).  
Senior Lecturer University of Central England and Affiliated Consultant at the  
Institute of Reflective Practice, UK.

Sue Lillyman is a qualified nurse and midwife who worked in clinical practice for many years in a variety of hospitals within the West Midlands region prior to entering nurse education in 1989. Recently she worked as a volunteer with street boys and provided medical care in the shantytowns of Lima and remote villages on the Amazon in Peru. Sue is currently working at the University of Central England as Senior Lecturer where she is the route director for the Post-graduate Certificate in the Case Management of Patients with Long-term Conditions.

Sue has had an interest in reflective practice and the improvement of patient care through reflection for many years and been involved with portfolio development of staff, accreditation of prior learning and professional development.

Sue is on the international advisory board of the peer-reviewed journal, *Reflective Practice*. Her work with the Institute of Reflective Practice is in the area of helping others reach full potential within their workplace through reflection and the development of reflective workplace cultures.

**Debbie Peniket** MSc, RGN, RM, RHV  
Assistant Director of Nursing and Therapies, South Birmingham PCT.

Debbie Peniket's career in the NHS now spans some 30 years. She has worked in general nursing, midwifery and health visiting and is currently an Assistant Director of Nursing and Therapies in South Birmingham PCT.

Most of her experience is within community services as a general health visitor and as a specialist health visitor for people with physical disabilities. This sparked her interest in the management of long-term neurological conditions and she undertook a Masters Degree in Advanced Clinical Practice at the University of Birmingham in 1998. Following this, Debbie worked as a nurse consultant until September 2003 when she took up her current post as an assistant director of nursing and therapies. She has a lead role in safeguarding Children and is a member of the Birmingham Safeguarding Children Board. In addition she is the trust lead for essence of care and the implementation of clinical supervision. Debbie provides facilitation for a leadership development programme and is involved in the modernisation of community services to deliver high quality, effective and patient/client-centred services.

### *Acknowledgements*

*Sue Lillyman and Tony Ghaye would like to thank all their colleagues and friends who have worked with them over the years in the implementation of clinical supervision and given their time and ideas in relation to this revised book.*

*They also thank Karen Latimer and Debbie Peniket for contributing chapters, and the staff and students within the trusts who have participated in action learning sets, clinical supervision sessions, staff surveys and steering groups to implement forms of clinical supervision, and who have shared its value in practice.*



---

# Introduction

Since the first edition of this book there have been developments in the process of clinical supervision with the onset of the health care standards set out by the Department of Health (2006). This document requires every NHS trust to meet these standards for their governance objectives in relation to leadership and clinical supervision. Although having some kind of process of clinical supervision in place in a trust is important, we see its real value as lying, not only in the objectives of the organisation, but also for the patient/client and individual practitioner. A fully functioning clinical supervision process clearly demonstrates a trust's commitment to improving the quality of its services by supporting all its staff. Such a process also sends a powerful message to service users. That there is a formal process in place where staff can explore new and better ways of providing the best quality of care for them.

In this book we have revisited the reasons why clinical supervision was first suggested as an important process and identified areas where we feel there has been a positive move towards its implementation. The book identifies how individuals and groups can positively engage in such a process and how this in turn contributes to their efforts to be life-long learners. We link clinical supervision with the knowledge and skills dimensions as set in the Department of Health's document (2004) and individual's development plans/portfolios.

In this edition we build on the first book and review where we are now in relation to the implementation of support networks for all professionals. We also identify why some parts of the process of clinical supervision have not lived up to their early promise and raise some new possibilities for both an appropriate conception of clinical supervision and its implementation.

Sue Lillyman  
Tony Ghaye

Department of Health (2004) *The NHS Knowledge and Skills Framework and the Development Review Process*. London, HMSO

Department of Health (2006) *Standards for Better Health*. London, HMSO

