

Are we doing it right?

**Clinical support for new graduate
mental health nurses.**

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The Programme



The Graduates



Whitireia NZ- NZCMHN Inc July 2011

The Research

- **Historical document analysis**
- **5 year period**
- **Quantitative and qualitative data**

The Literature

- **Focus on general nursing- the difference in complexity in the mental health setting**
- **Gaps in knowledge around mental health programmes**
- **Little programme evaluation literature - all round evaluation**

The Evaluations

- **Site coordination**
- **Preceptorship**
- **Supervision**
- **Organisation**



The Findings

Site Coordination

- **Most variable data.**
- **Definite improvement demonstrated**
- **This role either assisted development or could have!**



Preceptorship

- **Consistently high response to always/ usually categories- over 85% for all years**
- **Comments demonstrated this to be a highly supportive role**
- **Time identified as a barrier**



Organisation

- **70% and above response rate to all questions in the always/usually categories.**
- **No qualitative comments**



Supervision

*“My clinical supervisor is an absolute
God send” (2005).*



Supervision

Most highly valued support provided.

Over 87% response to always/usually.

In 2007/2008 over 96%.

Cultural supervision



Supervision appears to be the critical feature to address what can be an overwhelming responsibility and accountability for new graduates in mental health settings

(Fourie, McDonald, Connor, & Bartlett, 2007).



Cummins, (2008) states that clinical supervision as a strategy to complement existing support models such as preceptorship would address the current issues of recruitment and retention in nursing.

Overall Themes

Definite themes of increased support and confidence through the year.

Later in the year themes include independent practice and appreciation of critical feedback.

Major theme of improvement in the quality of the support provided each year- means the feedback mechanism is working.

And so.....

- This work now informs feedback in clinical assessors workshops and to graduates at commencement of the course.



References

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