

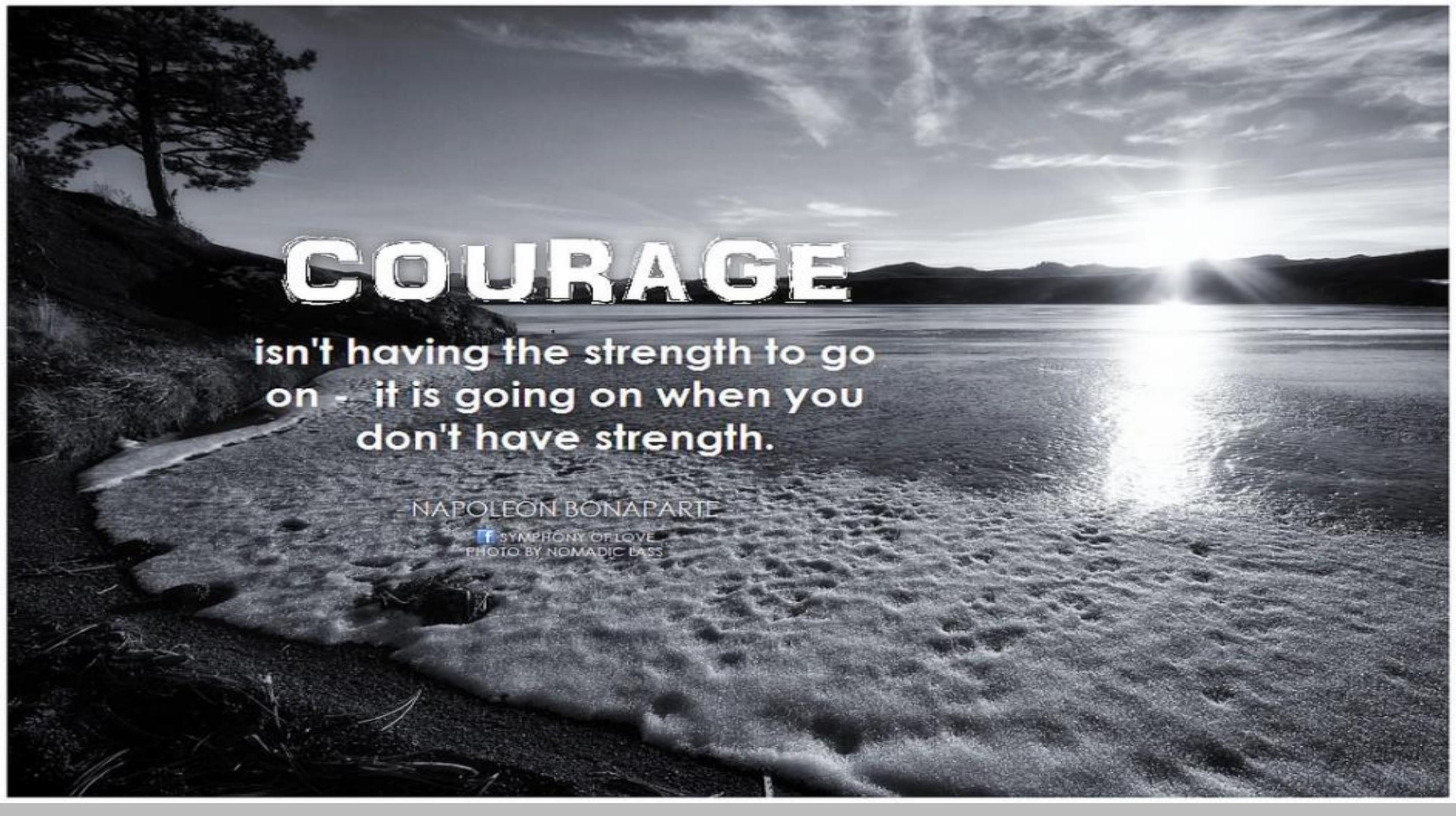
“Side stepping through the Mire for Resilience”



R. Mitchell RN, BN MEd

&

L.A. Davies RN, BA, MA



COURAGE

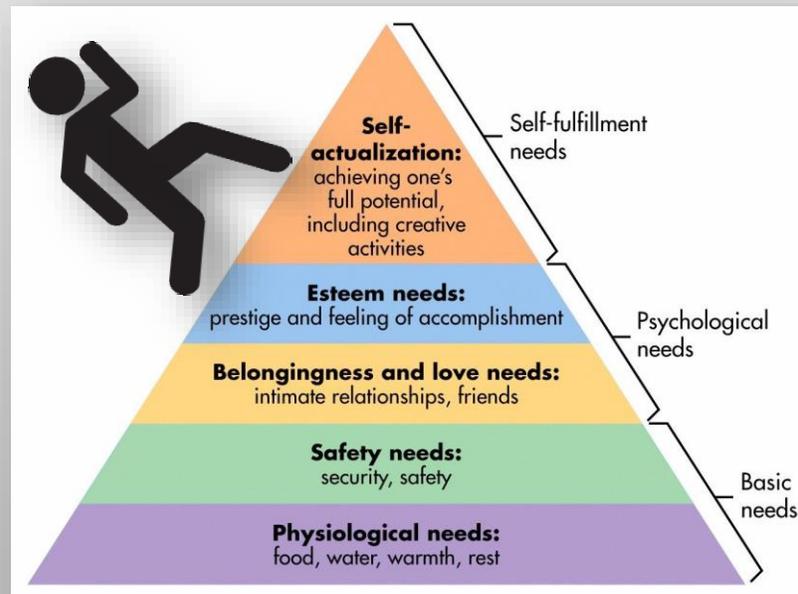
isn't having the strength to go
on - it is going on when you
don't have strength.

— NAPOLEON BONAPARTE

 SYMPHONY OF LOVE
PHOTO BY NOMADIC LASS

“Resilience is defined as the ability to overcome adversity and includes how one learns to grow stronger from the experience”

(McAllister & McKinnon, 2009 in Thomas & Hunter-Revell, 2016).



Resilience: a fine balancing act

Concept of resilience has its roots in 2 primary areas:

- The physiological side of coping
- The adaptation and psychological management of stress and trauma. (Jackson , Firtko, & Edenborough, 2007)



Emotional Resilience and mentor support

“The ability to recover quickly or to adjust to adversity”

(Hodges et al, 2008 as cited in Crag & Smith 2014)



Resilience in Christchurch post 2011

- December 2012- December 2013
 - 7% increase in the number of people accessing mental health services
 - mental health disorders 1.4 times higher
 - Increases in
 - major depression,
 - post-traumatic stress disorder,
 - other anxiety disorders
- >50 year-old Christchurch residents: significantly poorer mental health compared with national averages.

(Mental Health Foundation, 2014)



10 psychological characteristics to increase resilience:

- optimism,
- developing cognitive flexibility,
- developing a personal moral set of beliefs,
- developing altruism,
- finding a resilient mentor,
- learning to face fear,
- developing coping skills,
- having a strong support system,
- exercising,
- having a sense of humour.





The students



Students come with ...

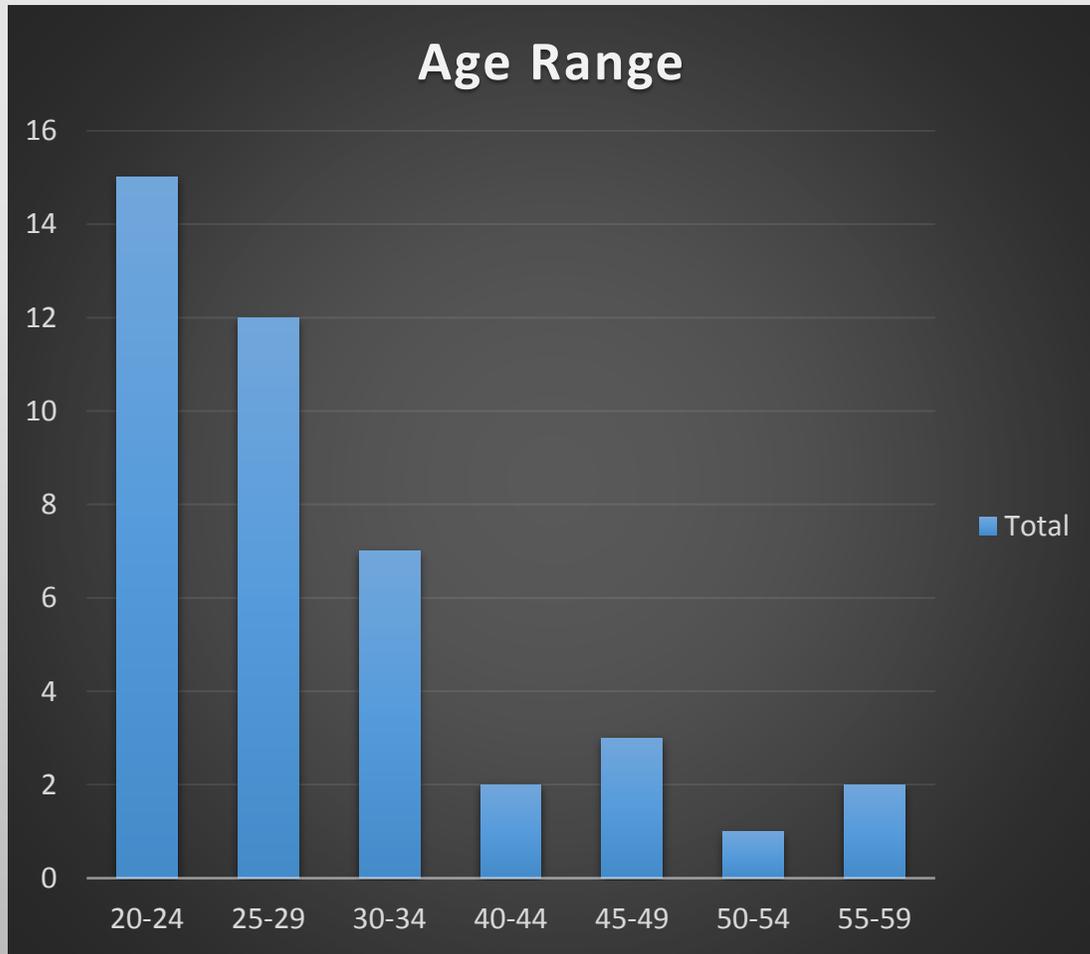
- Low self esteem
- Low self efficacy
- Low socio economic
- Challenging behaviours and ineffective coping strategies
- Comorbidities
- Juggling work, family and study (family expectations)
- Non-engagement with education
- Tertiary education overwhelming
- Learning Disabilities: Dyscalculia, Dysgraphia, Dyslexia,
- Literacy Issues: English as a second language and ICT issues
- Culturally diverse
- Age differences
- Mental health issues



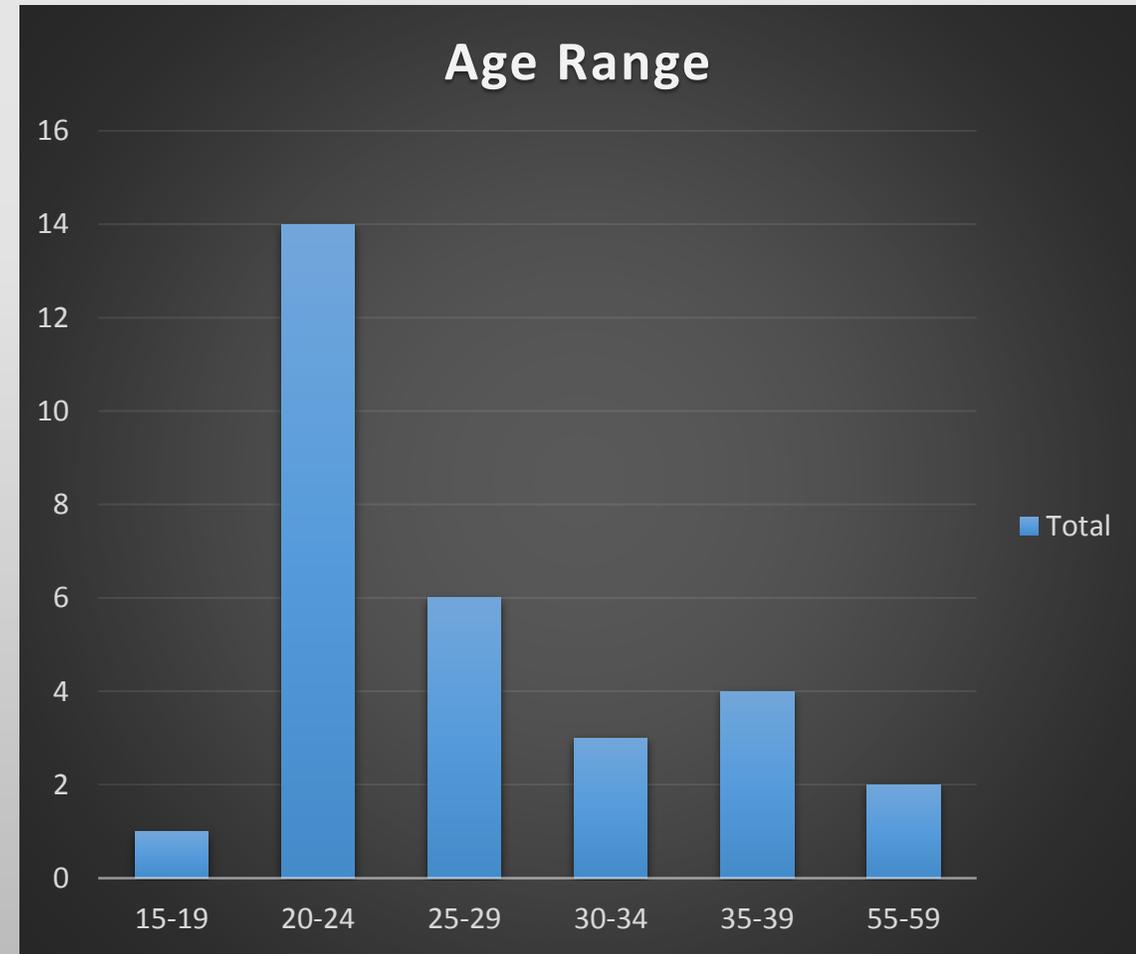
Students 2016-17

2016-17 students

2016 total 42



2017 total 30

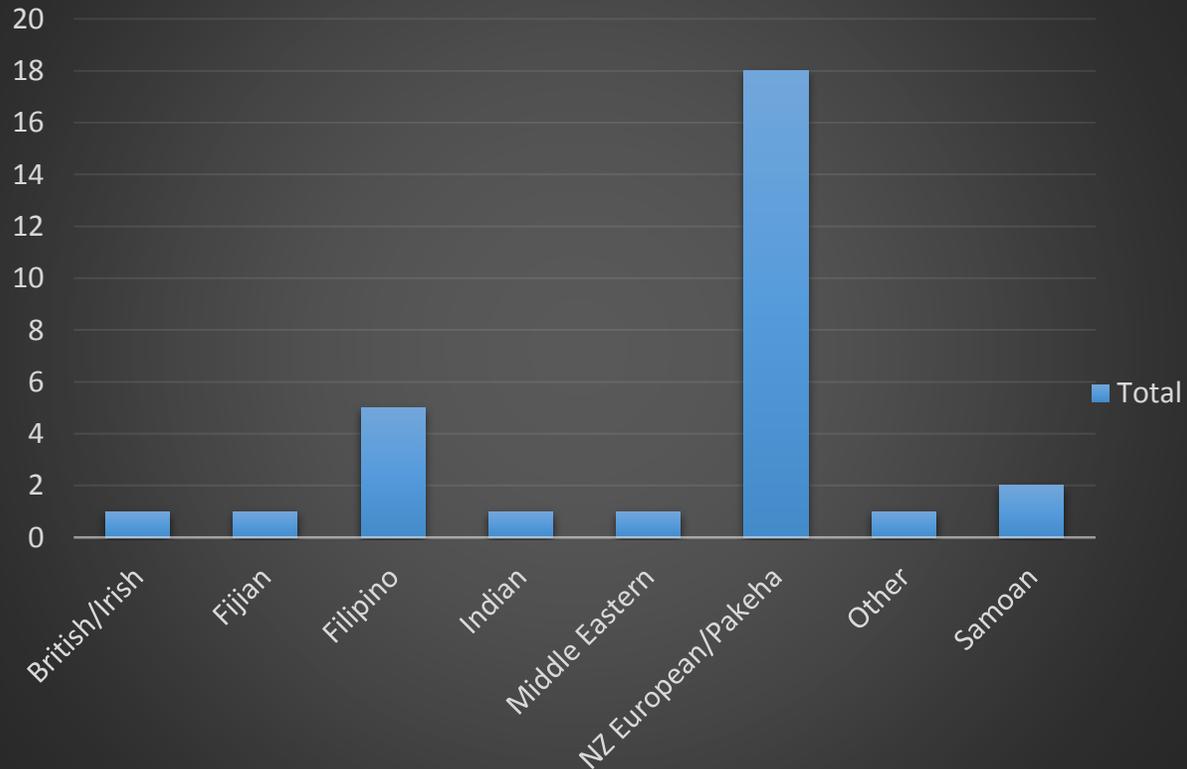


Students 2016-17

2016-17

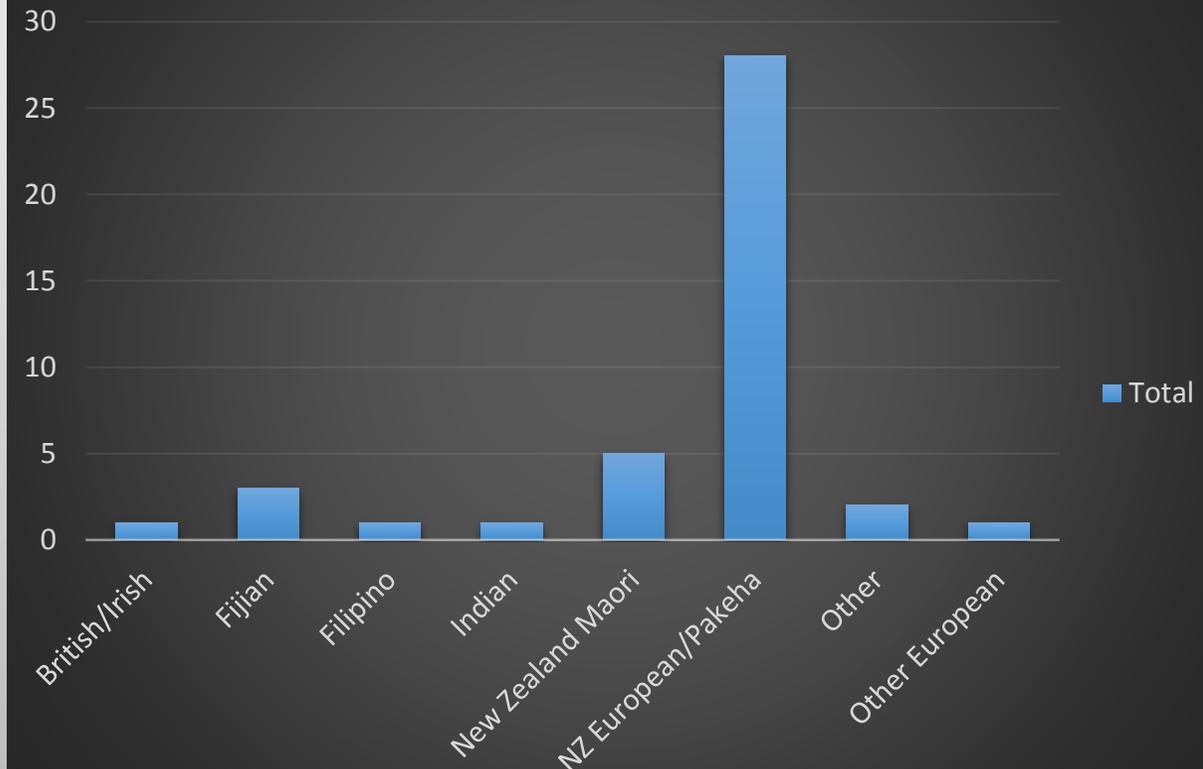
2016

Primary Ethnicity



2017

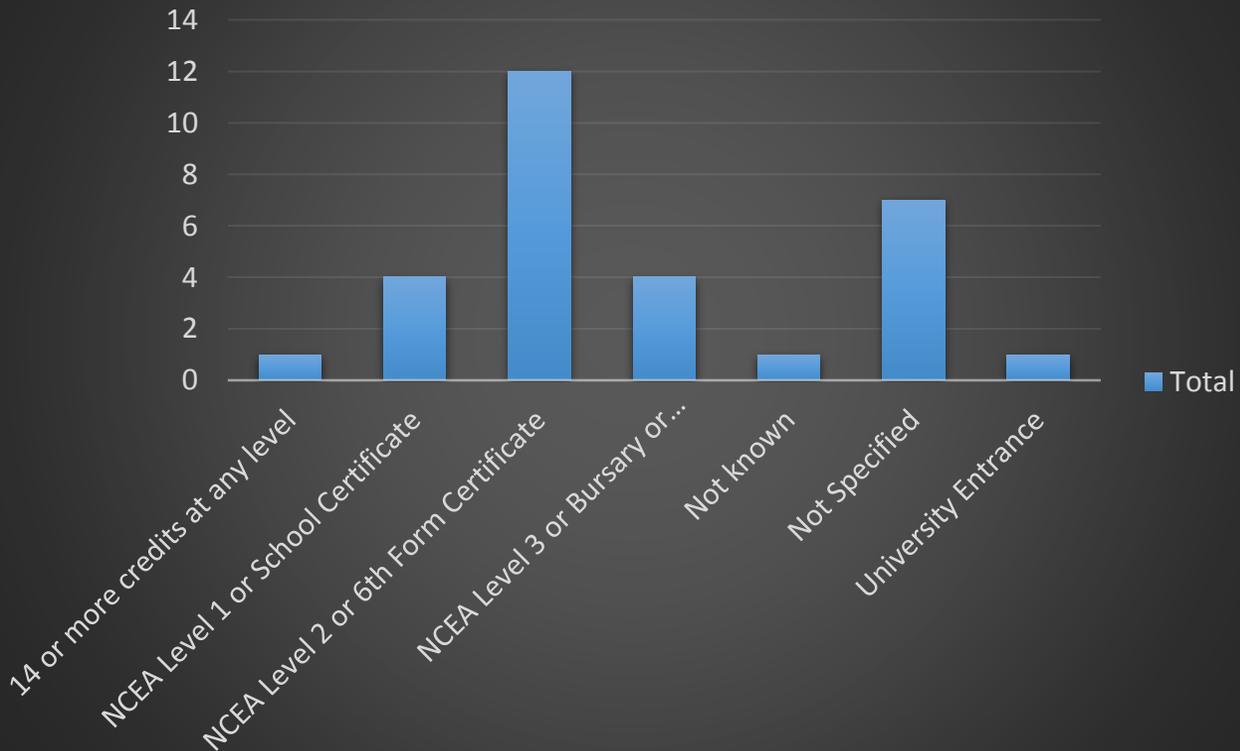
Primary Ethnicity



Students 2016-17: Prior education

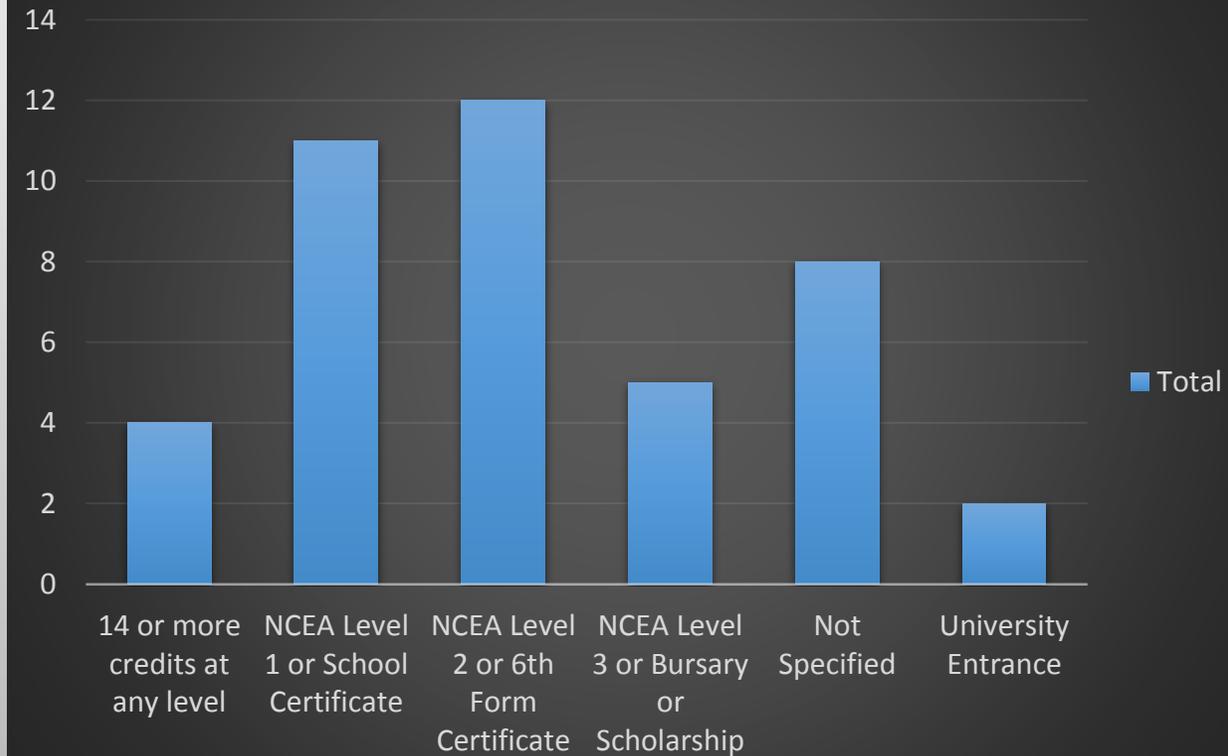
2016

Prior Qualification



2017

Prior Qualification



Educational Programmes

“Enabling individuals to explore and develop their professional identity, as well as building their capacity for coping.”

“social competence, problem-solving ability, resistance to failure, and sense of purpose in nursing students are really helpful when they deal with people facing vulnerability “

(McCallister & McKinnon, 2009)



Students/Lecturer relationship

Lecturer qualities:

- Communication
- Calmness
- Problem solvers
- Non judgmental
- Mentor/ encourager
- Professional
- Open minded
- Supportive
- Nurturing
- Enabling



Educational programmes

“resilience can be improved through the provision of relevant and practical protective factors, such as an educational setting that is caring and learner-centred, has positive and high expectations and provides a positive learning environment, is placed within a strong, supportive, social community, and offers supportive peer relationships”

(Rapp, 1989; Gu & Day, 2007 as cited in McAllister & Mckinnon, 2009).



Teaching and learning environment

- Clinical Practice Foundation (level 4)
 - Clinical lecture with the students (maximum 8) for the duty in older person's health.
 - Academic lecturers 3
 - Small tutorial groups
- Acute and speciality Nursing (Level 5)
 - DEU model for the level 5 papers
 - Pastoral care : 18 months 2 lecturers
 - Personal and professional development growth



Clinical Placements

The role of the RN and EN mentor supports the development of resilience:

- Having a positive working relationship with the student
- Encouraging the student to articulate their anxieties
- Being open to discussion of uncomfortable material and incidences within the ward environment
- Providing students with realistic coping strategies to manage stress

(Crag & Smith 2014)



Clinical Placement support

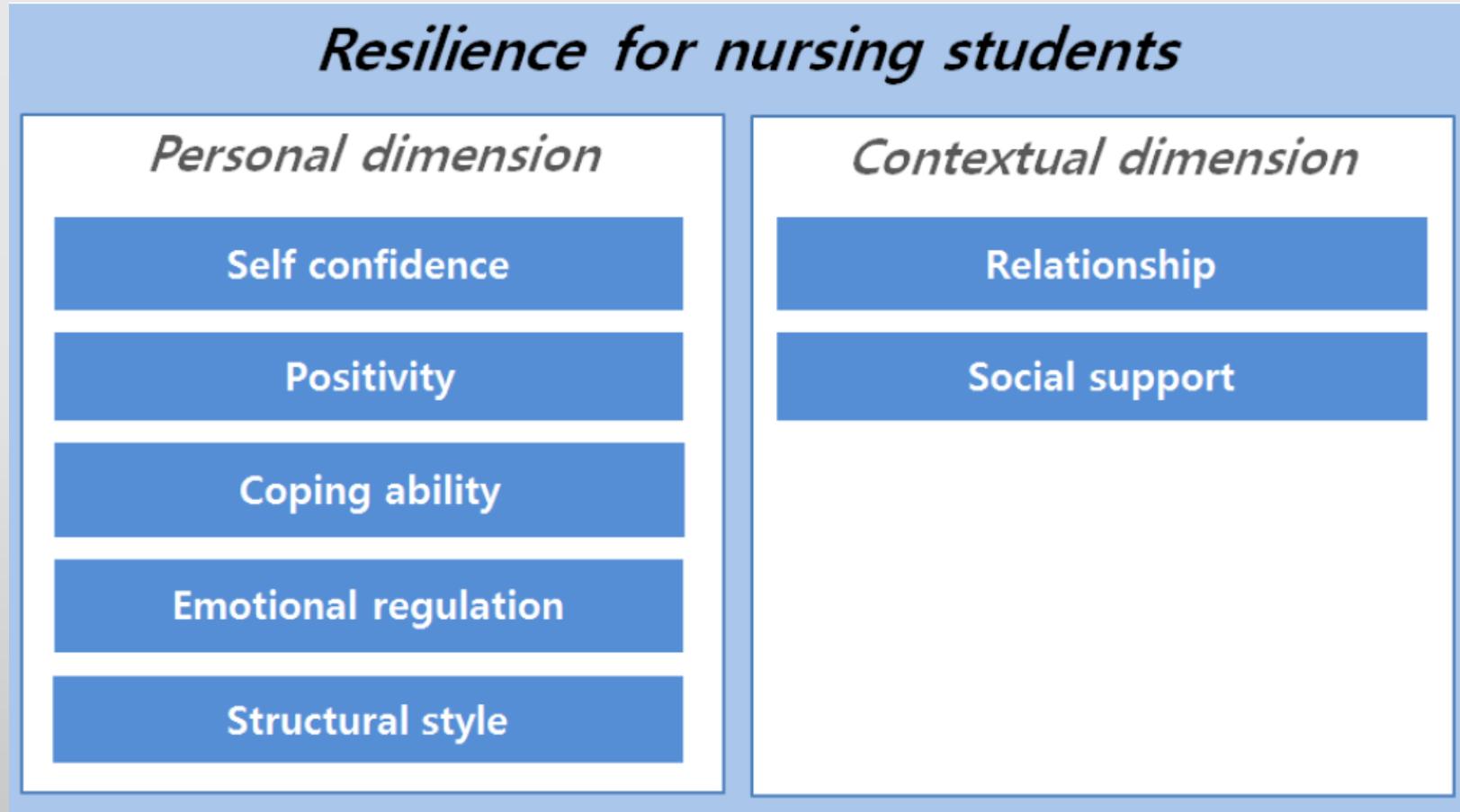
“building positive professional support systems and networks; maintaining a positive attitude through periods of hardship; developing emotional insight and coping strategies; achieving life balance with spiritual growth; and becoming reflective.” (Turner, 2014)



Student Cohort



We hope.....



(양영희, 2015)



Thank you for listening. Any questions?



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