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

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 total 42

2017 total 30
Students 2016-17

2016

Primary Ethnicity

2017

Primary Ethnicity

Total
Students 2016-17: Prior education

2016

Prior Qualification

- 14 or more credits at any level
- NCEA Level 1 or School Certificate
- NCEA Level 2 or 6th Form Certificate
- Not Specified
- Not Known
- University Entrance

2017

Prior Qualification

- 14 or more credits at any level
- NCEA Level 1 or School Certificate
- NCEA Level 2 or 6th Form Certificate
- NCEA Level 3 or Bursary or Scholarship
- Not Specified
- University Entrance
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”

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......

*Resilience for nursing students*

**Personal dimension**
- Self confidence
- Positivity
- Coping ability
- Emotional regulation
- Structural style

**Contextual dimension**
- Relationship
- Social support

(양영희, 2015)
Thank you for listening. Any questions?


