

Building Resilient Practitioners- the role of the practice-based supervisor: How can we better the odds?

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Why do we need to better the odds?

- Nurses in England report higher levels (42%) of 'burnout' than their European counterparts (Aiken et al 2012)
- 43% 'caseness' in social work students (Kinman and Grant 2011)
- Recommendations for tackling work related stress in the caring professions with benefits to service users, staff and organisations have been reported by Boorman (2009).

Staff well-being is an *'antecedant'* to patient care experience (Maben et al 2012 commissioned by the National Institute of Health Research)

- *'Well-being bundles:'*
 - A good local (team)/ work-group climate
 - Co-worker support
 - Job satisfaction
 - A positive organisational climate
 - Organisational support
 - Low emotional exhaustion
 - Supervisor support

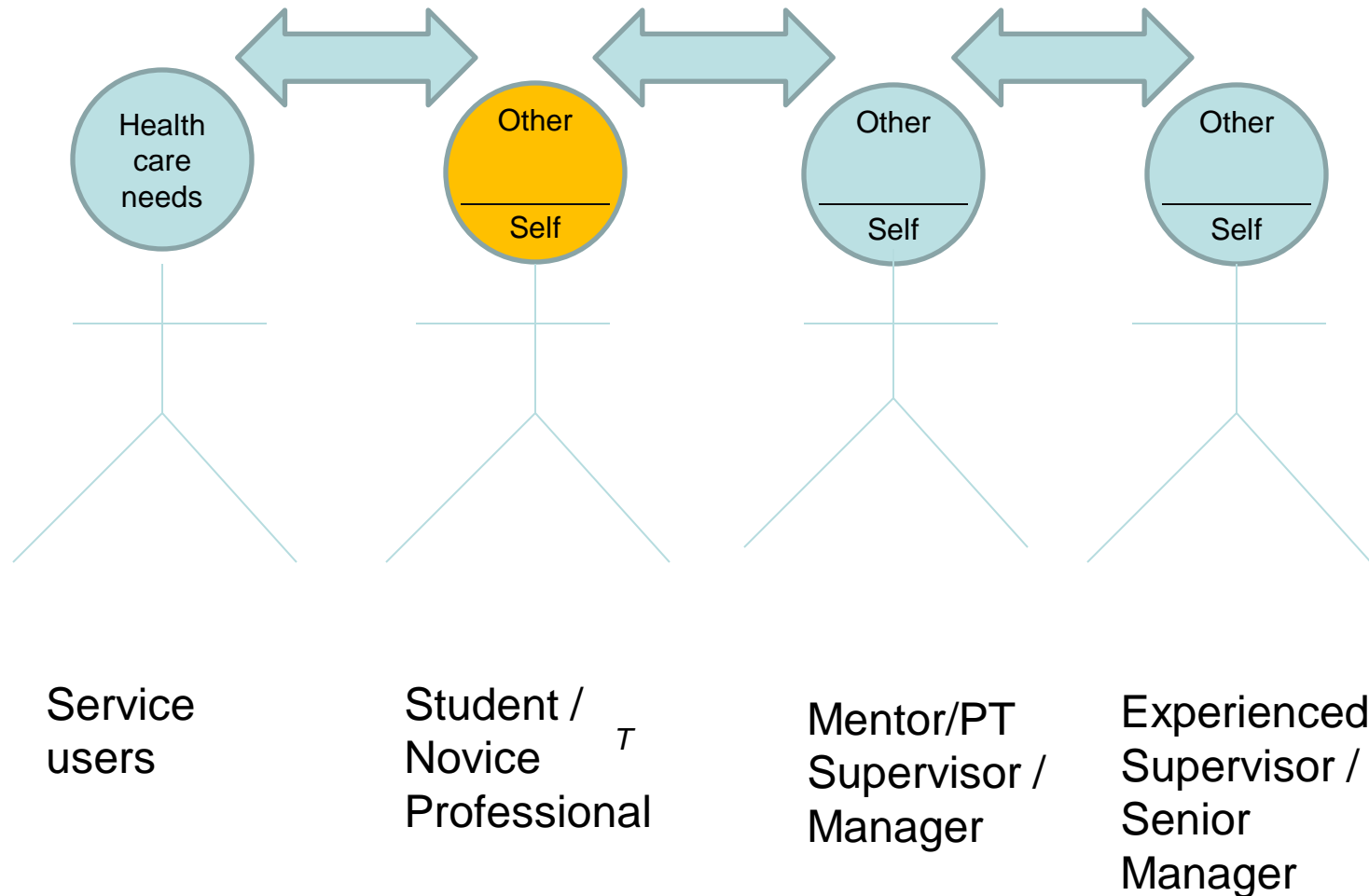
Resilience in the workplace

- Multiple individual and contextual factors work together on a complex and dynamic way to shape resilience (Beltman et al 2011)



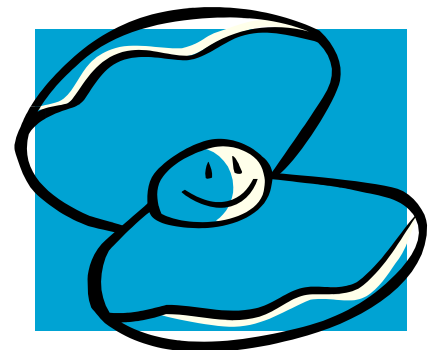
Other care - self care balance

adapted from Skovholt and Trotter-Mathison (2011)

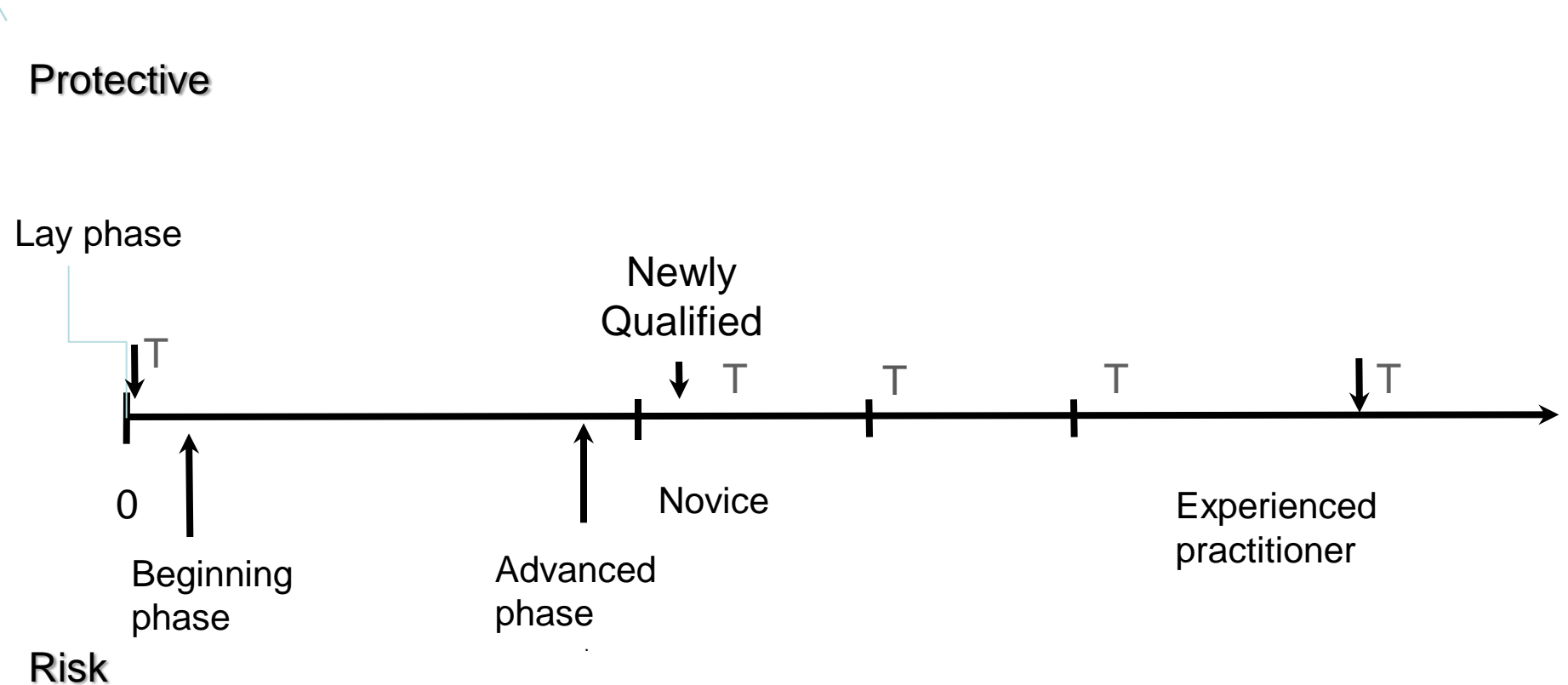


Novice Practitioner Skovholt and Trotter-Mathison 2011

- The Ambiguity of human interaction
- Trekking with a crude map
- Acute need for positive mentoring
- Glamorized expectations
- Intense evaluation and illuminated scrutiny by professional gatekeepers
- Porous emotional boundaries
- Ethical and legal confusion
- Acute performance anxiety and fear
- The fragile and incomplete Practitioner self



Resilience map -Phases of Practitioner development



Key: T =Transitions

Timeline based on 'Phases of Practitioner development' Skovholt and Trotter- Mathiswon 2011

Newly Qualified Social Worker's Transitions...(Kearns & McArdle 2012)

- Develop **self efficacy** through induction, supervision & effective peer learning networks
- Early challenges in practice –
 - ‘*daunting,*’ ‘*overpowering,*’ ‘*fear,*’ ‘*scary,*’ ‘*frustrating,*’ ‘*nagging doubts*’ (p 391)
 - ➡ reframing challenges as opportunities
- Idealism versus realism –
 - ‘*thud*’ and ‘*overpowering feeling,*’ - ‘*there’s sudden responsibility*’
 - ➡ ‘Managed optimism’
 - ➡ Sharing responsibility ...Collaborative task

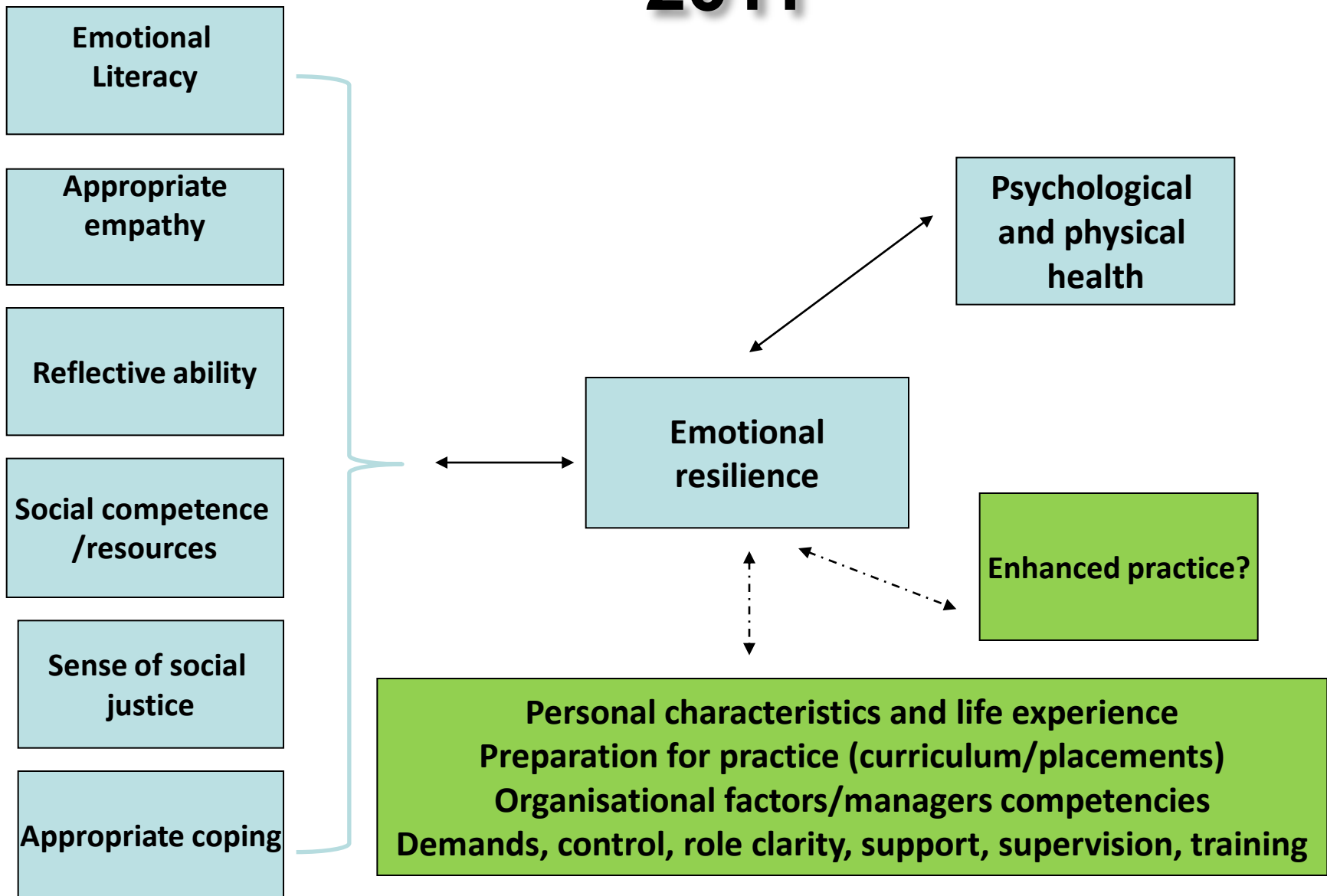
'Protecting our children'

30th January 2012 BBC 2 series edited from BOB (Box of Broadcasts)

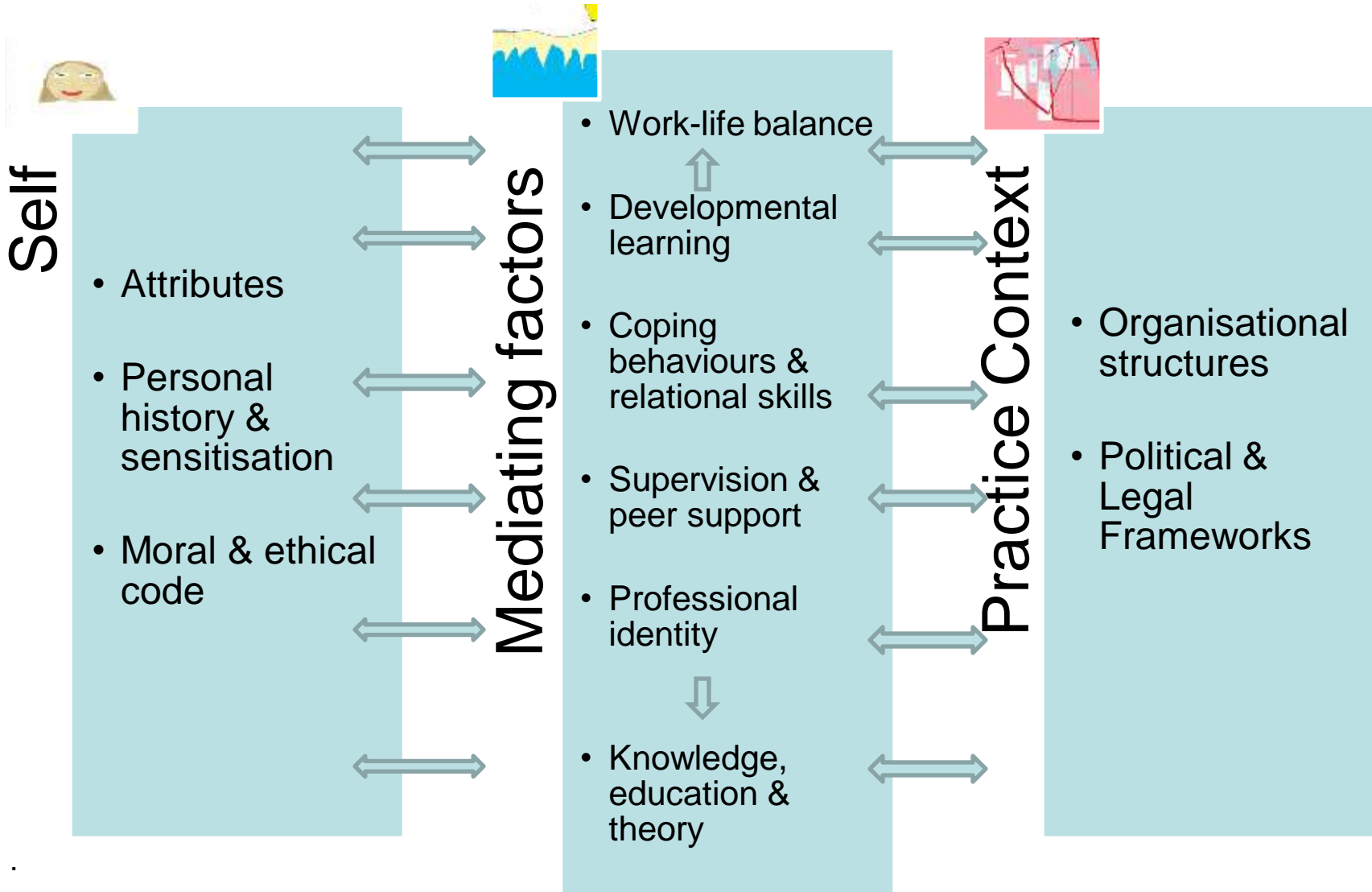
Clips – *'Damned if they do, damned if they don't'*

- Novice s. worker visits family
- Novice & exp'd s.worker visit family
- Novice goes to T. Leader
 - Case conference – supportive package & Mother pregnant again
- Novice /T.Lead visit family
 - Complications in pregnancy...temporary foster care...baby born...foster care
- S.worker & mum reflections
- Mum's decision

Model based on Grant & Kinman 2011



Adamson et al 2012 (p9) - conceptual framework



HEA funded workshop

- **An innovative teaching strategy to promote practitioner resilience: Refocusing reflection in the supervisory relationship**
- Caroline Hudson
- Date: 22 Jul 2013
- Time: 12.30-16.30 (includes buffet lunch)
- Location/venue: University of Brighton, School of Nursing and Midwifery, Falmer, Checkland building (room TBC).
- **To apply see link below**
- http://www.heacademy.ac.uk/events/detail/2013/Seminars/Health_Social_care/HSWS013_Brighton_Practitioner_Resilience