

# Resilience in Practice

## Opportunities for building resilience in practice: Student:practitioners perspectives

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# Resilience is ...

- *'...a complex and multifaceted construct, referring to a person's capacity to handle environmental difficulties, demands and high pressure without experiencing negative effects.'*  
(Kinman and Grant 2011 p262)



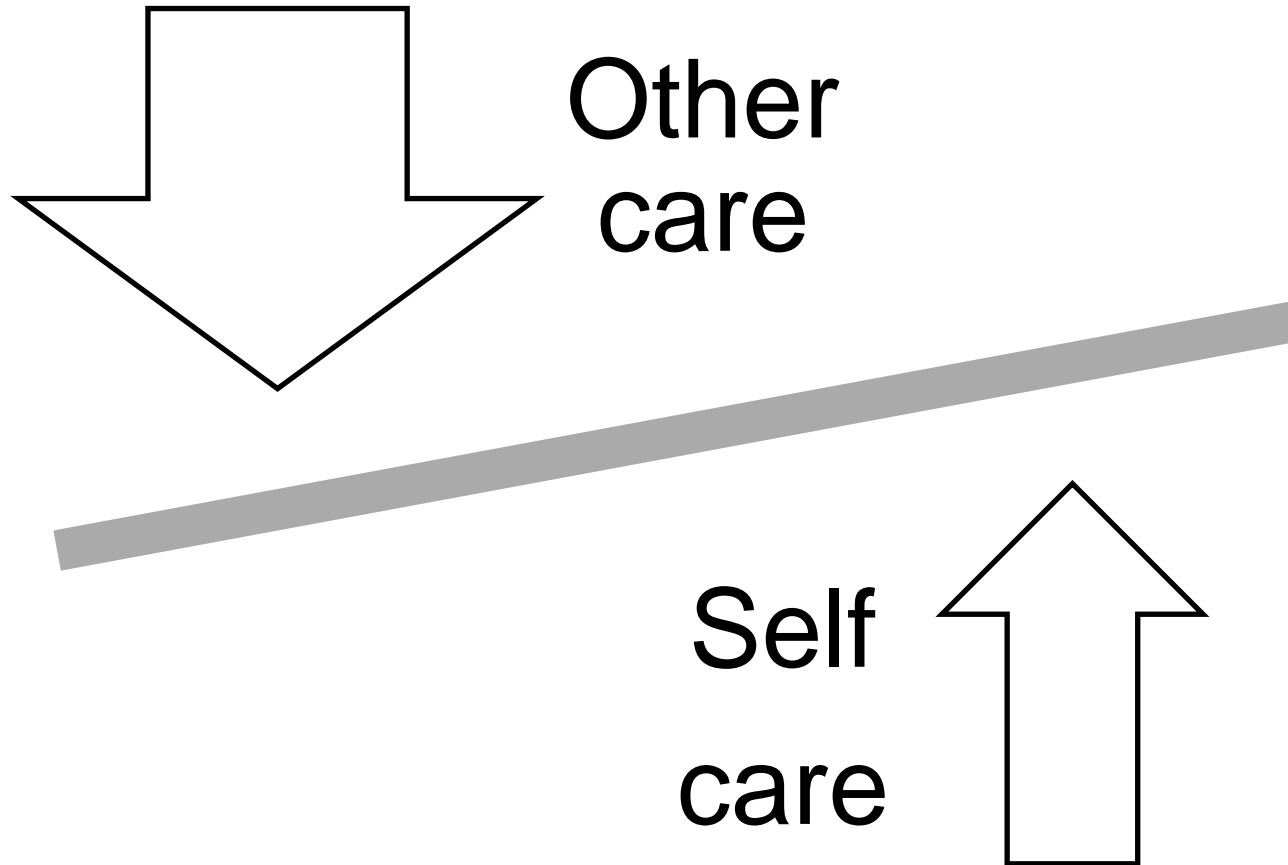
# Work related stress

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



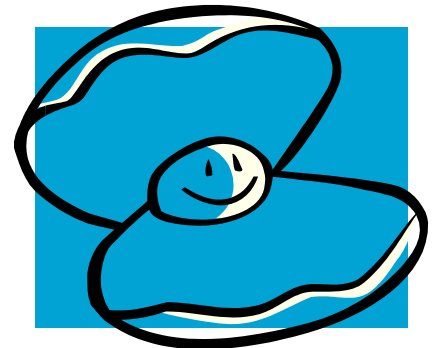
# Other care - self care balance

adapted from Skovholt and Trotter-Mathison (2011)

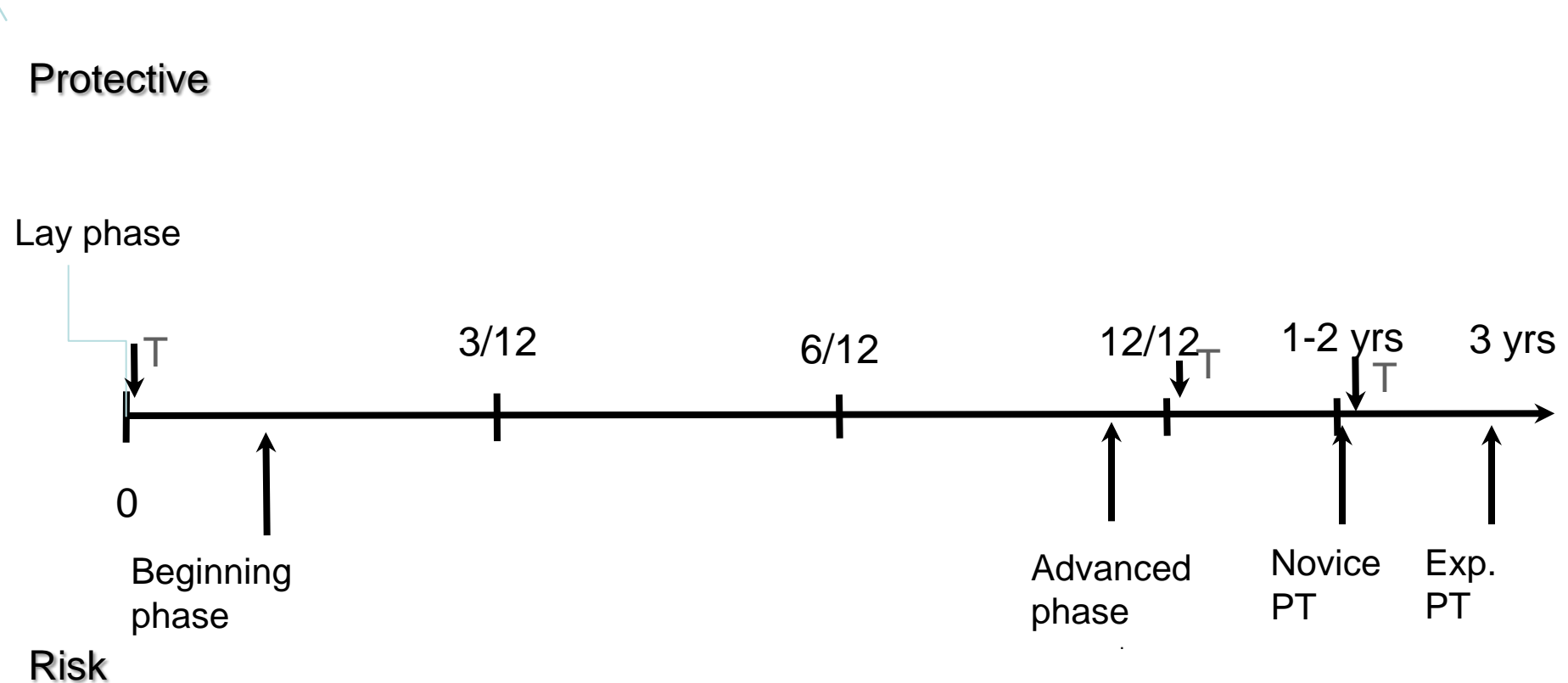


# Novice Practitioner Skovholt and Trotter-Mathison 2011

- 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



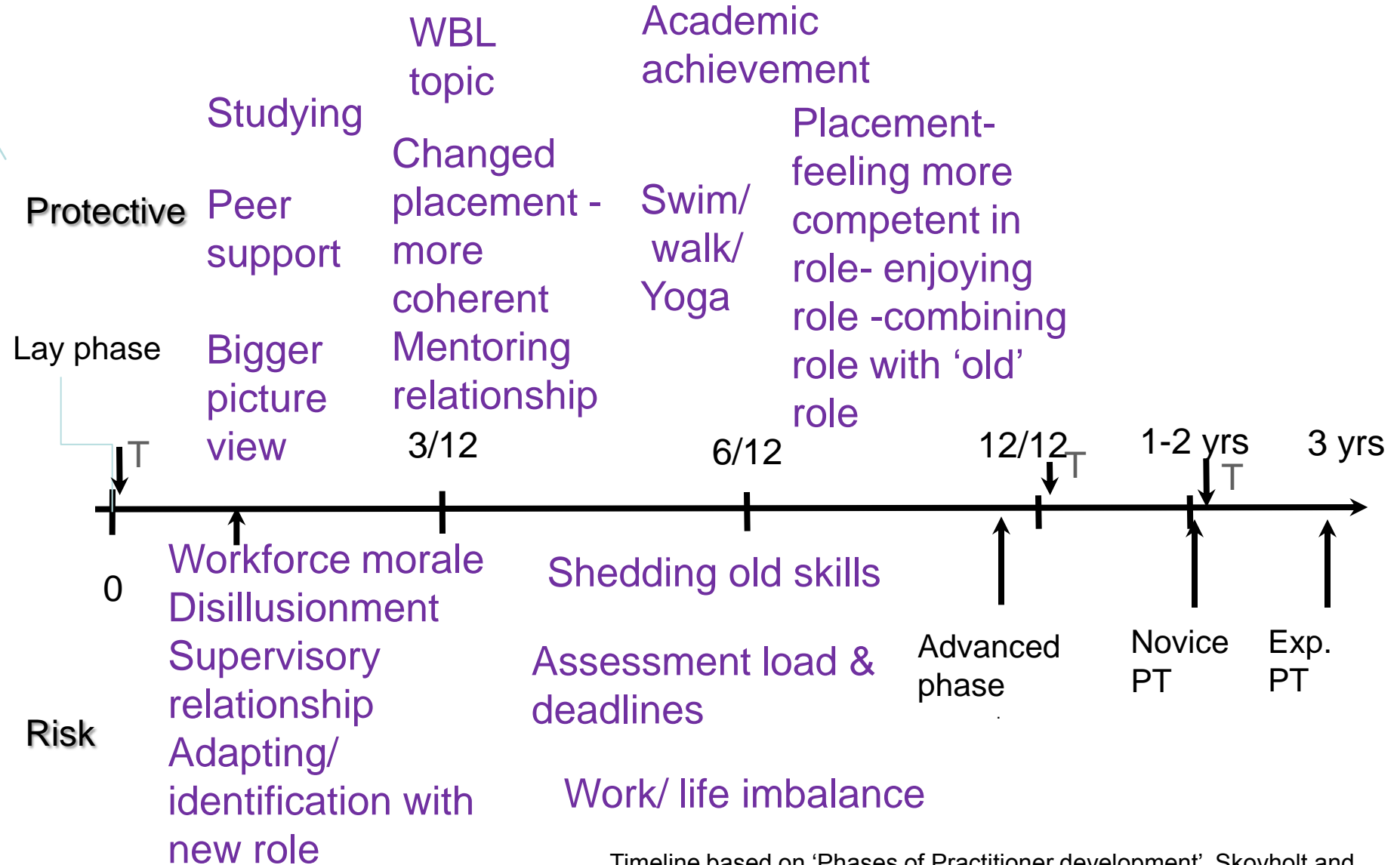
# Resilience map -student supervisor development



Key: T =Transitions

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

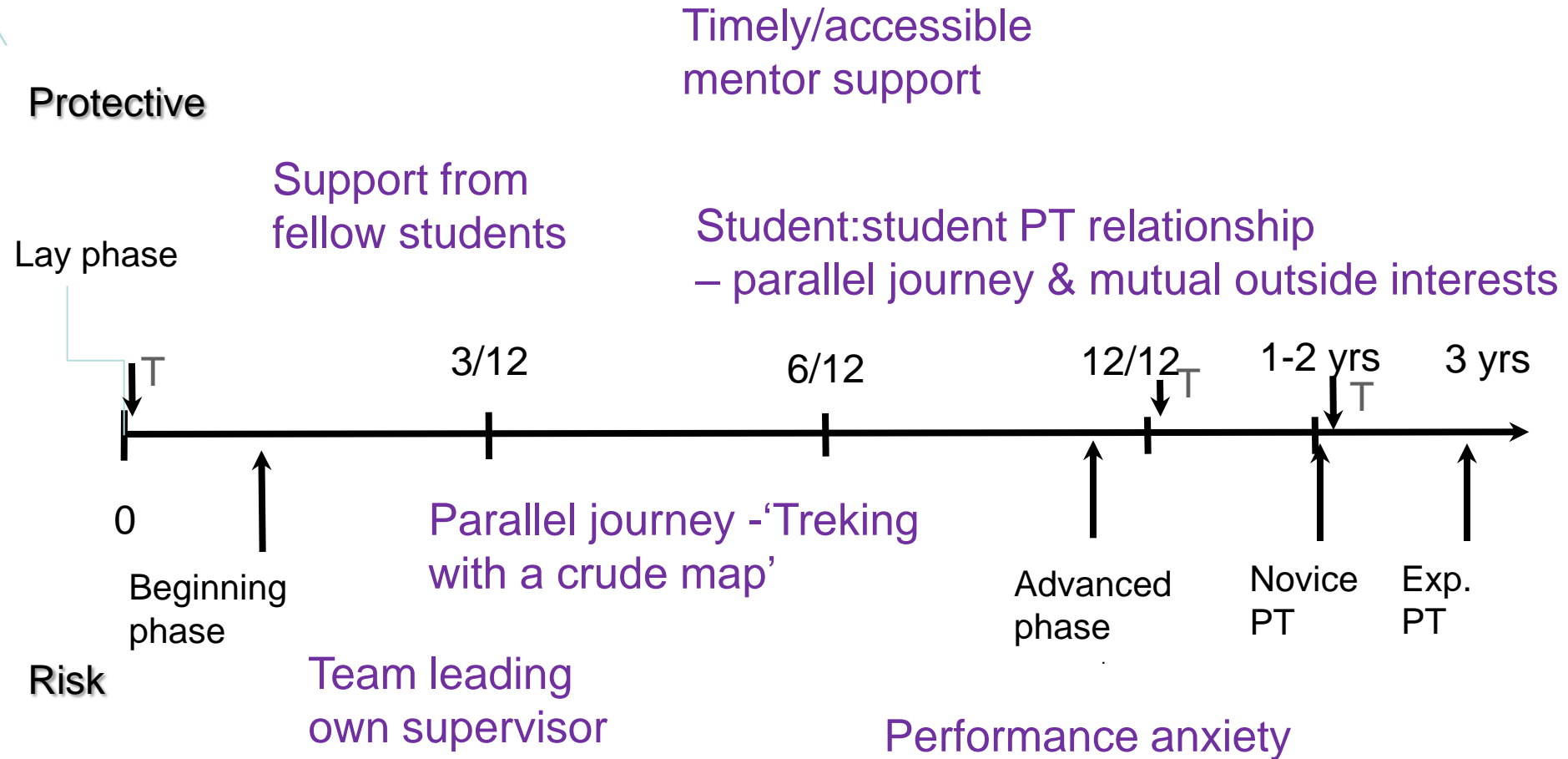
# Resilience map - Beccy Student



Key: T =Transitions

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

# Resilience map -student supervisor Julie

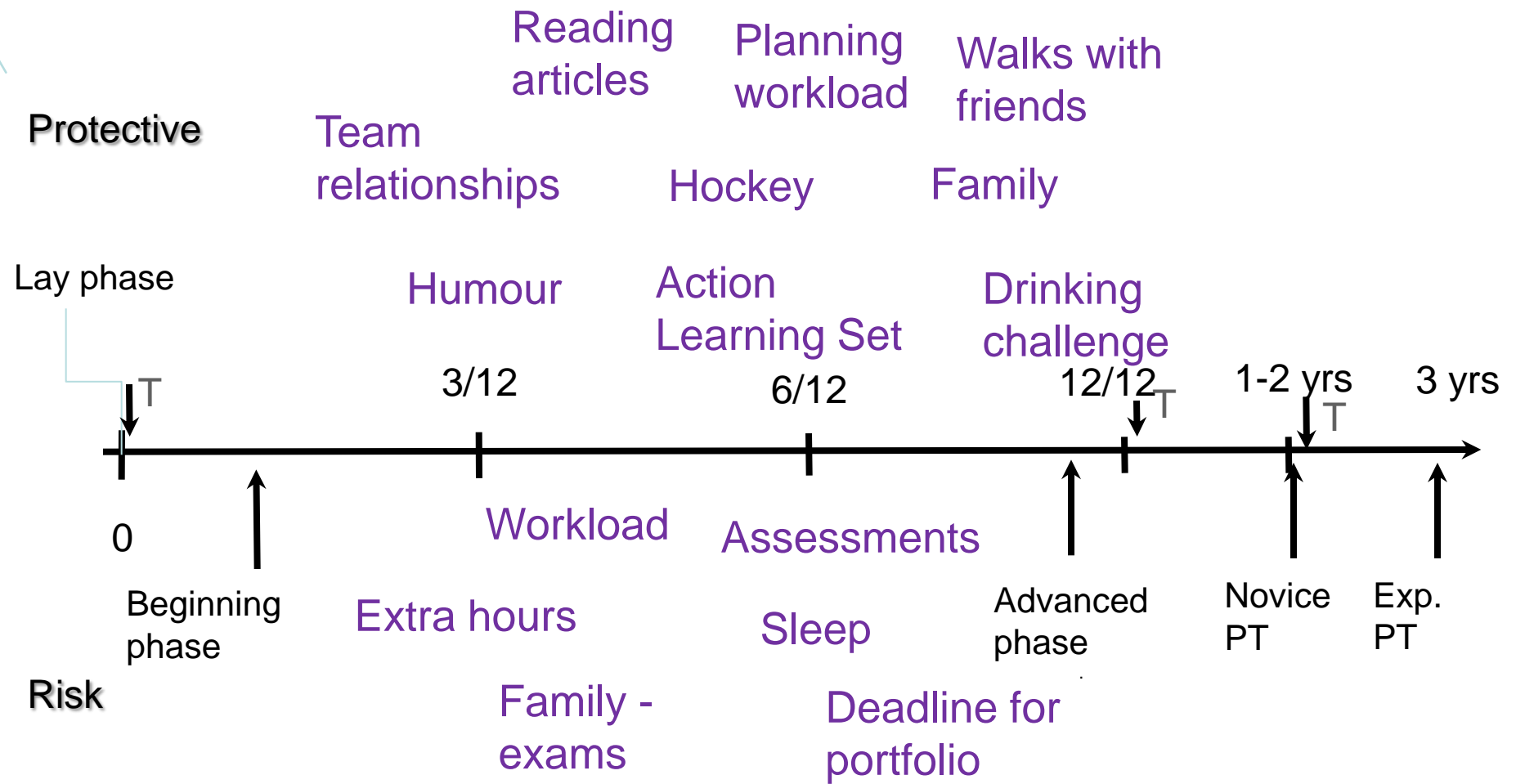


Key: T =Transitions

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



# Resilience map -student supervisor Rachel



Key: T =Transitions

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

## RESILIENT THERAPY MAGIC BOX SUMMARY

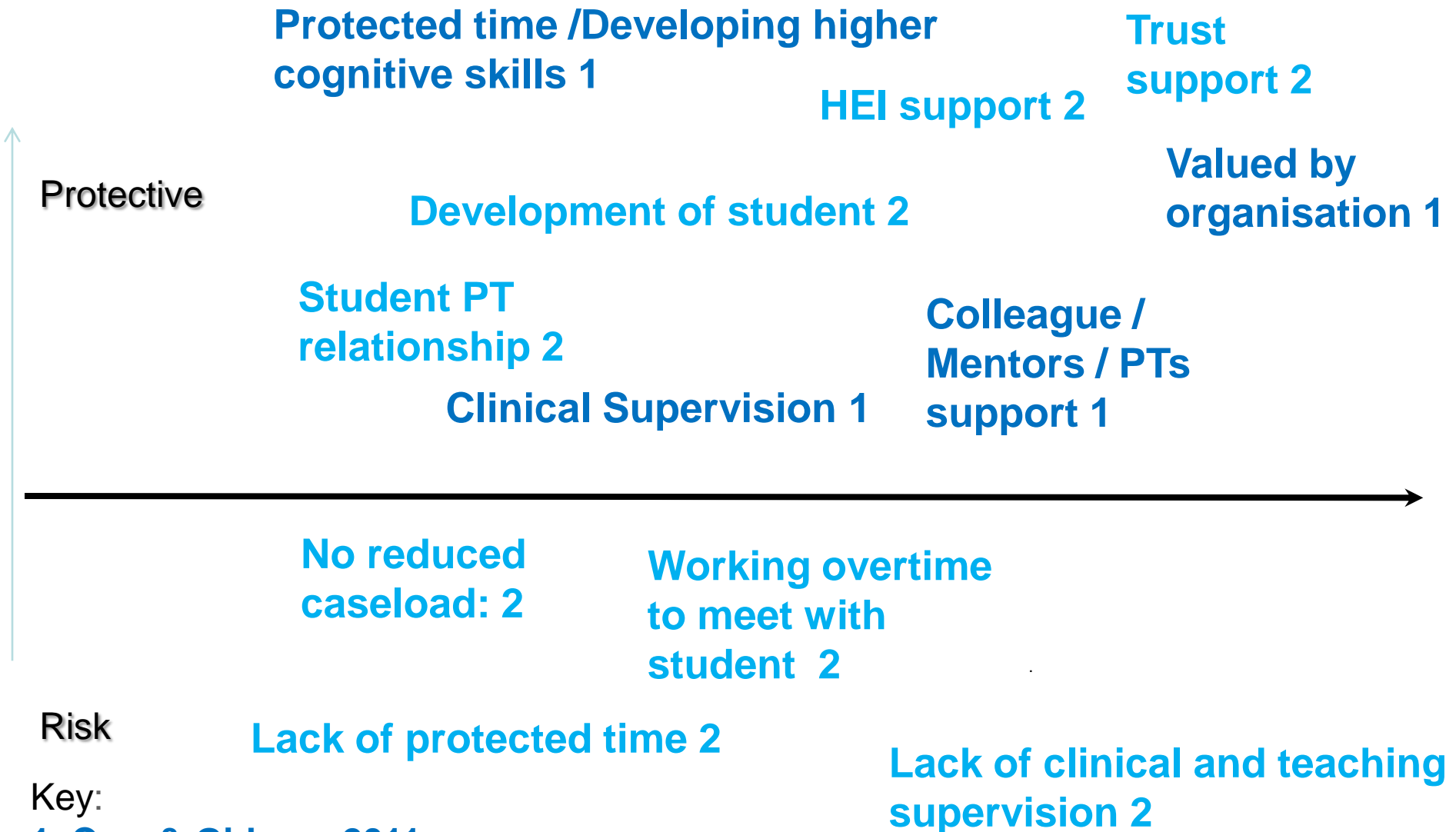
<b>POTIONS:</b>	<b>BASICS</b>	<b>BELONGING</b>	<b>LEARNING</b>	<b>COPING</b>	<b>CORE SELF</b>	
<b>REMEDIES</b>	Good enough housing	Find somewhere for the child to belong	Make school life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
	Enough money to live	Help child understand his/her place in the world	Engage mentors for children	Being brave	Teach the child to understand other people's feelings	
	Being safe	Tap into good influences	Map out career or life plan	Solving problems	Help the child to know her/himself	
	Access and transport	Keep relationships going	Help the child to organise her/himself	Putting on rose-tinted glasses	Help the child take responsibility for her/himself	
	Healthy diet	The more healthy relationships the better	Highlight achievements	Fostering their interests	Foster their talents	
	Exercise and fresh air	Take what you can from any relationship where there is some hope	Develop life skills	Calming down and self-soothing	There are tried and tested treatments for specific problems, use them	
	Play and leisure opportunities	Get together people the child can count on			Remember tomorrow is another day	
		Responsibilities and obligations			Lean on others when necessary	
		Focus on good times and places				
		Make sense of where child has come from				
Predict a good experience of someone or something new						
	Make friends and mix with other children					
<div style="display: flex; justify-content: space-between; padding: 10px;"> <span><b>ACCEPTING</b></span> <span><b>NOBLE TRUTHS: CONSERVING</b></span> <span><b>COMMITMENT</b></span> <span><b>ENLISTING</b></span> </div>						

# Resilience as a Practice Teacher (based on Carr & Gidman 2011; Haydock et al 2011)

Acknowledgement to Hart & Blincow 2007

<b>Basics</b>	<b>Belonging</b>	<b>Learning</b>	<b>Coping</b>	<b>Core Self</b>
Manage /reduce caseload  Time for student within working hours	Colleague support  Student: PT relationship	Clinical /PT Supervision  Protected time for developing learners higher cognitive skills	'Community of Practice' mentors and PT's  Support from HEI	Being valued by the organisation  Development of student

# Resilience map - experienced Practice Teachers



Protected time /Developing higher cognitive skills 1

Trust support 2

HEI support 2

Development of student 2

Valued by organisation 1

Student PT relationship 2

Colleague / Mentors / PTs support 1

Clinical Supervision 1

No reduced caseload: 2

Working overtime to meet with student 2

Lack of protected time 2

Lack of clinical and teaching supervision 2

1 Carr & Gidman 2011

2 Haydock et al 2011

# What underpins resilience?

## Kinman and Grant 2011

### **Reflective ability**

Self reflection  
Empathic reflection  
Reflective communication

### **Emotional literacy**

Emotional regulation  
Use of emotions in decision making

### **Empathy**

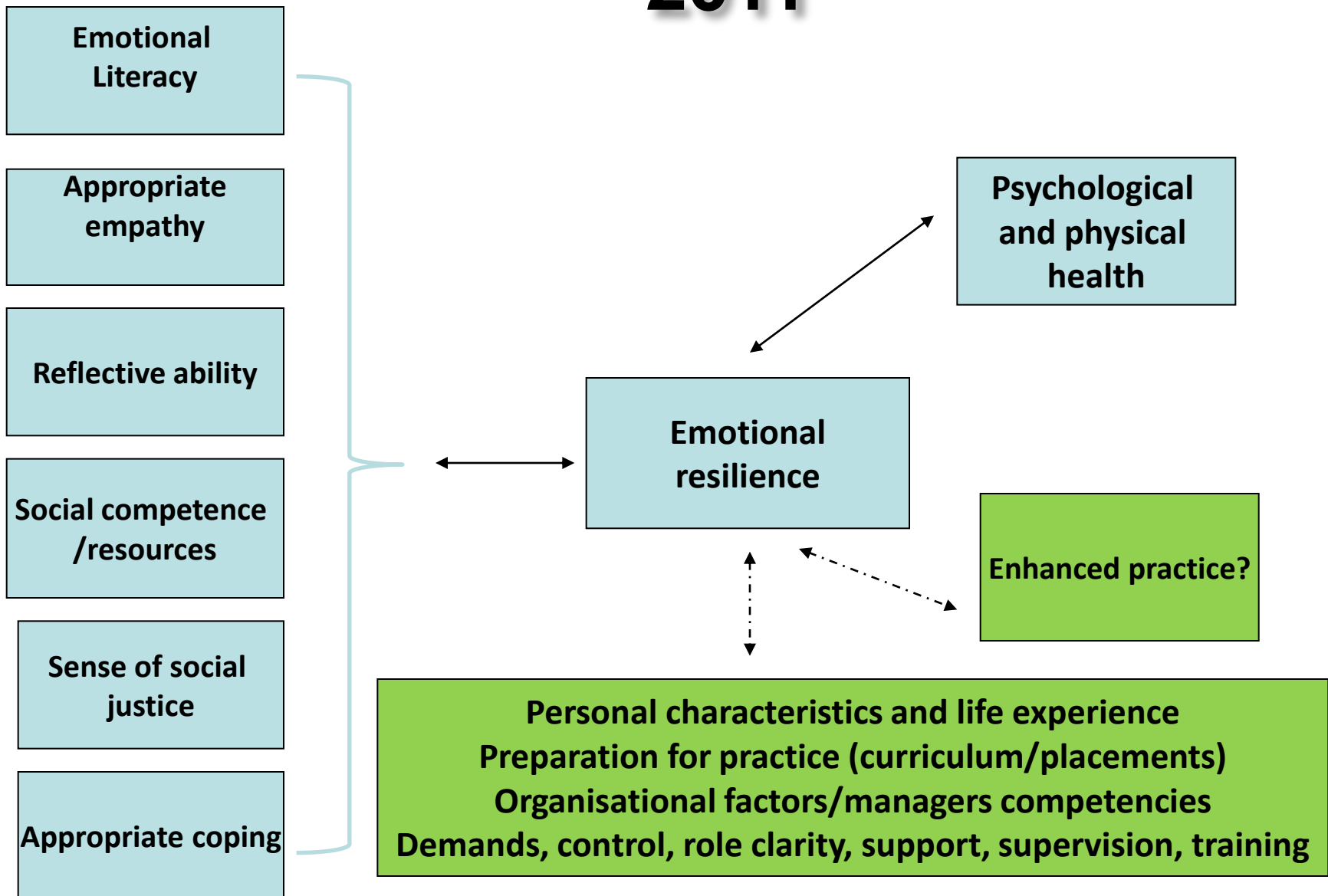
Perspective taking  
Empathic concern

### **Social competence**

Skill & confidence in social settings

**Leads to self awareness**  
enhances resilience to stress & fosters well being

# Model based on Grant & Kinman 2011



# 'Protecting our children'

30th January 2012 BBC 2 series – edited from BOB [Box of Broadcasts]



Forum Theatre – active participation in 'playing out' situations to consider different options, in this case - resilient moves.

## Clip 1

- Trainee / Newly qualified social worker - Suzanne
- 6/52 - first case

# Clip 1 – what do you see?

<b>Emotional Literacy</b>	<b>Appropriate empathy</b>	<b>Reflective ability</b>
<b>Social competence /resources</b>		<b>Appropriate coping</b>
	<b>Sense of social justice</b>	



# 'Protecting our children'

30th January 2012 BBC 2 series edited from BOB

## Clip 2 a)

- Joint visit with experienced SW

## Clip 2 b)

- Student reports to Team Leader

# Clip 2a and 2b – what do you see?

<b>Emotional Literacy</b>	<b>Appropriate empathy</b>	<b>Reflective ability</b>
<b>Social competence /resources</b>		<b>Appropriate coping</b>
	<b>Sense of social justice</b>	

# 'Protecting our children'

30th January 2012 BBC 2 series edited from BOB

## Clip 3

- Case conference – supportive package
- Mother pregnant again
- Joint visit with Team Leader

# Clip 3 – what do you see?

<b>Emotional Literacy</b>	<b>Appropriate empathy</b>	<b>Reflective ability</b>
<b>Social competence /resources</b>		<b>Appropriate coping</b>
	<b>Sense of social justice</b>	

# 'Protecting our children'

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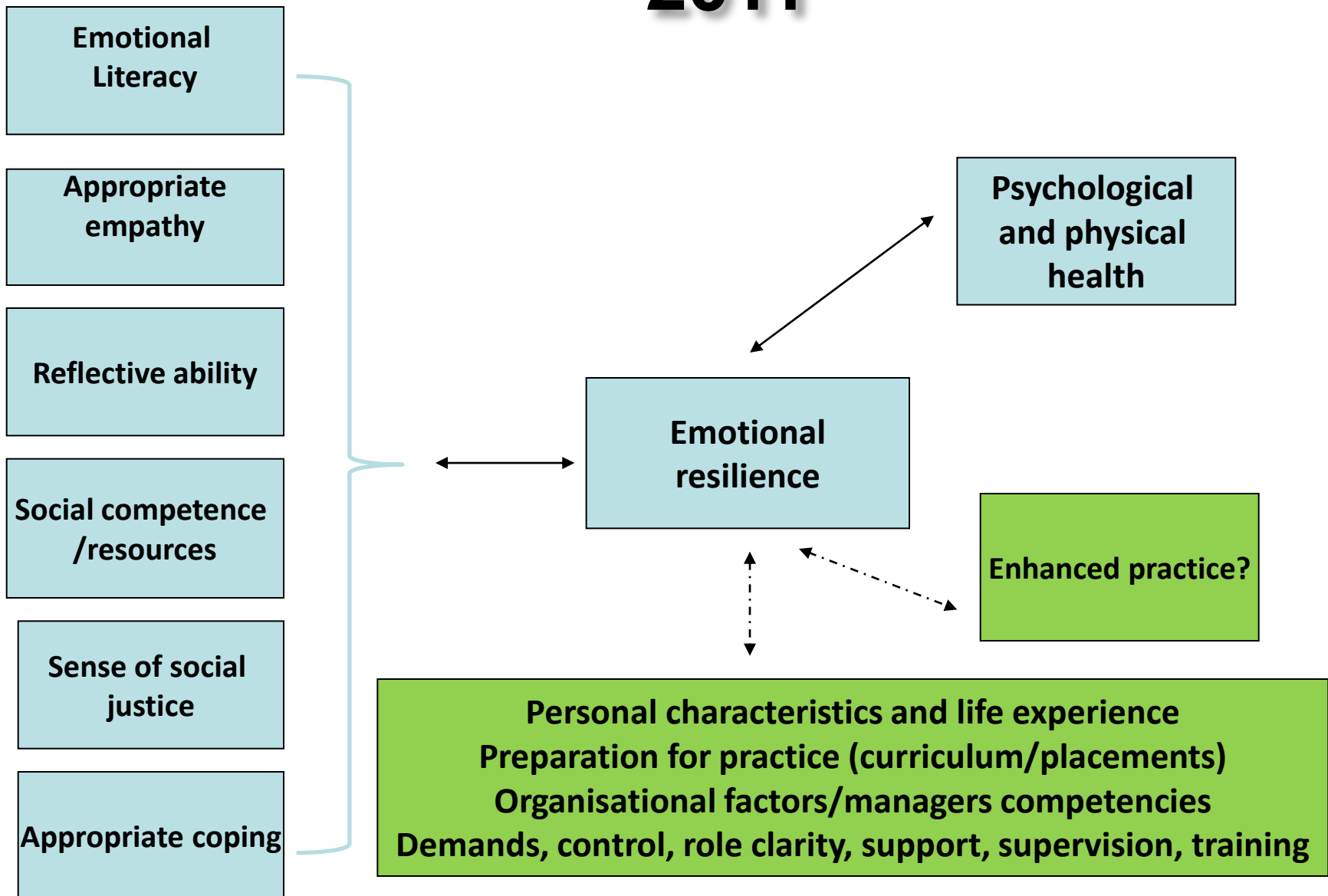
## Clip 4

- Complications in pregnancy admitted
- Emergency case review
- Father agrees temporary foster care of child
- ...
- New baby arrives
- ...
- Domestic violence
- Relationship break up, father to have no contact
- Can mother cope as a single parent ?

# Clip 4 – what do you see?

<b>Emotional Literacy</b>	<b>Appropriate empathy</b>	<b>Reflective ability</b>
<b>Social competence /resources</b>		<b>Appropriate coping</b>
	<b>Sense of social justice</b>	

# Model based on Grant & Kinman 2011



# Thank-you i-resilience test

<http://nursingstandard.rcnpublishing.co.uk/campaigns/care-campaign/resources/improve-your-resilience-at-work>



The screenshot shows a web browser displaying the 'Improve your resilience at work' campaign page. The page features a navigation menu on the left with categories like 'Care campaign', 'Features', 'News', 'Opinion', 'Our supporters', 'Register your support', 'Resources', 'Webcast', 'Your feedback', 'Power to Care', 'Frontline First', 'Patient Dignity', 'Nutrition Now', 'Count on Nurses', 'Charter for Change', 'Wipe it Out', and 'Nursing the Future'. The main content area is titled 'Improve your resilience at work' and includes a sub-heading 'Use our online tool to test your emotional resilience'. The text describes the i-resilience tool as an online questionnaire that assesses personal resilience at work and identifies potential risks. It mentions that the tool is developed by expert business psychologists Robertson Cooper and is free to use for Nursing Standard readers. A button labeled 'Go to the online personality questionnaire' is visible. To the right, there is a section titled 'Building resilience' with a sub-heading 'The nature of nurses' work can take a heavy physical and emotional toll...' and a 'Read the article' link. Below this is a 'Register your support' section with a 'Sign up today' button and a note to 'Register your support for the Care campaign'. The page also includes social media icons for Facebook, Twitter, LinkedIn, YouTube, and RSS.

C. Huds



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