

# **Resilience within UK Nursing.**

**The Development of a Resilience Model for BSc  
Nurse Education and the Graduate Workforce in  
the UK.**



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# Resilience.

- Resilience is an historic concept that has become increasingly topical within nursing. Resiliency is an umbrella term and a fluid concept which indicates the ability to bounce back or recover from episodes of trauma Thomsen (2002) and Atkinson (2007).

# Resilience and Nursing.

- The ability for nurses to have bounce back ability (resiliency), has become increasingly important as the profession, along with the wider healthcare population, faces its biggest challenge yet. The challenge is clearly presented in the Five Year Forward View NHS England (2014) providing a detailed plan of the challenges faced by the profession to meet the needs of a complex population and fragile economic landscape.

# Resilience, Nursing and Workforce.

- Stress within health care has been reported at an all-time high with 39% of NHS staff reporting some degree of work related stress Picker Institute (2015). Nursing vacancies in the UK have reached a critical peak RCN (2010) with front line services most impacted. It is often the front line areas which employ graduate nurses who are reported to be the most vulnerable collection of nurses due to high levels of stress and impact on attrition Leither et al (2010).

# The Research Process.

- **Methodology**
- A systematic critical literature review was used to examine contemporary literature in relation to: Resilience within Nursing: The Development of a Resilience Model for BSc Nurse Education and the Graduate Workforce. This enabled a comprehensive analysis of the data to increase knowledge and to provide a foundation for areas of potential development (Aveyard 2014) and (Gray 2014).

# Results and Findings.

- The critical appraisal process identified 3 key themes:

**Graduate nurse transition**

**Organisational culture**

**Nurse education and resilience.**

# Graduate Nurse Transition.

- Many studies agreed that graduate BSc nurses require effective transition strategies and the facility to have peer and managerial support to aid the period of transition. Many graduates perceived a decline in many key skills during the transition period (Cowin and Johnson 2015).
- The requirement to have an identified period and process of transition was highlighted as crucial and evaluated as a positive tool to develop individual and organisational emotional intelligence and resiliency which in turn has a positive impact upon attrition and well-being (Tapping et al 2012) and (Laschinger et al 2013).

# Organisational Culture.

- Studies suggested that a positive organisation culture can improve job embeddedness and work engagement and minimise incivility, this is of huge relevance to the transition phase deemed to be a crucial period of the BSc graduate nurses career (Richez et al 2014).
- It is also vital to sustain the skills of resiliency which may be embedded early on in the transition process or on arrival to the organisation; therefore resilient organisations are important (Sun et al 2011).



# Nurse Education and Resilience.

- Practice support and academic nurturing were identified as being crucial to empowering and sustaining the resiliency of under graduates and BSc graduate nurses.
- Gibbons et al (2010) identified practice areas as the course of the greatest stress whereas Crombie et al (2013) reported the undergraduates felt that academic institutions often did not encouraged a sense of belonging and provided minimal support which they felt impacted upon their ability to develop their own resiliency, impacting upon their well-being.

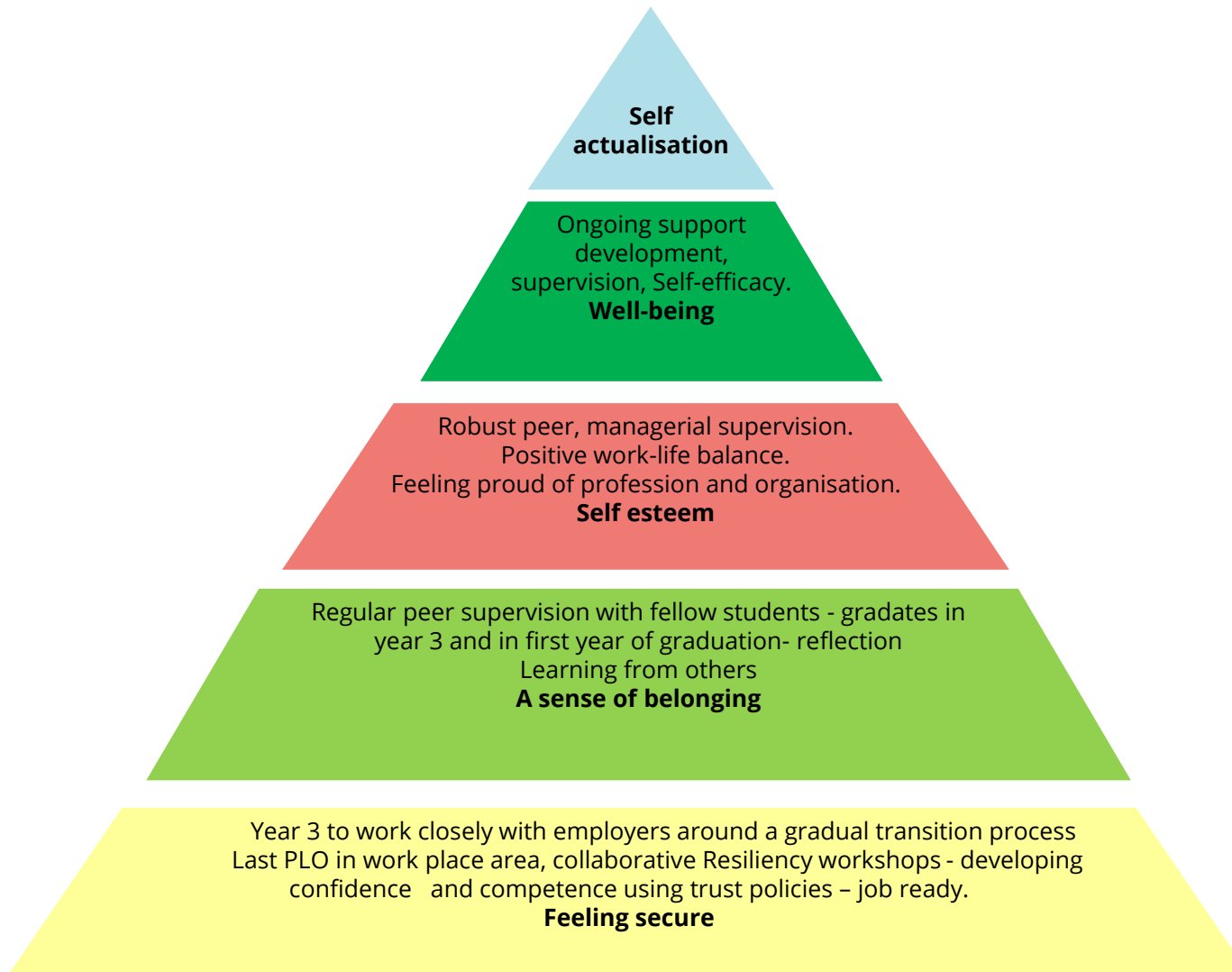
# Discussion.

- It was evident from the literature that nurse education plays an imperative role in preparing nurse graduates for the transition phase of their career. It was apparent that students who do not manage stresses as part of the BSc nurse education programme often have low self-management scores and are therefore less likely to do well as graduates (Gibbons et al 2010).

# Conclusion.

- Robust evidence from the literature examined clearly demonstrated that the nursing profession can be, and is increasingly likely to be a challenging and demanding career providing care to a complex health population. The period of transition to a graduate nurse has been identified as a crucial phase of the professional pathway.
- It was evident that undergraduate and post graduate resiliency skills and processes are essential to nurture the graduates and promote robust and flexible practitioners as we enter a period of major change within nursing (Willis 2015).

# Model of Resilience.



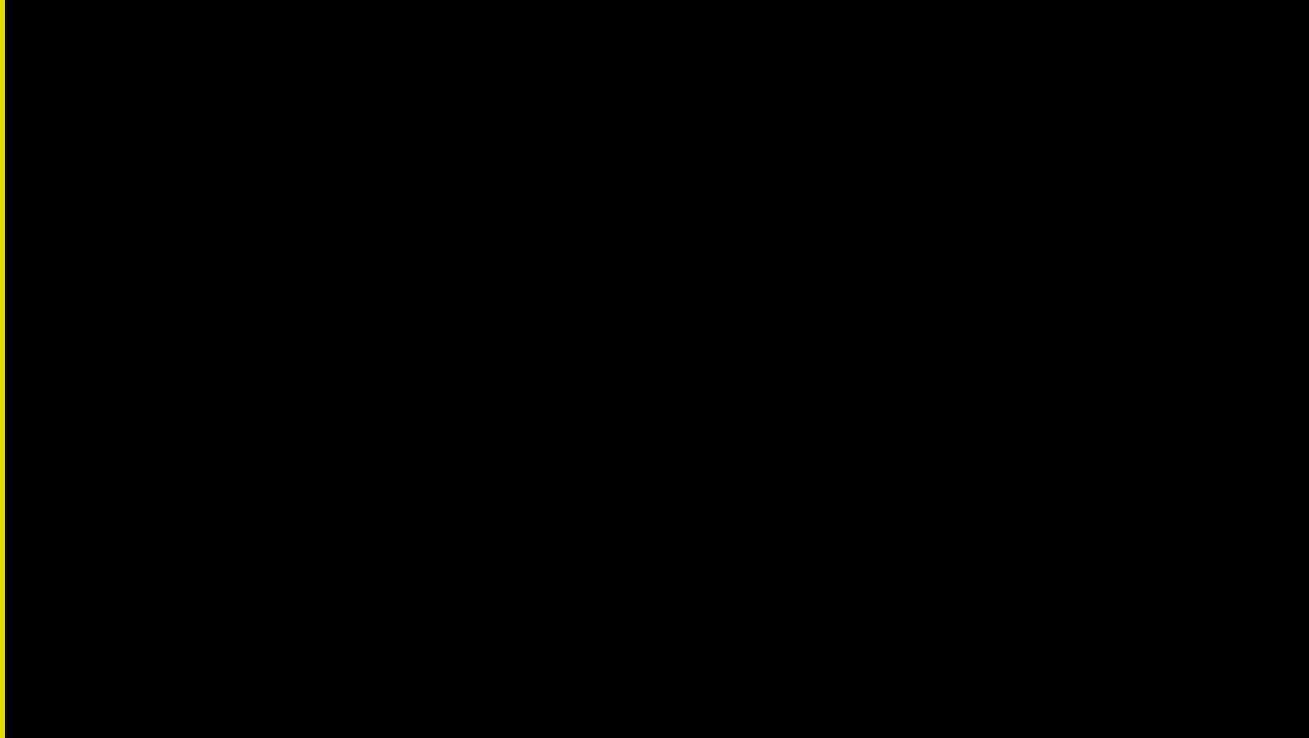
# Implementation Mapping Tool – summary.

Stage of nursing journey	HEI	Practice Partners	Mapping to Model
Pre application	Marketing materials resiliency focused	Work in partnership	Foundations Belonging Well- being
Selection Process	VBR – Resilience assessment	Panel to inclusive partners and service users	Foundations Belonging Well- being
Offer Accepted	Allocation of PAT Social media group invite Cohort Resilience blog Cohort Hoodies	Show case previous graduates	Foundations Belonging Well- being Self esteem Feeling Secure
Personal Story	An opportunity to share strengths and vulnerabilities	Only to be shared if student wishes	Foundations Belonging Well- being Self esteem Feeling Secure

Stage of nursing journey	HEI	Practice Partners	Mapping to Model
Year 1	Resiliency threaded into whole curriculum. Resilience Webinars as part of assessment process. Support of 2 <sup>nd</sup> /3 <sup>rd</sup> years	Mapped across to trust initiatives	Foundations Belonging Well- being Self esteem Feeling Secure
Year 2	Resiliency threaded into whole curriculum. Resilience Webinars as part of assessment process. Begin to offer peer support to year 1 students.	Mapped across to trust initiatives	Foundations Belonging Well- being Self Esteem Feeling Secure
Year 3	As above Exploration of transferable skills Words of Wisdom and Recognition Awards Change maker – Cavell Nursing – recognition of the well being needs of others.	Mapped across to trust initiatives	Foundations Belonging Well- being Self esteem Feeling Secure

Stage of nursing journey	HEI	Practice Partners	Mapping to Model
Transition period - six months pre registration to six months post registration.	Provide preparation workshops. Use of Skype tutorials to provide flexible support.	Working with potential employers. Mapping into practice initiatives.	Foundations Belonging Well- being Self esteem Feeling Secure Self actualisation
Post preceptor ship	Ongoing access to resilience workshops/ support . Life long learning with resiliency threaded into post registration curriculum	Accessing employer resiliency support.	Foundations Belonging Well- being Self Esteem Feeling Secure Self actualisation

# Picnic video – Words of Wisdom.





# Testimonies from graduates.

- “The course not only developed my professional resiliency, it helped me manage my personal well-being and determination to be the best I can be”



# National Students Survey Feedback 2017.

- *“The course has really enabled me to develop my self awareness and resilience skills, staff really promote well – being”*
- *“I feel that the course enabled me to be mindful of my resilience and understand the need to build and maintain it; so that I perform to a high standard throughout my nursing career”*
- *“The course structure has really helped me self manage and adapt to academic and practice challenges, staff always there to support me”*

# Change maker - the well being needs of others.



# Summary.

- The aim of this literature review was to explore: Resilience within Nursing:
- The Development of a Resilience Model for BSc Nurse Education and the Graduate Workforce.
- The themes that emerged from a process of critical appraisal identified the graduate transition phase, organisational culture and nurse education and resiliency as being the key themes. A model of resiliency has been devised to enable all stakeholders to map resiliency strategies into UK BSc nurse education, the transition phase and promote positive organisational cultures.



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**#PROUD**

Graduate Award Winners

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**Thank you  
for  
listening.**