Relationships and support in developing resilient Practice Teachers (PTs)

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Context

A central role of the Practice Teacher (PT) is to establish effective relationships.

A long-arming supervisory arrangement (PT) is currently used to support an increased number of student Health Visitors (HV).

Long-arming arrangement

Practice Governance
PT with sign off status (PT*)
> Work with learner and student PT
> Reflective sessions in triad every 2-4 weeks

Resilience focused education

Contextual barriers exist for PTs and a strengths-based approach within the PT module can enable student PTs to learn resilient approaches

Based on the ‘Phases of Practitioner development’ student PTs can use a resilience map to plot risk and protective factors.

Strategies used by experienced PTs to avoid stress and burnout are presented in a Resilience Framework (adapted from) and can be used as a learning resource / navigational tool.

Resilience Framework for PTs - adapted from

<table>
<thead>
<tr>
<th>Basics</th>
<th>Belonging</th>
<th>Learning</th>
<th>Coping</th>
<th>Core self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage/reduce barriers</td>
<td>Colleague support</td>
<td>Clinical/PT supervision</td>
<td>Mentors and PT’s support</td>
<td>Being valued by the organisation</td>
</tr>
<tr>
<td>Time for student</td>
<td>Student PT relationship</td>
<td>Protected time for developing learners higher cognitive skills</td>
<td>Support from HE &amp; PT</td>
<td>Development of student</td>
</tr>
<tr>
<td>Protected time</td>
<td>2</td>
<td>Trust support</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Resilience map - PT development

Supportive relationships and supervision are highlighted as protective by both novice and experienced PTs and can positively impact on professional resilience.

The long arming arrangement can provide a ‘holding environment’ in which the learner and student PT receive supervision from an experienced PT.

Building resilience within, and through this critical relationship offers an application to other ‘mentoring’ relationships in practice.

Student PT

Initially, I was a reluctant PT student, in that I had had the opportunity to do the PT course some 3 to 4 years earlier...I was now finding myself in a position of expectation to complete the course alongside a multi-faceted role, due to the HV implementation plan...my thoughts where If I’m going to have to do it...I might as well be in the first phase...possible hardiness and self discipline, personality traits stubbornly appearing which has turned out to be an unexpected and positive outcome for me, almost a sense of coherence.

Julie Warwick - PT/HV Team leader

References

04.01.13

Useful links and future workshop: www.boingboing.org.uk

HEA Funded workshop 22.07.13, Falmer campus. Apply via http://www.heacademy.ac.uk/events/detail/2013/Seminars/Health_Social_care/HWS013_Brighton_Practitioner_Resilience