

SHS research day - Paper Presentation – Submission of Abstract

Title: Practitioner resilience: a consultative approach to develop and evaluate a resilience-based workshop intervention for novice health-care practitioners.

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Biographies

Caroline Hudson is a Senior lecturer in the School of Health Sciences at the University of Brighton, United Kingdom. She has a nursing background and an MSc in professional health care education. She leads on a practice based education programme, developing learners and practitioners in the workplace context. She is currently undertaking a PhD doctoral study on Practitioner Resilience using collaborative research approaches to develop a resilience based supervisory approach, linking with the resilience research and practice programme, co-ordinated by Professor Angie Hart and collaborators (<http://www.boingboing.org.uk/>)

Catherine Theodosius is a senior lecturer at Brighton University. Her doctoral and post doctoral work is on the sociology of emotional labour and how this particularly impacts on health professionals such as nurses. Catherine's monograph (2008) Emotional Labour in Healthcare, published by Routledge was awarded an honourable mention in 2010 by the American Sociology Association, Emotions Section. Recently Catherine was research fellow for the Cultivating Compassion project lead by Brighton University in collaboration with five partner organisations (including Surrey University and Brighton and Sussex Medical School) and funded by Health Education Kent, Surrey and Sussex.

Keywords

Practitioner resilience intervention, consultative approach, novice practitioners, emotional labour, preceptorship programme.

Abstract

Consultative approaches to resilience research have been advocated in recent literature (Hart and Beaver, 2013). Novice practitioners (preceptees') from a local preceptorship programme acted as collaborators, to develop and evaluate a resilience and emotional labour workshop intervention in this study. Preliminary findings are presented to evaluate consultative approaches in practitioner resilience and participatory approaches to build resilience in preceptorship.

Preceptees' (n=12/36) from two local NHS (acute) hospital's joined a pre-workshop focus group (FG 1) and identified the adversity / challenges faced, as well as emotional responses to practice and their subsequent 'resilient moves' (Hart, Blincow and Thomas, 2007) .

Themes from FG1 were then theorised and incorporated into the resilience and emotional labour workshop and its evaluation form. An adaptation of the Resilience

Framework (Hart, Blincow and Thomas, 2007) for supervision by Aumann & Matthews (2011) was used to input FG 1 'resilient moves' and during the workshop preceptees co-produced a draft Collaborative Resilience Framework.

A descriptive analysis of the evaluations from all preceptees' (n=27/36) is currently being conducted. A follow up focus group (FG 2) is planned (July) following the workshop to illicit reflections on the workshop intervention. The Collaborative Resilience Framework and evaluative feedback will be reviewed and the FG 2 will agree on utilisation of the co-produced outputs from the study, extending to the local preceptorship programme and practice more widely. This paper will discuss the transformative and collaborative approach underpinning this study.

References and resources

Aumann, K and J Matthews (2011) *Resilience framework for supervision*. Work in progress Brighton Community of Practice, University of Brighton

Hart, A., D. Blincow, and H. Thomas. (2007) *Resilient Therapy. Working with children and families*. Hove: Routledge.

Hart, A. and B. Heaver. (2013) Evaluating resilience-based programs for schools using a systematic consultative review. *Journal of Child and Youth Development*. 1(1):27-53

N.B. This submission is intended for a Paper Presentation