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26th World Congress on

NURSING CARE

May 21-23, 2018   Osaka, Japan

Solution orientated learning to build resilience in mental health nursing students and recently qualified nurses

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Resilience has been identified as a key factor for both students and qualified nurse's capacity to withstand challenges and succeed in their roles. It is associated with resourcefulness, calmness, adaptability and confidence. Conversely, lack of resilience is associated with burnout which in turn is a risk factor for intention to leave the profession. Unhappiness at work leads to high attrition rates and newly qualified nurses experience high levels of stress and burnout with resultant intention to leave or actual withdrawal from nursing. Nurse turnover is damaging for the nurses who leave and for their remaining colleagues, it has negative implications for patient experiences and is costly for organizations. Recent reports have highlighted ongoing concerns about student's mental health. Patterns of poor mental health among healthcare workers are repeated internationally; Carod-Artal and Vazquez-Cabrera (2013) identify global studies which echo UK and European findings of high levels of emotional exhaustion and depersonalization with low levels of personal accomplishment. Educator's duty towards the well-being of our students has implications for their future retention within the profession. The Solution Orientated Learning (SOL) model reflects a collaborative approach to identifying learning goals and constructing the steps required to achieve them, based upon the principles and steps of Solution Focused Brief Therapy. SOL is designed to promote resilience for the well-being of nurses and to aid their retention. In this workshop, we will explain SOL principles and strategies, participants will be invited to use the SOL approach and learn how it can be applied in a range of educational and practice settings. The presenters plan to evaluate SOL more formally; workshop participants will be invited to evaluate alternative approaches to this research.

Biography

Carole Germaine spent nine years working as a Community Psychiatric Nurse in inner city Birmingham, gaining experience within a home treatment team and working with the police in a diversion at point of arrest scheme. She has a special interest in promoting recovery and health promotion within severe and enduring mental health. She has an interest in nurse well-being and retention and uses 'SOL' throughout the nursing curriculum.

Catharine Jenkins worked for many years as a Community Mental Health Nurse and team leader of an outreach team. Catharine's teaching responsibilities are focused around the care of older people with mental health problems and her main area of expertise is dementia care. She also teaches on diversity issues and transcultural mental health nursing. Catharine is interested in creative approaches to active learning for nurse education and has presented at international conferences about teaching and research. Catharine's research examines the training needs of nurses working in nursing homes, approaches to teaching dementia care in order to change practice and retention of recently qualified nurses.

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