

4Bii, 14:55 - 16:45, 6 December 2023

Improving undergraduate student attrition and experience through an innovative Restorative Supervision project

Lisa Jennison and Jayne Walker, University of Hull

Promotional abstract: Principles of the PNA role and A-EQUIP model (NHS England, 2017) and specifically the Restorative Supervision (RS) element can also be applied to healthcare students during their training. RS can be defined “A model of supervision designed to support professionals working within roles where they have significant emotional demand” (Wallbank,2013). The concept of RS has been developed using evidence -based frameworks with strengths-based, reflective and restorative approaches. Our innovative project supports inclusion in healthcare education for UG student nurses. We best support under-represented and diverse groups of learners to succeed by providing safe spaces for students.

Summary: Principles of the Professional Nurse Advocate (PNA) role and A-EQUIP model (NHS England, 2017) and specifically the Restorative Supervision (RS) element can also be applied to healthcare students during their training. The concept of RS has been developed using evidence -based frameworks with strengths-based, reflective and restorative approaches. Our 12month project supports equality, diversity and inclusion in healthcare education for UG student nurses across all four fields. We best support under-represented and diverse groups of learners to succeed by providing safe spaces for the students to have access to RS.

Context:

- Mental health is the most consistently reported reason for sickness absence-19.9% of all sickness absence in January 2022 (NHS digital, 2022).
- Issues with staff retention- including those experienced staff choosing retirement. Stability in the healthcare environment links to the delivery of high-quality care for Patients (Griffiths, 2022).

Benefits of RS:

- Impacts on staff wellbeing such as; feeling ‘valued’ by employers, reduced stress and burnout, increased job satisfaction and improved retention (Pettit and Stephen, 2015).
- It provides peer support and stress relief for nurses (Brunero and Stein-Parbury,2008)
- Builds resilience, diminishes stress and burnout; improves wellbeing to support ability to make appropriate clinical decisions (Rouse, 2019).
- Increases self- awareness and supports management of difficult situations and emotions (Draper et al.,1999)
- Provides reassurance about shared concerns and dilemmas (Honey and Walton, 2008; Moseley, 2020)
- Provides opportunity to think, reflect and evaluate practice working (Rooke, 2015).

Delivering student centred RS ensures the best opportunity for reflective learning, regardless of background, and promotes inclusivity. The partnership working of the RS facilitator and group/ individual creates belonging and a sense of professional identity within student cohorts. Under-represented and diverse groups are supported to make the transition to practice. Student dissatisfaction can be vocalised. Once identified, support strategies can encourage positive discussions which are then used to address any issues highlighted.