
ViPER - Introducing a service to deliver restorative supervision for nursing students, to improve retention and the quality of student experiences.

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Aim of paper

The aim of the paper was to highlight the development of a project to support nursing student's health and wellbeing skills. A bespoke restorative supervision (RS) service was introduced as new initiative to empower student nurses.

A 'Nursing Student Advocate Support (NSAS) Lead' was appointed to provide RS for students, with the aim of developing their self- help and coping strategies.

The service was hoped to assist students to meet the demands of their academic and placement work. This would enable them to develop some key strategies, to better prepare them for transition to the qualified nursing profession.

Abstract

Introduction:

Restorative Supervision (RS) is increasingly being delivered to post qualified healthcare staff, via the growth of the PNA role (NHS England,2023). The benefits of delivering this to pre-registration students in education have been previously documented. The potential of RS to support student personal and professional development has been demonstrated (Stacey et al,2017: Stacey et al,2020). The restorative function of supervision is most valued when facilitated in an environment where humanistic principles are present (Sheppard et al,2018). This approach may be suitable for nursing students, who manage significant emotional demands in clinical practice, alongside additional challenges resulting from their academic studies.

The aim of this project was to support student's health and wellbeing skills and coping strategies. A dedicated 'Nursing Student Advocate Support (NSAS) Lead' was appointed to deliver different modes of RS to nursing students (including group sessions, individual 1-1's and telephone contacts).To sustain the project in the long term, RS training was developed and offered to HEI staff.

Methods:

The impact of the service was evaluated over the timeline of the project. Qualitative feedback from student mentimeter surveys was used to collect anonymous data. This type of data collection can provide valuable insights into student experiences of educational programmes (Mohyn et al., 2022).

Results:

Qualitative data from students demonstrated that RS was a positive experience for all those who engaged in it. Five common themes emerged (anxiety, communication, competing priorities, employment, family commitments). Results suggest that RS supports a nurturing educational environment which develops student professional practice. Facilitating RS in a safe environment enables increased self-awareness and time out for student reflection.

Conclusion:

RS was found to support growth in students' self-efficacy, self-esteem and problem-solving skills.

Conflict of interest statement: None reported.

Keywords: Student nurse retention; restorative supervision; innovation in nursing education programmes.

Learning Outcomes

1. To examine a bespoke Restorative Supervision (RS) service introduced for student nurses.
2. To explore how RS can positively benefit nursing student outcomes.
3. To consider how nursing students can develop their health and wellbeing skills for future professional practice.

Recommended Reading Titles

NHS England (2023) Professional nurse advocate. Available: www.england.nhs.uk/nursingmidwifery/delivering-the-nhs/tp/professional-nurse-advocate [accessed 21 September 2023].

Sheppard, F., Stacey, G. and Aubeeluck, A., (2018). The importance, impact and influence of group clinical supervision for graduate entry nursing students. *Nurse education in practice*, 28;296-301.

Stacey, G., Cook, G., Aubeeluck, A., Stranks, B., Long, L., Krepa, M. and Lucre, K., (2020). The implementation of resilience based clinical supervision to support transition to practice in newly qualified healthcare professionals. *Nurse Education Today*, 94;104-564.

Presenter Biographies

Lisa Jennison

Lisa is currently working as a full time Lecturer at the University of Hull. Her roles include; Joint Programme Director (PD) for the Professional Nurse Advocate (PNA) Programme, PD for the Mentorship Programme. Lisa provides academic teaching and supervision for pre and post registration level healthcare and nursing students. Lisa has 30 years experience in clinical and advanced nursing practice. Her varied clinical background in Adult, Midwifery and Specialist Public Health Nursing has enabled her to develop skills in education, leadership and project management.

Research interests include- healthcare workforce development, health and wellbeing, preceptorship, supervision, compassionate leadership and restorative practice.

Jayne Walker

Jayne is a Senior Lecturer at the University of Hull. Her roles include Joint Programme Director (PD) for the Professional Nurse Advocate (PNA) Programme, Joint PD for the MSc Healthcare Leadership (online) Programme. Jayne works directly with student groups from all levels of academic study alongside external partners. Jayne has extensive experience and knowledge of designing, delivering, assessing and evaluating Programmes of study.

Jayne has extensive experience in clinical and advanced nursing practice. Her clinical background is in Adult Nursing, Midwifery and Specialist Community Public Health Nursing.

Research interests include- service evaluation, workforce development, preconception care, compassionate leadership and restorative practice.