Are We Still Eating Our Young? Supervision Of Students In Practice

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Ending Nurse-to-Nurse Hostility

Why Nurses Eat Their Young and Each Other

Kathleen Bartholomew, RN, MN

Published by HCPro, 2006

Background
Doctoral research - data collected on mentor’s use of assessment records when failing a student nurse.

Analysis of assessment documents from 2008-2011 and interviews with 8 mentors in 2016

Qualitative thematic analysis of the data uncovered a theme on how mentors assessed student behaviour and gave support in their feedback, even when they were failing the student.
“Professional”  “Shows compassion”

“reliable”

“caring, good communication”

“shows patients respect and dignity”

“professional and helpful, a pleasure to have”
Comments of concerns in assessment documents

“Caring and compassionate but deviates from tasks”

“kind and caring but doesn’t recognise limitations”

“lacks confidence in communication”

“Grave doubts over ability to become a safe and competent practitioner, lacks fundamental qualities”

“pompous communication to the team especially healthcare assistants”
Mentors assess students at the expected level and have a pre understanding of where a student should be in 1st, 2nd, 3rd year, - includes behaviours as well as skills, though focus at end of programme is on skills

Mentor responses at interview link closely to comments found in assessment documents

Key trigger when student is not at the expected level

Communication is a priority skill, yet ‘soft skills’ are more difficult to objectively assess

Document data was prior to 2012
2 perspectives
Integrating the 6Cs of nursing into mentorship practice


Abstract
Nurses and midwives are asked to demonstrate the 6Cs (care, compassion, competence, communication, courage and commitment) of nursing in 'everything we do'. Mentors have a crucial role in the provision of health care and in educating nurses and midwives. This article aims

Aims and intended learning outcomes
The 6Cs of nursing – care, compassion, competence, communication, courage and commitment – were inaugurated to support Compassion in Practice: Nursing, Midwifery
Why have so many nurses stopped caring?

(Daily Mail 9/2/13)

Patients demeaned by poor quality nursing care

(Guardian 22/08/09)

Damming report reveals failings in NHS care of patients “Treated worse than animals”

(Nursing Times 01/12/12)
Why is this important?

Concerns about the quality of nursing and the care delivered –highlighted by Francis Enquiry 2012

Effect on public confidence in nursing profession (Patients Association 2011)

Criticism of the regulatory function of the NMC - nurses unsure of their professional profile and status (CHRE 2012)

Questions the quality of practice assessment for pre-registration nursing – how did these nurses ever qualify?
Supporting students in practice who report poor care shown to them by mentors

- Inflexibility with health needs
- No negotiation on shift patterns, working weekends etc.
- Not learning their name

Impacts negatively on students, but also on future workforce development and organisational reputation
Am I alone??
“My mentor didn’t speak to me for the first four weeks”: Perceived Unfairness experienced by nursing students in clinical practice settings

‘My mentor kicked a dying woman’s bed…’ Analysing UK nursing students’ ‘most memorable’ professionalism dilemmas

Original research
Uncovering degrees of workplace bullying: A comparison of baccalaureate nursing students’ experiences during clinical placement in Australia and the UK
Mentoring is not a priority when patient care demands are high
(Henderson and Eaton 2013)

Students leave the course when they are not supported

Workforce demands mean we need to retain newly qualified nurses in nursing
(McKew, 2018, Nursing Standard)

Generational research in student nurses shows us that employer loyalty has changed
(Jones et al, 2015)
Supporting nurses in order to support students?
Resilience – definition

“The capacity to recover quickly from difficulties; toughness”

“The ability of a substance or object to spring back into shape; elasticity”

en.oxforddictionaries.com 2018
Can educators improve the situation?

If we highlight our appreciation of the workload and effort required by mentors and clinical assessors would this improve the situation for some students?

Identifying the strengths of mentors and their motivation in the role may help.

For new models of supervision and assessment ensuring clinical staff are supported through transition will be key.
We need to:

Develop strategies for supporting supervisors and assessors with the students

Ensure students are adequately prepared for practice and feel supported with what they see and do when they are in practice

Recognise the demands on clinical staff supporting the students and provide resources to support them when possible
Ensuring this does not continue to occur?
Any Questions?

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References.


