

A COACHING FOR RESILIENCE APPROACH: AN EVALUATION OF RELEVANCE AND INCLUSION IN CURRICULUM DELIVERY WITHIN AN UNDERGRADUATE HEALTHCARE PROGRAMME.

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What did I do?

1 Year 1 UG students (N=44) asked about their definitions of personal resilience (PR), what might affect it, whether it's important or not

2 Two focus groups, year 1 and year 2 students involved (N=8)
Definitions/ what positively affects PR/ what negatively affects PR/ How did they use the resilience tools they had been introduced to in class?

1 The language of resilience, from student definitions

Stiff upper lip/carry on/cope

- To carry on despite how hard it gets
- Being strong mentally
- Being able to cope under stressful circumstances
- Thick skin
- Carrying on in the face of challenges or difficulty
- Toughness
- Ability to continue despite obstacles and setbacks

Bouncing/rebounding

- To recover from setbacks
- Ability to bounce back from a difficult situation
- Ability to adapt yourself in certain situations for example when you are going through challenging or difficult experiences
- The ability to move on, bounce back from a situation easily
- Capacity to recover quickly from difficulties

Fighting/struggling/overcoming

- Being guarded
- Overcoming adversity
- Being able to survive adversity
- Ability to withstand anything that is thrown at you

The findings from the question "what is your definition of resilience" uncovered that very few students used an approximation of the 'traditional' definition of resilience

Often described as:
An ability to bounce back from adversity/setbacks. Also not only recover but find personal meaning (Grant and Kinman, 2012)



"I think too much resilience is unnatural"

"Being resilient has a downside as it means you are not expressing your feelings"

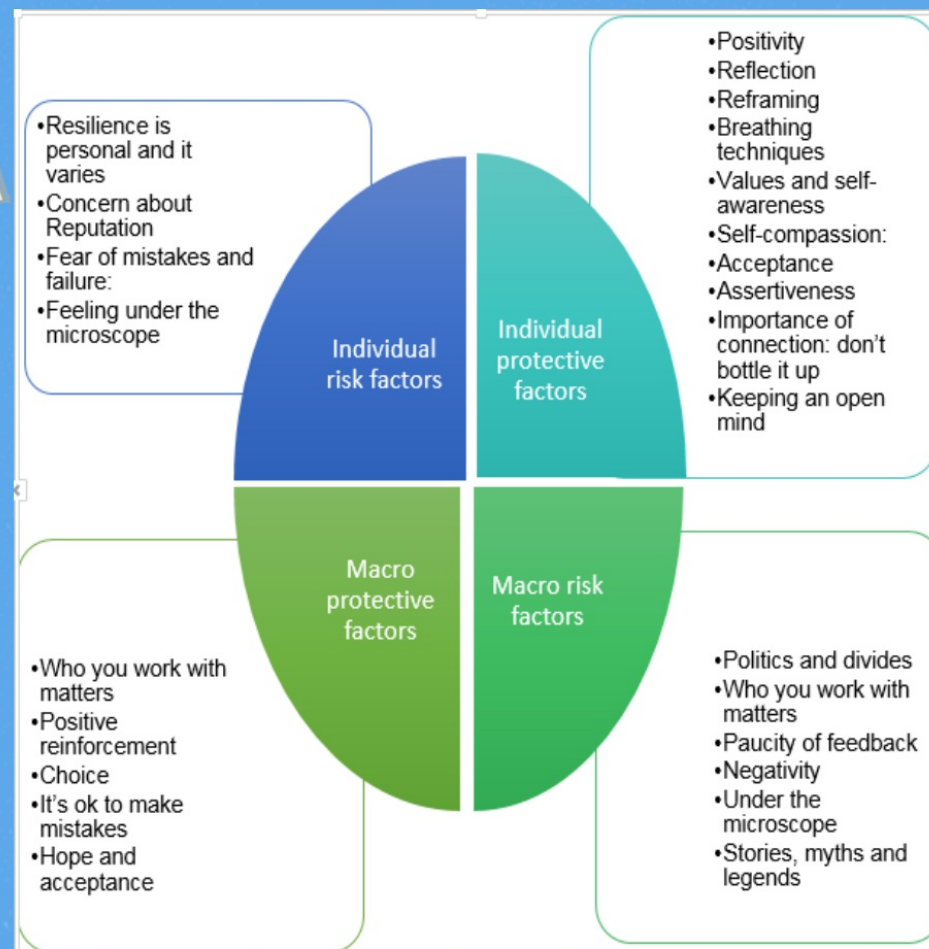
Consider how resilience development approach is implemented and whether a whole class coaching is best pedagogically approach or whether small group (again possibly focused on personal tutor groups) give more meaningful results

Be aware that resilience is challenged by being 'under the spot light'. Fostering connection, made to always feel welcome, as well as challenging some of the politics/divides that exist could be helpful (building sense of belonging)

Encouraging students to trial one approach PR building technique at a time and reflect on its value; to include some 'debriefing' or accountability measures, possibility via personal tutoring.

So, now developed a 'my resilience recipe' approach to teaching PR

Summary of findings, using ecological approach to resilience, based on Kolar (2015)



Academics to be mindful of the language we sometimes use about these so called 'soft' or 'fluffy' topics of personal/professional development (where resilience development sits); this can perhaps derogate these topics to be of secondary importance in the mind of some students.

THINK & Be Positive

Encouraging a realistic approach where the making of mistakes are used as an opportunity for growth and development (encouraging reflection)

Be aware of the negative impact on personal resilience of 'stories, myths and legends' (SMLs) and to challenge these where we hear them. Where we use SMLs in our teaching or mentoring to use these as positive reinforcements, as a way to show how we learn from mistakes.



Personal resilience sits within a framework of shared responsibility; not only with the individual but also with other societal factors too.

A person's resilience is therefore the product of interaction, response will be individual, contextual and ever changing

HELLO

This seems to imply there isn't a one size fits all solution and resilience 'training' might be a waste of time/money if not approached in the right way? In fact some papers suggest that too.....

? If the language of resilience does indeed vary, does this matter when we are researching, discussing, coaching or 'teaching' what it is to be resilient? If we are effectively talking a different language does this have implications for any 'one-size' approaches



? Is there a gender difference in attitudes to, and the language of resilience? If so, does this matter or have implications for resilience discussions or 'training'?

? If we are to offer support for personal resilience throughout the programme of study then what development/training needs to take place to make this successful?

? How do we challenge the 'who you work with matters' culture?

Next steps: Developing a coaching culture for student support in clinical practice: My PhD topic. Let me know if you are interested in getting involved

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