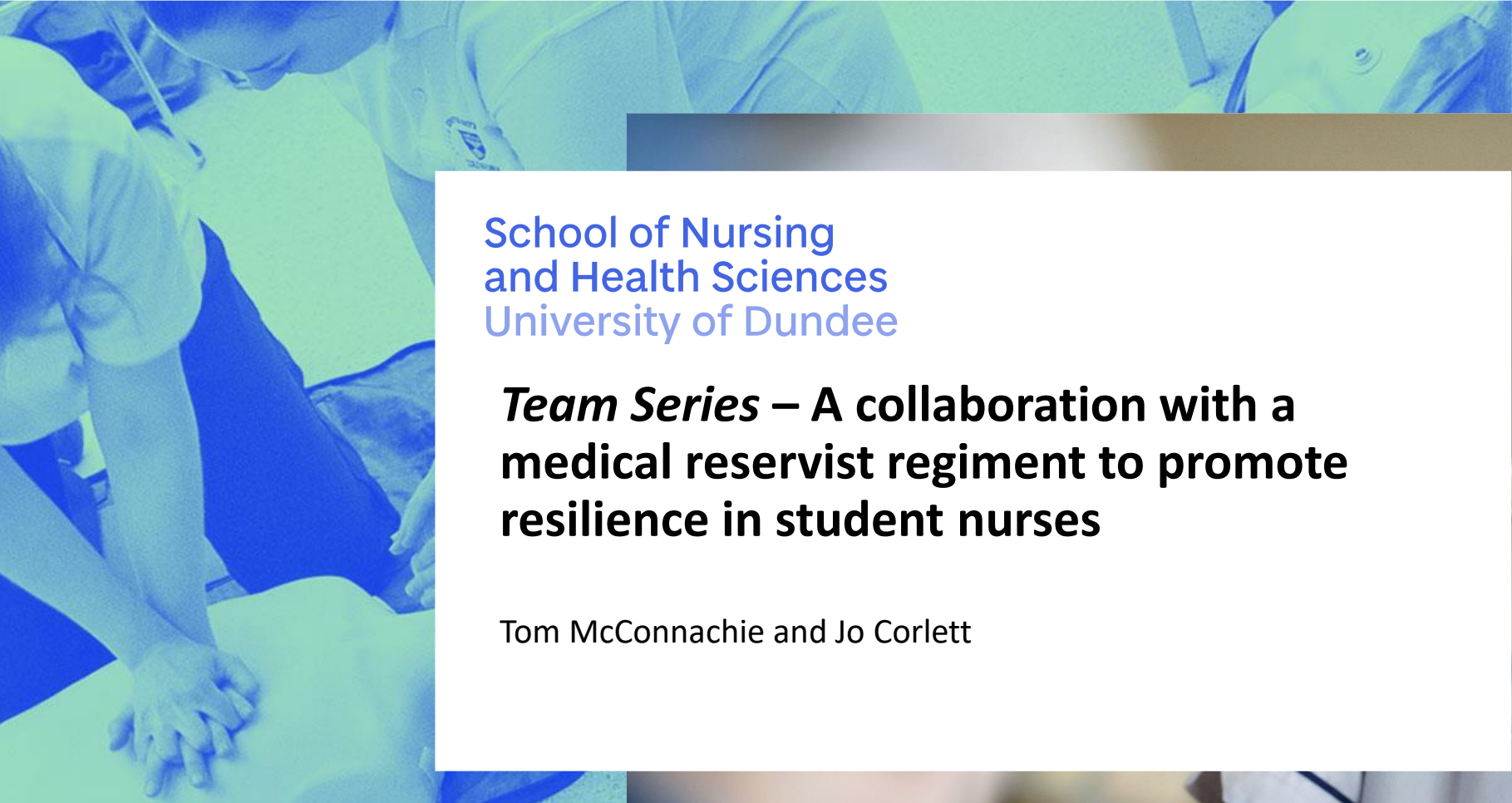


- A World Top 200 university, Times Higher Education 2018



School of Nursing
and Health Sciences
University of Dundee

***Team Series* – A collaboration with a
medical reservist regiment to promote
resilience in student nurses**

Tom McConnachie and Jo Corlett

ARMY

225 (Scottish) Medical Regiment

Exercise LION STAR 9/15

Visitor's Day

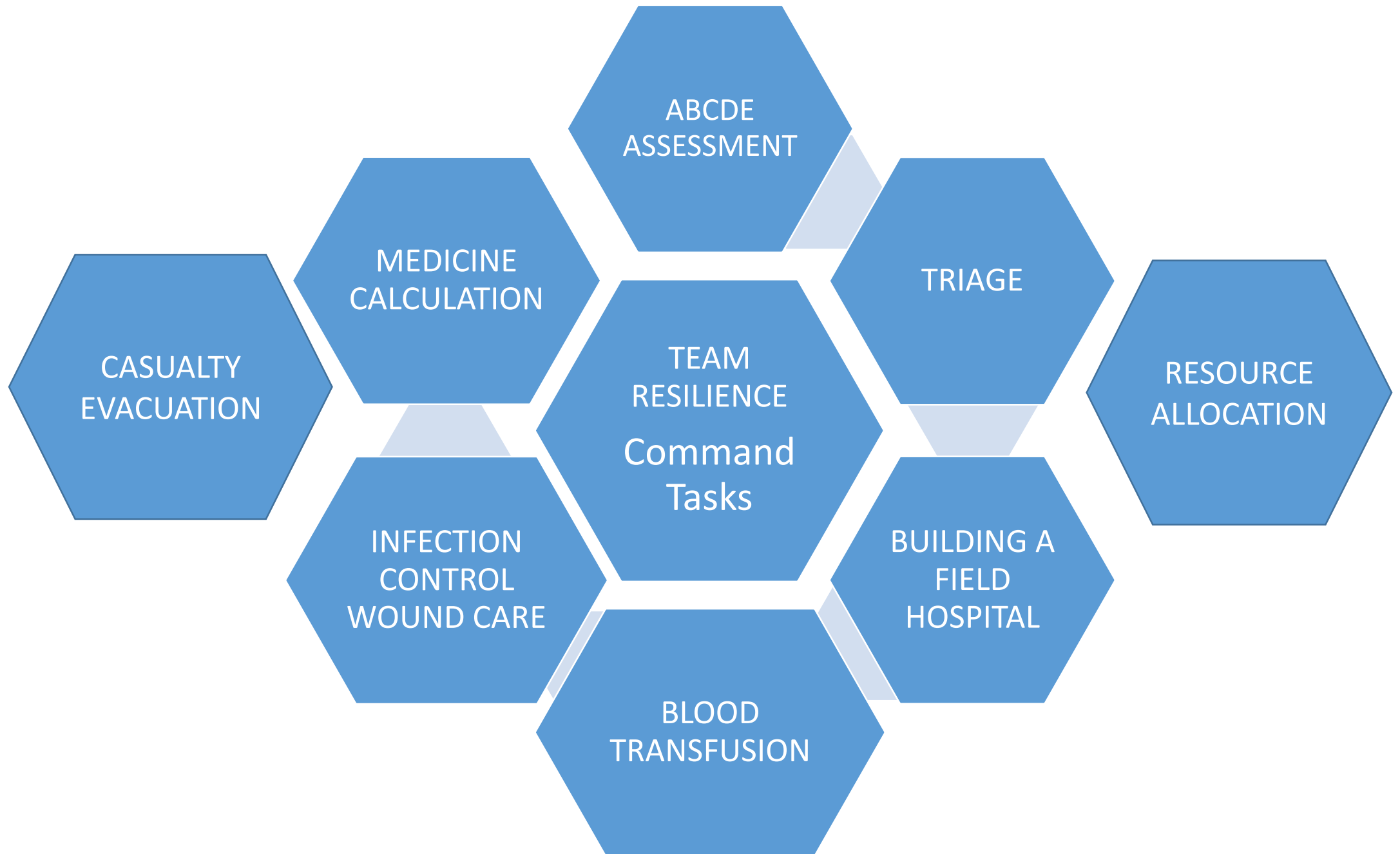
14 Nov 15



Teamwork and Leadership Exercises

- First year students: Exercise Team Spirit
- Second year students: Exercise Team Resilience
- Third year students: Exercise Team Endurance
- <https://www.youtube.com/watch?v=fiTCXpEmgsY&feature=youtu.be>





Evaluation of the *Team Series*



Objectives:

- To explore students' perceptions of the concept of resilience.
- To identify the knowledge and skills students develop.
- To explore whether (and if so how) students' feel their resilience has been enhanced as a result of their participation.
- To explore the views of academic and reservist staff facilitating delivery of the T.S.

Study Design

- Naturalistic qualitative design
- Focus groups:
 - 2 with final (3rd) year students (n=14)
 - 2 with academic facilitators (n=8)
 - 1 with military reservist facilitators (n=10)



- Audio-recording and transcription of focus groups
- Thematic analysis adopting Braun & Clark's 6 stage process
- Member checking of analyses with academic staff, not feasible with students or reservists
- Ethical approval by University Ethics Committee



5 themes

1. Having fun!

- Active learning process
- Realism
- Safe learning environment



“Actually doing something instead of being in lectures all the time. You were getting out and involved, and learning as well”

“You need the emotional side of it, you need the adrenaline and all that stuff going.”

“It’s a place where you can get things wrong and not be in trouble for it.”

5 themes

2. Building confidence

- Increasing self-awareness and awareness of others
- Transferrable skills
- Positive Feedback



“...it gave you a sense of what you were able to accomplish yourself. With being outside of your comfort zone, you got an insight into where your strengths and weaknesses were...”

“I didn’t even realise I was doing it. It was the trainer afterwards that said ‘you emerged as the leader’. And I was like ‘oh, okay’, but that was really good feedback to know that I felt confident enough to do that.”

5 themes

3. Teamwork

- Effective communication and active listening
- Playing to strengths
- Being assertive



“...you will get somebody who says ‘I’ve done this before but I can’t remember, can somebody else take the lead on this one?’ It’s good to see that leadership maturity of ‘yes, I do have leadership ability, but not for this specific task.’”

“...they’re not arguing with each other, but they’re quite vocal in ‘no, that’s the wrong answer.’ That’s great, that they’re able to have those discussions... and feel comfortable.”

“I think it gave us a good opportunity to learn how to compromise and discuss ... everyone had different ideas of how to do it, so it’s just trying to manage that and if there were disagreements, how to resolve it to get the task done.”

5 themes

4. Building resilience

- Not effective at building physical resilience
- Greater mental/emotional resilience due to increase in self-awareness and capabilities
- But to be effective need to be embedded throughout the curriculum
- Need for reflection



5 themes

5. Pros and cons of working with a military organisation

- Positive feedback from military facilitators
- Debunking the “boot camp” perception
- Need for a “*get out*” clause



“they were great, brilliant....They were really encouraging, like at the end of each task they told you what you’d done well and what you’d done good as a team.”

“ I didn’t do the first year one ... I thought it was going to be like a boot camp, like going to do Tough Mudders, but everyone was like ‘oh, no, it was brilliant’, so I signed up for second year and it was so good.”

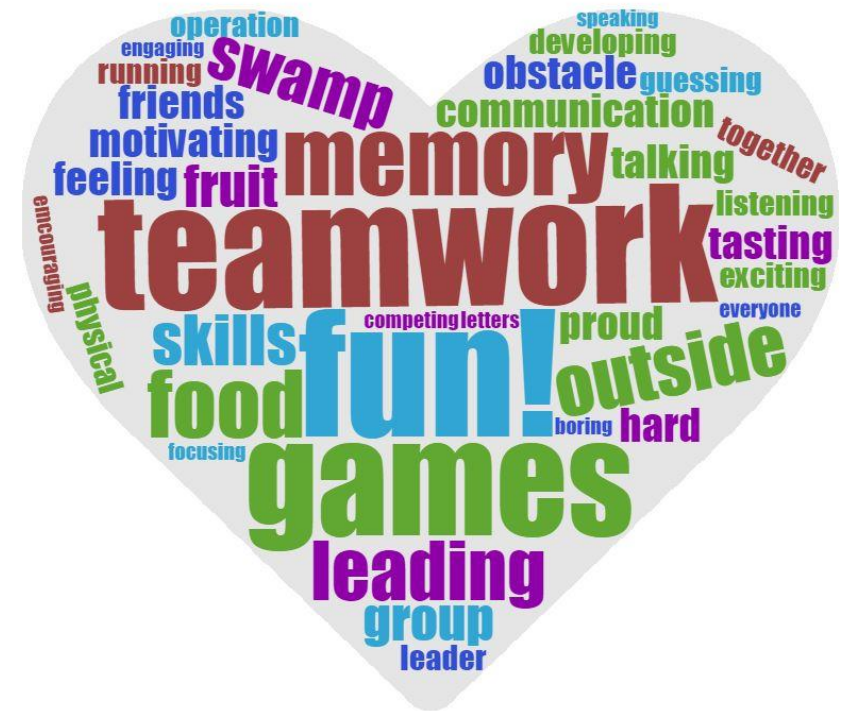
Key messages:

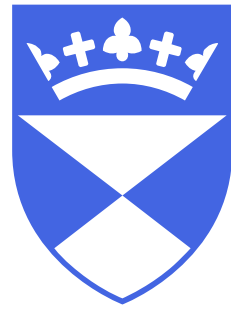
- Active learning process
- Realistic scenarios
- Skills practice (clinical and interpersonal) in a “safe” environment
- Supportive facilitation
- Time for reflection
- Increase in self-awareness, awareness of others, self-confidence
- “Opt out” clause



Ongoing work

- Delivering resilience training to pre-registration student nurses in partnership with a reservist military organisation: A qualitative study. *Nurse Education Today*, Vol 97 Feb 2021
<https://doi.org/10.1016/j.nedt.2020.104730>
- Team Spirit embedded into induction week for new 1st year students
- Measuring resilience and mental wellbeing of students during Covid-19
- Mini Team Spirit





University
of Dundee

Questions?