Performing School Nursing: Narratives of providing support to children & young people.

Sarah Sherwin  Professional Doctorate in Health & Wellbeing  University of Wolverhampton

RATIONALE:

Poor mental and emotional health remains a key problem within modern day society. Within the UK 1:10 school age children and young people will experience a mental health issue (ONS 2004; The Children’s Society, 2013). Half of those who have a lifetime mental health problem will have exhibited symptoms before the age of 14 years (DH, 2011). This costs the NHS in England an estimated £105 billion per annum (Lewis and Lenehan, 2012). School nurses perform a vital role in supporting children & young people (DH, 2012). However, there is a paucity of national and international research around how it is provided, and the diversity and complexity of school nurses experiences of providing support.

RECOMMENDATIONS:

• Action learning sets for alumni school nursing students post course to continue to build personal resilience.
• Introduce storytelling and poetics within curricula to encourage reflexivity on practice.
• Workshops on using social media within practice settings to build confidence and to explore potential ethical issues.
• Opportunities with curricula for students to develop additional skills to use cognitive behaviour therapy, solution focused therapy, motivational and promotional interviewing.
• Sharper focus needed on developing clinical leadership skills to bring about political transformation.
• Undertake further research with children, young people and families to hear their stories.
• Findings to be disseminated nationally to SNs, managers, commissioners and providers of school nurse education.

METODOLOGY

Using a narrative inquiry approach this study, presented as a performative text, set out to explore school nurses’ experiences of providing support to young people. Stories were gathered from eleven school nurses (narrators) using purposive sampling. The stories were analysed using an adapted version of the interpretivist-interactionist model (Savin-Baden, 2004). Poetic representations were used to tell the stories of individual school nurses to others (audience); an approach seen to be a new approach in school nursing research. Using Soja’s (1996) spatiality theory as a framework, the stories were also analysed collectively as themes to explore different spaces used when providing support to young people.

CONCEPTUAL FRAMEWORK

“With the right support children can conquer anything” (Barnardo’s, 2014)

RESEARCH QUESTIONS

What stories do school nurses have to tell about providing support to children and young people?

What work do the stories do in terms of enhancing and disseminating practice?

What insights do their stories reveal into how they perform school nursing?

How can “those stories” connect with the school nursing community?

What do their stories reveal into how they connect with community?

What does their story reveal into how they connect with relationships with young people.

“With the right support children can conquer anything” (Barnardo’s, 2014)

“With the right support children can conquer anything” (Barnardo’s, 2014)

Poem: Who else?

"It took me a while to get used to this job
It's different from other nursing jobs
Being that support mechanism
Giving help to young people"

Sophie’s story

Poem: Please give us more

"If you take us away there’ll be calamities
Please give us more money
I plead for more hours...
We need more hours...
We need to measure our successes"

Susan’s story

Poem: Service with no teeth

"He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Joanna’s story

Poem: Let her down

"She wouldn’t speak to me at first
She kept looking down.
Now when she sees me
She gives me a high five
Took a long time to develop that"

Poem: Service with no teeth

"Who else?
Who else?
Who else?"

Poem: Service with no teeth

"With the right support children can conquer anything"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Poem: Service with no teeth

"It took me a while to get used to this job
It’s different from other nursing jobs
Being that support mechanism
Giving help to young people"

Poem: Service with no teeth

"If you take us away there’ll be calamities
Please give us more money
I plead for more hours...
We need more hours...
We need to measure our successes"

Poem: Service with no teeth

"He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Poem: Service with no teeth

"With the right support children can conquer anything"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.

Poem: Service with no teeth

"I tried to find him help
He went into a hostel, but didn’t feel safe
So he left; now back on the streets again
I found it emotionally upsetting"

Mandy’s story

SNs require more emotional support for themselves.

FINDINGS

Poems & Themes

Use of technology can provide support to young people.

SNs require more training to support mental health of young people.