



Please scan the QR code to review the **ABSTRACT** and for the **REFERENCES!**

Introduction and Background

- Nursing students find their clinical practice education to be very stressful.¹⁻²
- Students with high-stress levels are associated with having poor academic performance and physical and mental well-being.³⁻⁵
- Resilience is perceived important in nursing education,⁶⁻⁷ as it helps one to manage stress and overcome adversity.⁸⁻⁹
- Professional practicing nurses with low resiliency are associated to have high burnout and turnover.¹⁰⁻¹¹
- Students can develop resilience during clinical practice education.¹²
- Nursing clinical instructors (NCIs) have a vital role in supporting the development of resilience in students.



Figure 1. Nursing Students in a Clinical Practice Simulation.

Note: From Back to Mac Activities in Winter 2022 [Photograph], by McMaster University, 2022, <https://brand-resources.mcmaster.ca/asset-bank/action/viewAsset?di=44856&index=6/8&total=372&view=viewSearchItem>

Research Purpose & Questions

This qualitative inquiry aims to generate a rich description of NCIs' experiences in teaching and/or supporting their students' development of resilience during their clinical practice education.¹³

Research questions:

1. What are NCIs' perceptions of building resiliency in their students during clinical practice?
2. What do NCIs perceive as facilitators and barriers to building resiliency in their students during clinical practice education?



Figure 2. A Nurse Experiencing Stress

Literature Review Findings

- Resilience is described as a personal trait and/or process of bouncing back from difficult experiences.¹³
- Resilience is perceived to be vital for nursing students to overcome adversities experienced during their clinical practice education.¹³
- Students perceive NCIs as sources of anxiety and/or reassurance during their clinical practice.¹³
- There is minimal research on healthcare clinical instructors' experiences of fostering resiliency in their students.¹³

Methods

- **Qualitative Approach:** A qualitative descriptive design.
- **Setting & Context:** McMaster University, School of Nursing.
- **Sample:** 9-17 NCIs who have taught level 2 and/or 3 nursing clinical practice courses in the last 12 months.
- **Sampling Strategies:** convenience, criterion, and maximum variation sampling techniques.
- **Recruitment Strategies:** Direct recruitment (face-to-face) and posters.
- **Data Generation Methods:** Demographic surveys and semi-structured interviews (one-to-one; approx. 60 minutes per interview).
- **Data Analysis approach:** Conventional content analysis guided by content analysis framework.¹⁴
- **Techniques to improve rigour:** establishing rapport, prolonged engagement, member checking, triangulation of data generation strategies, reflexivity, audit trials, rich descriptions (context & participants), and peer review.

Concluding Remarks

This proposed study will:

- increase the knowledge of how NCIs experience teaching and/or supporting resiliency development in their students,
- contribute to the future creation and development of teaching and learning strategies on resilience for nursing students,
- help students to develop and practice positive and healthy coping techniques to manage stress,
- contribute to building a future resilient nursing workforce and help to retain nurses within the profession!

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