

# PNA, A-EQUIP, RS and their positive impacts...

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## Professional Nurse Advocate (PNA) at University of Hull

- Prepares you to become a Professional Nurse Advocate (PNA)
- Continuing Professional Development course
- Post registration
- Individual (20 credit) module
- Level 7 study (Masters)
- 12 week online module
- Funded by employer



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## Module learning content includes

- History of the PNA role
- Introduction to A-EQUIP model
- Higher order communication and interpersonal skills
- Quality improvement theory
- Restorative clinical supervision
- Emotional needs of healthcare staff
- Culture & workplace
- Leadership



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## Professional Nurse Advocate (PNA)

Training for the role is underpinned by the  
**A-EQUIP model 4 elements;**

1. clinical **supervision** using a **restorative** approach

2. enabling nurses to undertake personal action for **quality improvement**

3. promoting **development and education** of nurses

4. **advocating** for nurses, healthcare staff and patients/service users

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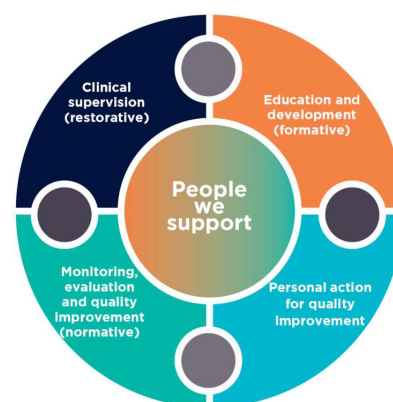
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## A- EQUIP model

- 1986-Proctor's model of clinical supervision described key 3 elements (restorative, normative, formative).
- 2010-Wallbank adopted this approach for Health Visitor's restorative supervision.
- 2017- The A-EQUIP model used by Midwives added a 4th element of;
- **Personal action for quality improvement.**

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Fig 1. A-EQUIP model



A-EQUIP = Advocating and Educating for Quality Improvement  
Source: NHS England (2023)

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## Restorative Supervision (RS) involves;

- Supporting practitioners to physically and mentally '**slow down**'
- A process of **reflective conversation** and supportive challenge
- Promoting open and **honest feed-back**
- Restoring 'thinking' capacity and creates '**time out**'
- Enabling the **processing of thoughts** and innovative **ideas**
- Freeing us to contemplate **different perspectives**
- and inform **decision making** (Pettit and Stephen, 2015).

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## Impact of RS

- Supports **work/life balance** more effectively
- Provides significant **reduction in stress** and burnout
- Increases job **satisfaction**
- Maintains **compassion**
- Improves **retention**
- Staff feel **valued** by their employers
- Improves working **relationships** and team dynamics
- (Wallbank and Hatton 2011; Wallbank and Woods, 2012; Pettit et al. 2015).

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## PNA promotes positive cultures

- 2021 -**NHS Civility & Respect toolkit** to tackle bullying and harassment, create a civil and respectful workplace culture
- Focuses on how our behaviours link back to improved patient care.

<https://www.socialpartnershipforum.org/system/files/2021-10/NHSi-Civility-and-Respect-Toolkit-v9.pdf>

- The toolkit draws on;
- Vanderbilt Model of **Professional Behaviour** (Hickson et al., 2007)
- West's (2017) research on **compassionate leadership** and teamwork.

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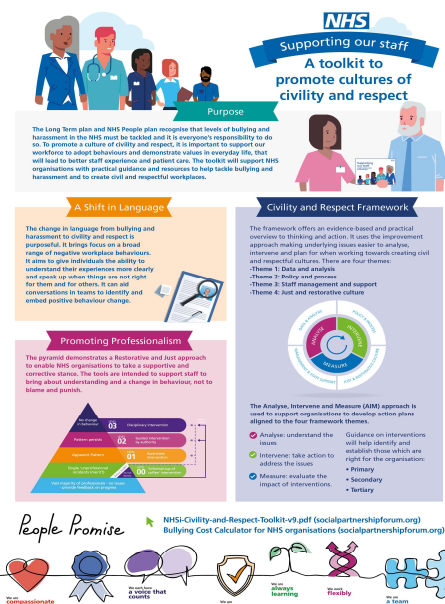
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## PNA promotes civility and respect via...

- Communicating **why** civility is important
- Promoting **assessment** of civility
- Sharing **resources**
- Promoting **self-care**
- Exploring **relationships, self awareness** and **communication styles**
- Recognising and **rewarding** colleagues
- Developing a culture where **speaking up** is encouraged

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## Useful for others?

PNA principles, A-EQUIP and RS models are all well suited to those working in **areas of stress and high emotional impact**.

They can be transferred to other disciplines/ professionals/ services, such as....

- Ambulance
- Emergency
- Education
- Police
- Prisons
- Social care



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## Growing the RS model at the University of Hull

### 2022-23 Research project

- On the benefits of RS for HEI staff.
- Positive outcomes from the small qualitative study.

### 2023-2024 NSAS Project

- RS offered to Pre registration nursing students
- HEI staff trained to use RS and delivering elements within HCPC (Dietetics, Radiography, ODP and Paramedics)
- RS techniques used in BSc and Apprenticeship Nursing Programme contents

2020-RS established for students in the Midwifery Programme.

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## Why suitable for students?

- DHSC Report (2022) NHS workforce issues with Government pledge to **increase NHS nursing numbers by 50,000**.
- Approximately **12% of nursing students in England fail to complete degrees** and 18% of nurses have left NHS hospital and community settings **within two years** (Nuffield Trust, 2023).
- Broad range of **complicated factors** impact on student attrition (Hamshire et al., 2019). Unclear if related to funding issues or upheaval post pandemic.
- **Limited research** on specific support needs of nursing students.
- RS presents a different strategy for **supporting students** which could also improve student experience.

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## Research background

- RS is most valued when **humanistic principles** of non-judgement, empathy and trust are present (Sheppard et al, 2018).
- Group supervision in pre-registration nursing education supports student **resilience, personal and professional development** (Stacey at al., 2017: Stacey & Cook, 2018: Stacey at al., 2020).
- RS promotes **deep learning, personal self-awareness, professional growth, respect and trust**.
- Builds skills of reflection, **problem-solving and communication** (Stacey at al., 2020).

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## NSAS- 1 year project

- **April 2023-24** HEE funding project-provided Pippa (NSAS) support for student nurses Years 1-3.
- **June 2023-24** HEE funding extended for Rosie (AHP student RS support)
- Both projects led by Nicki Credland



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## Mentimeter results from Pippa's students

Mentimeter

Please choose 3 words to describe the session  
12 responses



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## NSAS Project findings

### 5 Qualitative student themes

1. **Anxiety**- related to placement allocation
2. **Managing competing priorities**- overwhelmed with workload
3. **Communication issues**-between academic staff and students
4. **Employment** -on the completion of their studies and applying for jobs
5. **Family commitments**- students often discussed their dependent children



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## PNA course can support career development

- Leadership
- Relationship skills
- Self- awareness
- Academic skills
- Evidence based practice
- Networking
- Communities of practice
- Empowerment and Strategic thinking



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## Case study 1- Elina's PNA journey



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- International recruited to Leeds, originally from Zambia.
- 2001-Registered NMC, specialized in theatre and scrub nursing.
- 2015-PgCert Ed. (Huddersfield University) led to Theatres Clinical Educator role.
- 2022-1st theatre staff to be trained as PNA (Hull University)
- 2023- years secondment to Lead Professional for Post Graduate Development (Band 8a).
- "Knowledge is power that liberates healthcare professionals to be able to make decisions with underpinning research based knowledge... further training gave me the tools and skills to do that job effectively".*

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## Case study 2- Jasmine's letter



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Any Questions?



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# Thank you

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