

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

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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.



"What happens when the light first pierces .We are slapped and cut loose. If we are lucky someone is there to catch us....and persuade us that we are safe. But are we safe? we wonder, even dread...whose hands will catch us now?"
 Life and Adventures of Nicholas Nickleby
 Charles Dickens (1839).

"With the right support children can conquer anything"
 (Barnardo's, 2014)

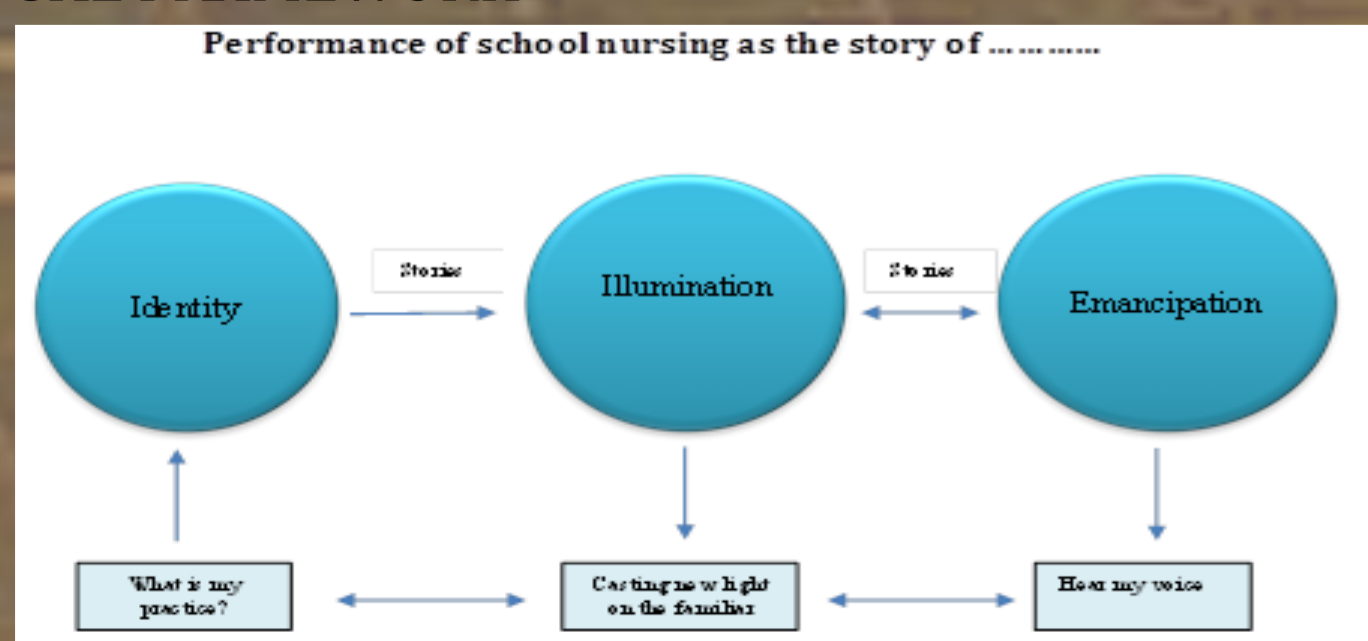
RECOMMENDATIONS:

- 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.

METHODOLOGY

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

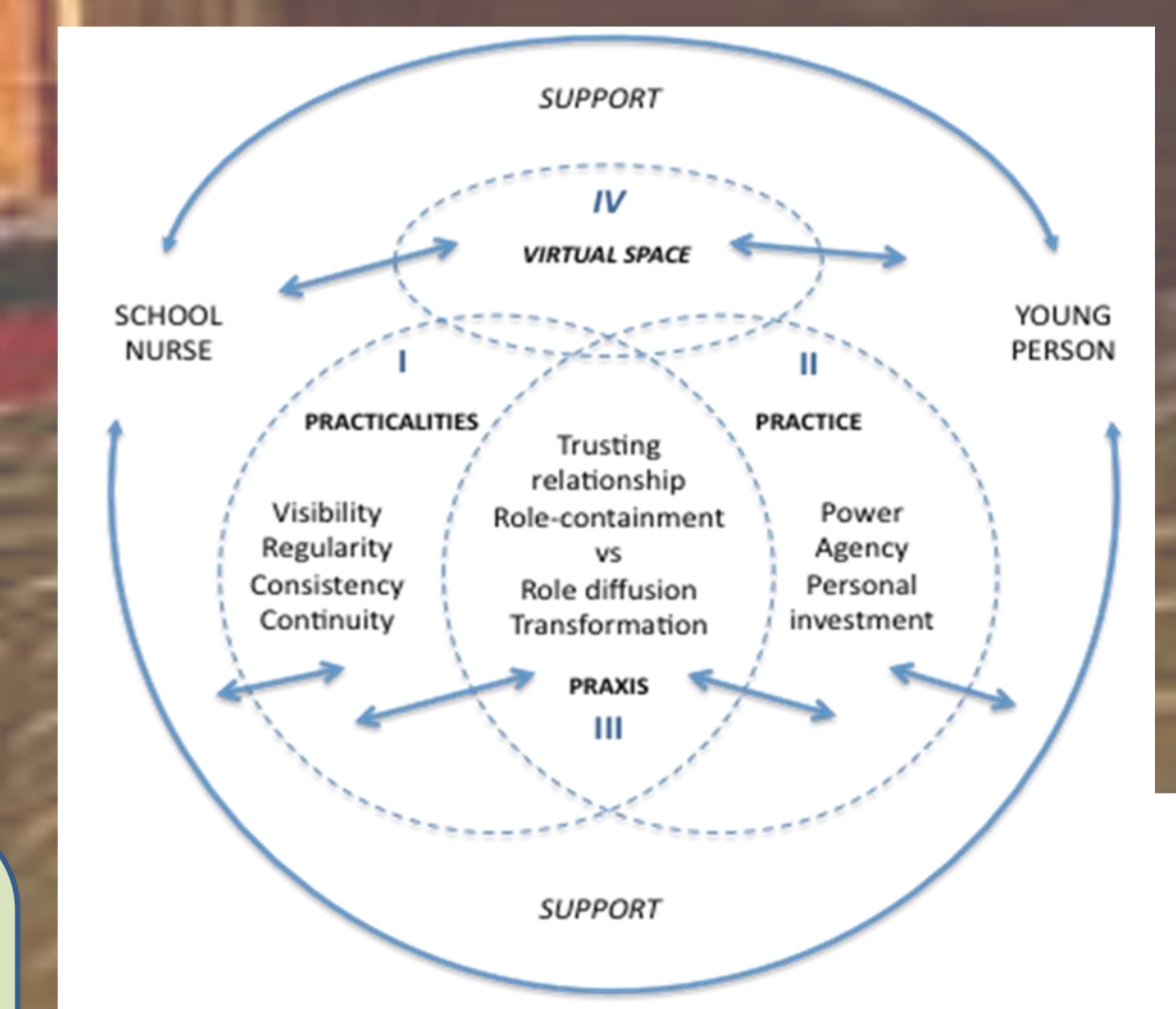
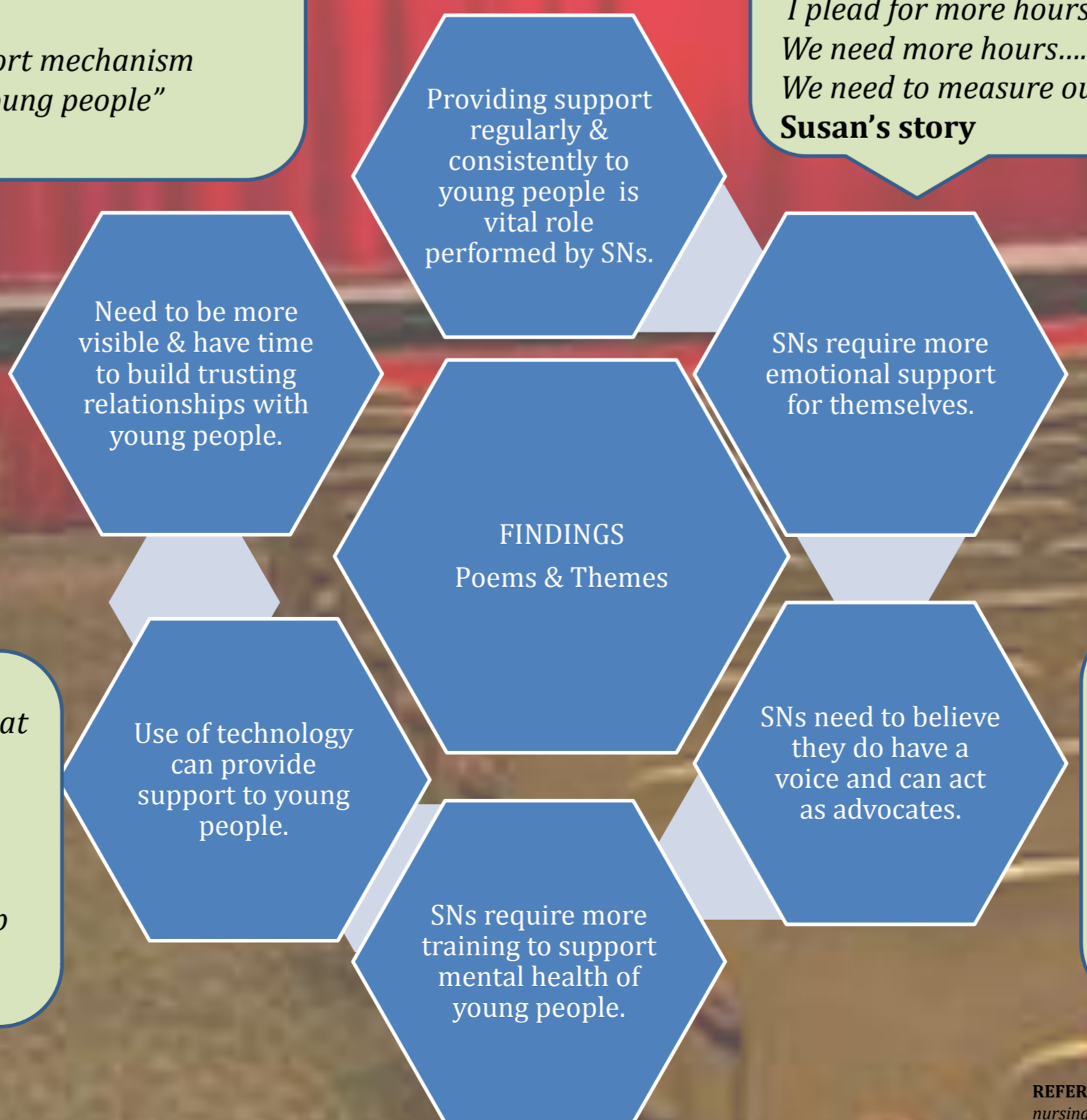


Poem: Who else?
*"It took me a while to get used to this job
 It's very different from other nursing jobs
 Being that support mechanism
 Giving help to young people"*
Sophie's story

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; 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"*
Joanna's story

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



Identified spaces in which school nurses perform in to provide support (based on Soja 1996)

Firstspace	Secondspace	Thirdspace
Soja (1996)		
Perceived	Conceived	Lived
Physical space	Mental space	Social space

REFERENCES: Barnado's (2014) TV Campaign; DH (2011) *No health without mental health*. London: DH. DH(2012) *Getting it right for children, young people and families. Maximising the contribution of the school nursing team: Vision and call to action*. London: DH. Dickens, C. (1839) *Nicholas Nickleby* London: Penguin Books. Lewis, I. & Lenehan, C. (2012) *Report of the children and young people's health outcomes forum. Children and young people's health outcomes strategy*. Place of publication unknown. ONS (2004) *Mental Health of children in Great Britain*. Palgrave MacMillian. Savin-Baden, M. (2004) *Achieving reflexivity: Moving researchers from analysis to interpretation in collaborative inquiry*. *Journal of Social Work Practice*, 18(3), pp.365-378. Soja, E. (1996) *Thirdspace. Journeys to Los Angeles and other real and imagined spaces*. Malden: Blackwell. The Children's Society (2013) *The Good Childhood Report 2013*. London: TCS.