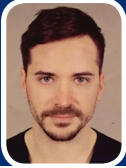


WORLD NURSING FORUM
&
13th International Conference on
RHEUMATOLOGY & TRAUMA CARE

September 02-03, 2019 | Vienna, Austria



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Nursing students: A training between vulnerability and resilience

Nursing training seems to make students vulnerable, sometimes leading them to suffer from stress or burnout. Nevertheless, most of them succeed in this training. This positive resumption of learning, despite a deleterious study context in many cases, raises questions about the vulnerable potential of this learning, and about possible resilient mechanisms promoted by resilience tutors, among others. Our proposed communication will begin with the results' synthesis of publications on vulnerability factors during these studies. Then, we will present the results of the thematic analysis of 30 semi-directive interviews. The majority of them confirms: the vulnerable potential of this training; resilient processes can be observed; the identification of resilience tutors' characteristics of these vulnerable students. After the presentation of the analysis of the results, we will discuss the links between vulnerability, post-traumatic stress disorder and psychological burnout. We will explore the concept of compassion as one of the predominant attributes of tutors, and we will see the pedagogical and relational tools for trainers that could be part of a professional support of resilience.

Biography

Olivier Morenon is a Doctor of Education Sciences. His research areas are mainly about educational psychology and resilience. Concerning his professional experience, he started his career as a psychiatric nurse. He then taught for five years in a French nursing training institute and for one year at the University of Aix-Marseille in the Department of advanced nursing practice masters. He is currently a professor at the University of Applied Sciences of Western Switzerland ARC (HES-SO ARC) in the health department, still working with nursing students.

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