Disclosures

The speakers have no conflicts of interest to disclose.

Purpose

- Providing the “how to” of implementing mindfulness for self-care into an undergraduate nursing curriculum through the use of:
  - Strategies
  - Assignment examples
  - In-class activities
- Review preliminary findings of the effects on perceived stress as well as qualitative data among students who engaged in intervention.
Learning Objectives

1. Translate 2 of the presented mindfulness techniques to your own practice/educational setting.

2. Appraise the benefits of integrating self-care techniques, such as mindfulness, in undergraduate nursing education.

3. Discuss how to improve current educational environments through intentional integration of mindfulness practices.

A little perspective...

- MH concerns for college students in general on the rise - >25% diagnosed or treated (American College Health Association, 2012).
- Higher level of perceived stress in nursing students compared to counterparts (Kaufman, 2008).
- Nursing faculty voiced increased stress as a concern.
- How to implement self-care in a way that will be embraced by students?

Gaps

- Emerging evidence suggests self-care for undergraduate students is important; however, there is a lack of evidence to show that students use the self-care techniques on a regular basis.
- Lack of integration of self-care within the curriculum places students at risk for mental health problems.
- Stakeholder feedback: professional nurses need coping mechanisms to deal with stress in a positive manner in their jobs to decrease burnout and turnover.
Mindfulness

Openly observing the experience of the present moment without judging the feelings, thoughts, and/or sensations related to the moment or the moment itself. Current evidence supports the use of mindfulness among college students. Various uses (MBRA vs. using mindfulness in conjunction with other modalities).

- Decreased stress
- Decreased anxiety
- Improved learning outcomes

Planning Stages

- Brainstorming potential barriers
- Buy-in from faculty
- Buy-in from students
  - Email prior to the beginning of the semester
  - Presentation Outline at orientation to the clinical course
  - Timetable of meeting with the students
- Measures
  - Journals
  - Perceived Stress Scale pre- and post-test

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/11/16</td>
<td>Introduction: What is mindfulness? PSS - Pre Test</td>
</tr>
<tr>
<td>1/18/16</td>
<td>15 minutes: Session 1 - Examples of mindfulness practice</td>
</tr>
<tr>
<td>1/25/16</td>
<td>10 AM: 10 minutes of sitting meditation</td>
</tr>
<tr>
<td>2/1/16</td>
<td>15 minutes: Session 2 - Examples of mindfulness practice</td>
</tr>
<tr>
<td>2/8/16</td>
<td>10 AM: 10 minutes of sitting meditation</td>
</tr>
<tr>
<td>2/15/16</td>
<td>15 minutes: Session 3 - Examples of mindfulness practice</td>
</tr>
<tr>
<td>2/22/16</td>
<td>10 AM: 10 minutes of sitting meditation</td>
</tr>
<tr>
<td>3/1/16</td>
<td>15 minutes: Session 4 - Review: the effects of stress</td>
</tr>
<tr>
<td>3/8/16</td>
<td>15 minutes: Session 5 - Review: Coping in stressful situations</td>
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<tr>
<td>3/15/16</td>
<td>15 minutes: Session 6 - Review</td>
</tr>
<tr>
<td>4/4/16</td>
<td>PSS - Post test and informal verbal feedback</td>
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</tbody>
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Resources for the Students – What it looked like...

- Online Learning Platform...

Think, Pair, Share – Translate to your Practice...

- Think about a specific barrier to implementing a mindfulness strategy into your practice (clinical practice, education, or personal).
- Discuss barriers with your neighbor(s).
- Share themes with large group

Data Analysis - Limitations

- Student Self-Selection
  - Participation in activities required
  - PIS voluntary (33 total paired pre-post tests)
- Confounding variables
  - Multiple stressors
- Bias
  - Influence of receiving points (only 1 point/journal)
- Possible external pressures
  - Nursing Faculty involvement
Perceived Stress Scale Results

- **PSS**
  - 10 item questionnaire
  - **Scoring:**
    - Total score of 0 – 40
    - Lower scores indicate less perceived stress
    - Higher scores indicate greater perceived stress

<table>
<thead>
<tr>
<th>N=33</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<tbody>
<tr>
<td>Pre-Test</td>
<td>18.39</td>
<td>4.07</td>
</tr>
<tr>
<td>Post-Test</td>
<td>15</td>
<td>4.08</td>
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</tbody>
</table>

$t(32) = -3.93, p < .001, d = -0.68$

Student Participation – “Journals”

1. How many days per week did you spend participating in home practice/individual mindfulness-based interventions outside of class?
   - 96-98% completed 4-6 days/week
   - 2-4% completed 1-3 days/week

2. On the days that I participated in home practice/individual mindfulness-based interventions outside of class, I spent at least 10 minutes doing so.
   - 96-100% spent at least 10 minutes

Qualitative Questions - Journal #5

1. Please share your thoughts regarding the implementation of mindfulness into your NRSG 201 course this semester.
2. What were some of the benefits of the mindfulness practices that you learned?
3. Discuss how you will incorporate mindfulness in your daily lives after the conclusion of this course.
4. What kind of suggestions for change for next year would you recommend?
Qualitative Results

- Feedback Examples:
  - Overall decrease in stress and anxiety
  - Better able to self-regulate/calm self (including calming mind)
  - Increased self-awareness
  - Improved sleep
  - Enhanced focus/concentration
  - More present
  - Helpful to translate for interventions with clients/patients
  - Mixed feedback related to helpfulness prior to exams
  - One student expressed dissatisfaction with this experience

Audience Challenge

- Think of 1-2 specific ways that you can implement a mindfulness strategy into your practice (clinical practice, education, personal).
- How will you address the previously identified barriers?
- Discuss with your neighbor(s).
- Share with the group.

Review of Our Experience

- Challenges
  - Student buy-in
  - Staffing difficulties
  - Sustainability

- Successes
  - Increase in student awareness and participation in mindfulness
  - Students perceptions of feeling that the faculty cared about them

- Moving forward
  - Further integration and continuation of momentum
  - Consider incorporating other self-care techniques
References


