

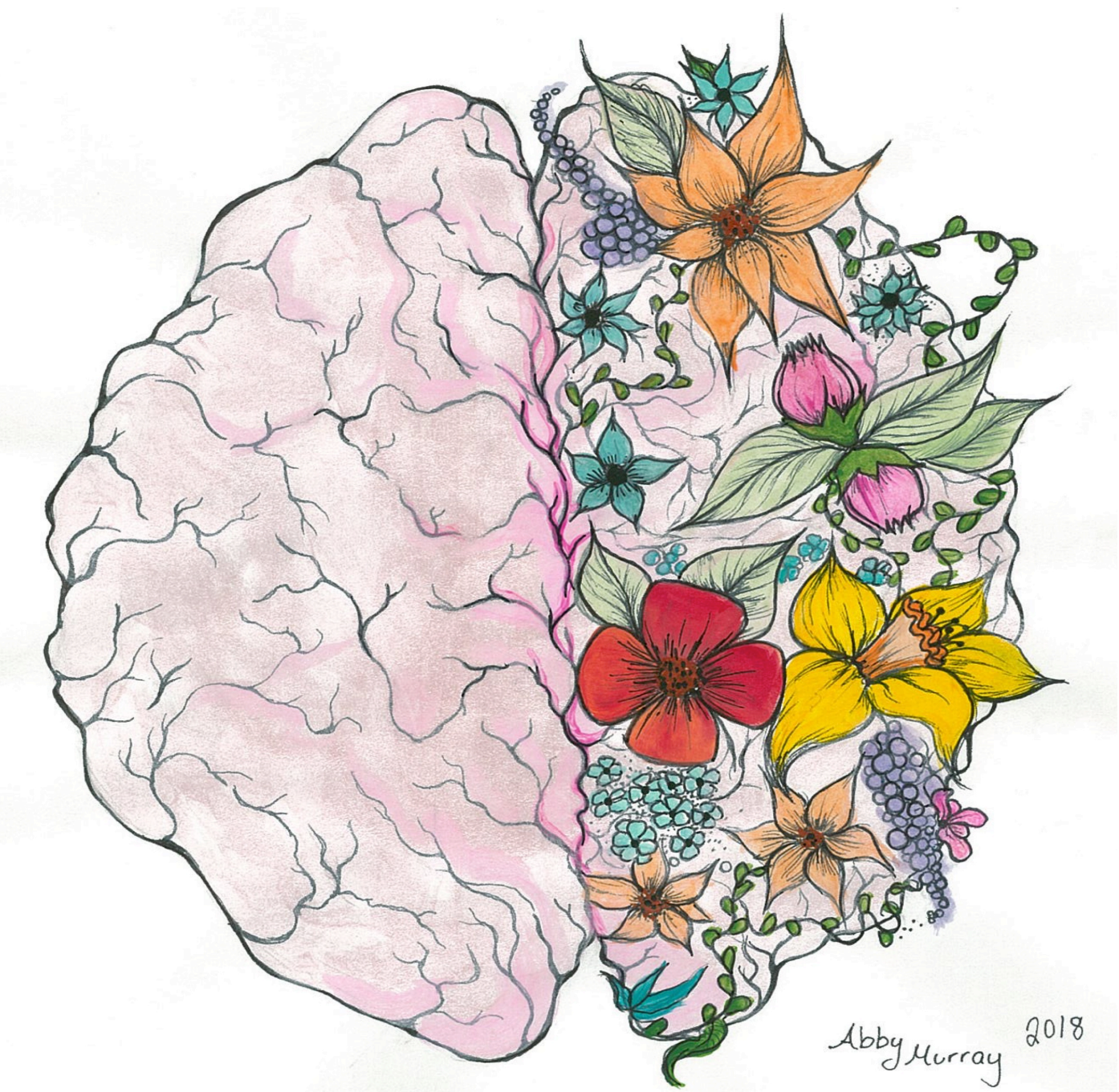
Analyzing Self-Care Initiative of Nursing Students

Lawren Murray Tachias, BSN, RN, UAH Honors College
Rita Ferguson, PhD, RN, CNE



Introduction

- Self-care** – constant, voluntary, and learned actions performed in order to maintain one’s wellbeing ₁
- Problems:** Stress, secondary trauma, burnout, academic dropout, lack of education on self-care, concentration issues, and mood changes ₂

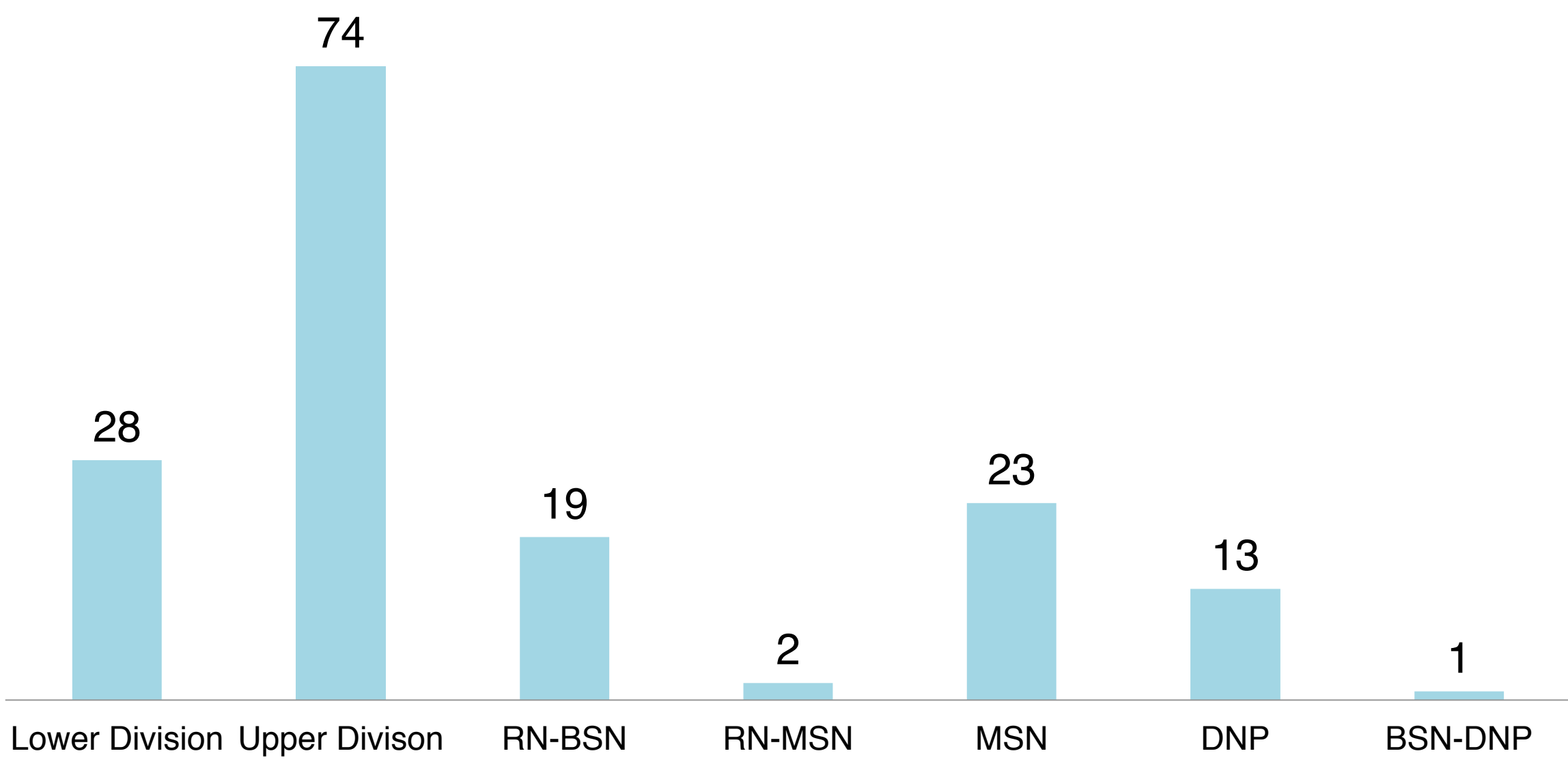


Mixed Method Study

Phase I

- Quantitative** survey consisting of 52 questions using Health-Promoting Lifestyle Profile II
- Self-report** of health-promoting lifestyle habits

Number of Participants (n=160)

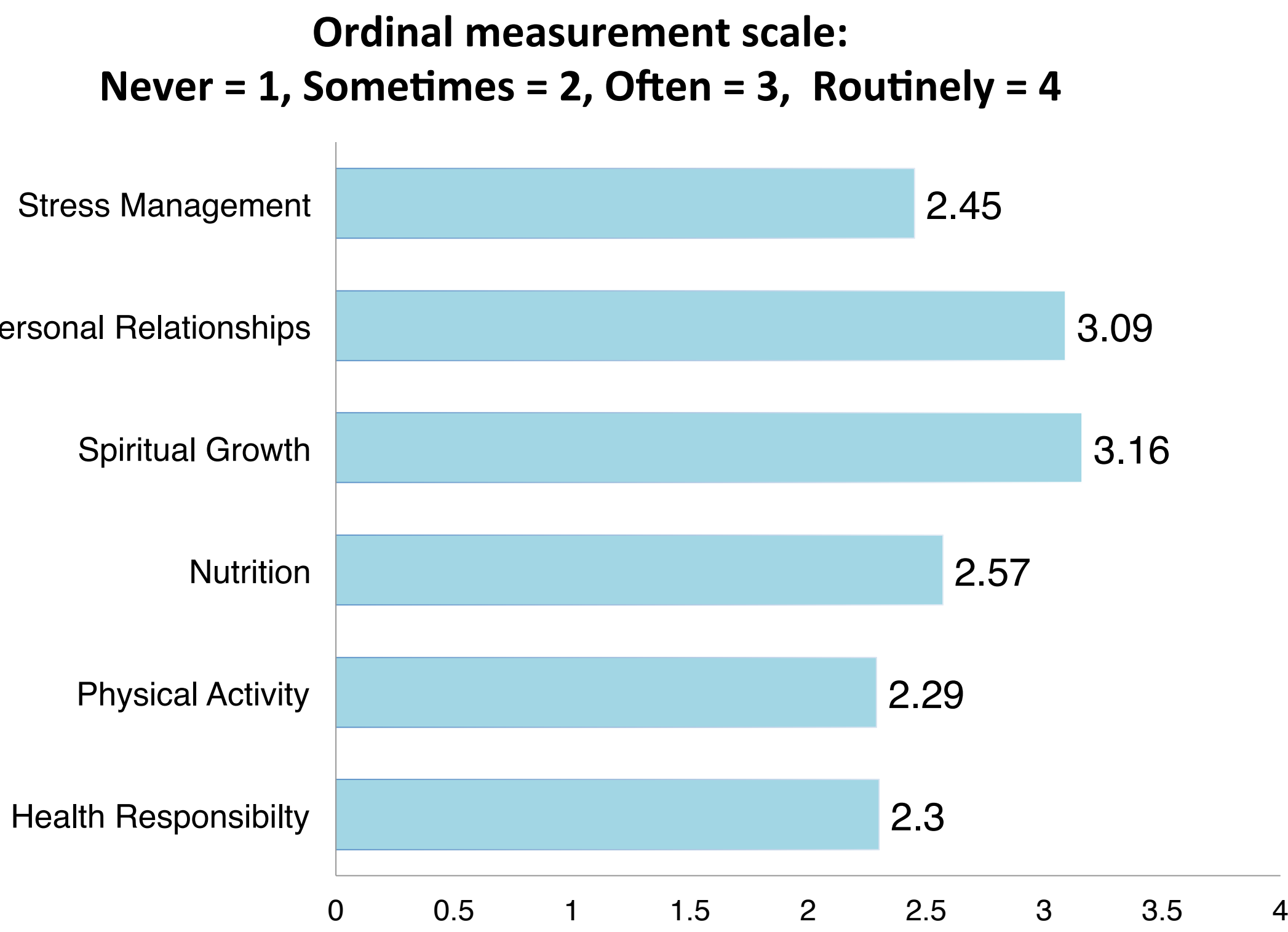


Phase II

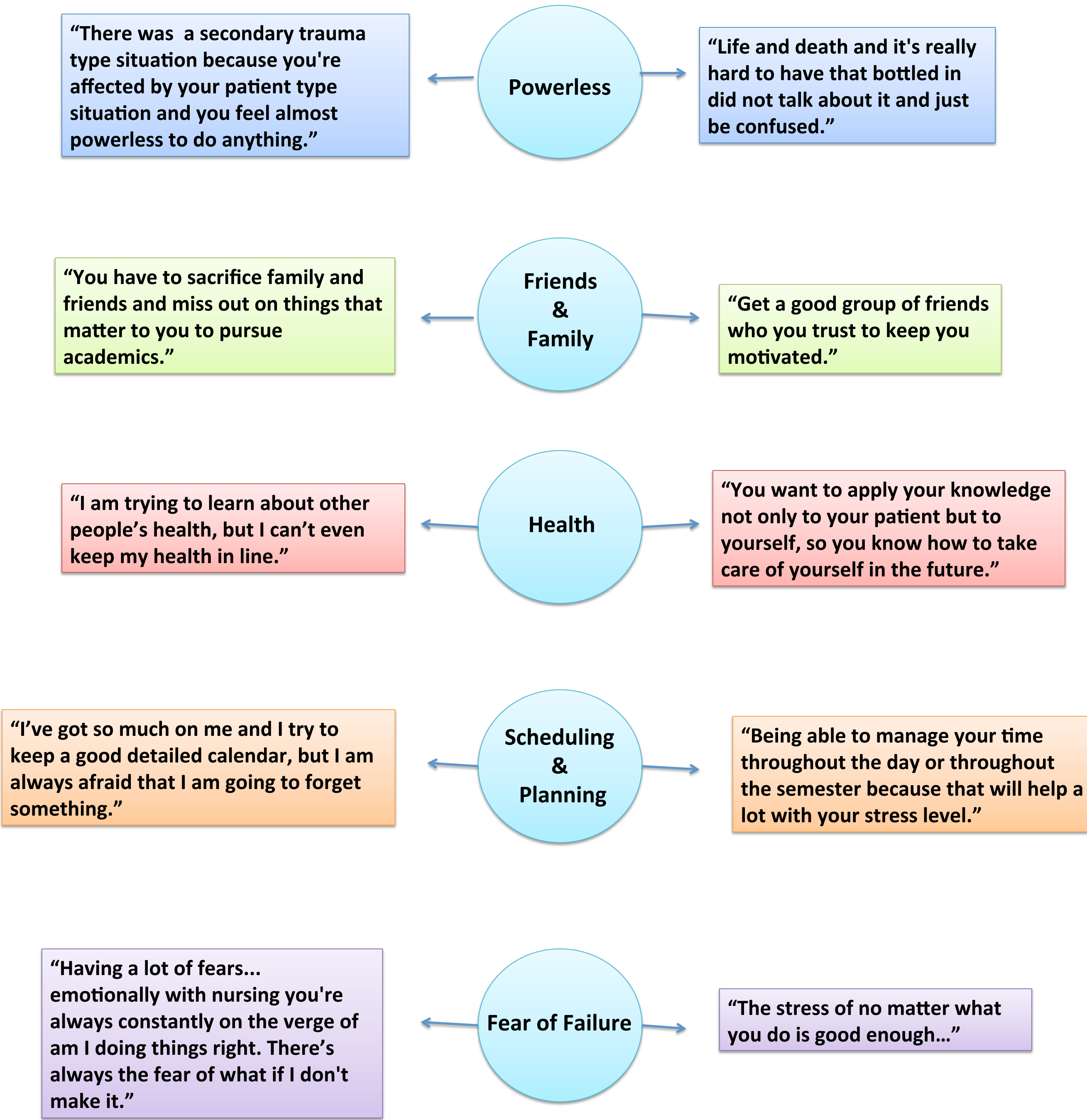
- Qualitative ; Face-to-Face Interviews; Format: semi-structured**
- 9 participants total** – 8 upper division; 1 graduate

Results

Phase I Health-Promoting Lifestyle Profile II Subcategories Averages



Phase II Interview Quotes



Significance

- Self-care** is directly linked to the happiness and work ethic of the health care provider and decrease in medical errors and increase in patient satisfaction
- Rarely** is there an interest in the self-care of health care providers



Conclusions

Phase I

- Nursing Students** often do not relate what they are learning to their own health.
- Some of the strong characteristics** of nursing students are working towards long term goals and being aware of what is important in life.

Phase II

- "Make a list of things that make you happy, because whenever you are stressed, you are going to go back to those things."**
- "Stay grounded and find ways you can cope your stressors."**
- Examples of Self-care activities:** cooking, jogging, praying, pet therapy, attending counseling, deep breathing, fostering friendships

Acknowledgements:
I would like to extend my gratitude towards RCEU staff Dr. Bernhard Vogler and David Cook for guidance, UAH Office of the Provost, President and VP for Research, Dean Adams, Dr. Ann Bianchi and the College of Nursing, Dean Wilkerson and the UAH Honors College, all the research participants, and my talented sister Abby Murray for the beautiful artwork all of whom have made special contributions to make this experience possible.

References:
1. Orem, D. E., Taylor, S. G., & Renpenning, K. M. (2001). *Nursing concepts of practice* (5th ed.). St. Louis, MO: Mosby.
2. Spadaro, K. C., & Hunker, D. F. (2016). Exploring the effects of an online asynchronous mindfulness meditation intervention with nursing students on stress, mood, and cognition: A descriptive study. *Nurse Education Today*, 39,163-169. doi:10.1016/j.nedt.2016.02.006
3. Walker, S. N., Sechrist, K. R., Pender, N. J. (1987) The Health-promoting lifestyle profile: Development and psychometric characteristics. *Nursing Research* 36, 76-81.