

Implementation of an Orientation Seminar for Graduate Students in Nurse Anesthesia
and Their Support Persons: A Program Evaluation

Stephanie A. Ferguson BSN

Bryan College of Health Sciences

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Abstract

Research has shown that support persons of graduate students may experience stress similar to their students via a crossover effect. Previous surveys of support persons of Student Registered Nurse Anesthetists (SRNAs) have shown a need for preventative interventions to mitigate their stress. An orientation seminar was developed for the primary support persons of SRNAs beginning a small Midwestern Doctor of Nurse Anesthesia Practice (DNAP) program. All support persons were invited to complete a stress survey after the orientation seminar regardless of attendance. Overall, all support persons who attended the orientation seminar reported it as helpful. No support persons of 1st year SRNAs reported overall stress levels as moderate/high. First year SRNAs were surveyed regarding their stress levels, with results consistent with previous years' surveys.

Key Words: Support Person, Student Registered Nurse Anesthetist, SRNA, Stress, Orientation Seminar

Introduction

There is limited research evaluating the stress experienced by primary support persons of students enrolled in graduate nurse anesthesia programs. Medical education programs often focus on stress and burnout in students but fail to incorporate students' social support systems.¹ Stressors experienced by significant others of graduate students in non-medical disciplines have been identified by researchers and include limited finances, preoccupation with school, little time spent together, loneliness, and a lack of intimacy.²⁻⁴ Stress may affect the well-being of students and their spouses/support persons. It is suggested that highly stressed individuals and their support persons may benefit from preventative interventions to promote well-being, but absent in the literature are identified interventions to assist these subjects in stress management.²

Researchers have recommended that academic programs provide stress management training programs that incorporate students' friends and families.³ Anxiety and stress experienced by students may negatively affect their academic performance, and may be amplified if the student is not supported and their situation not understood.⁴ High levels of stress cannot only affect the individual, but have crossover impacts on their support person. Spouses may be at risk for stress burnout related to high levels of perceived stress from their marital partners.⁴ Social support, for the individual and their families, is associated with positive reports of well-being, physical and emotional health, and serves as a buffer against stress.¹ The purpose of this study is to evaluate an orientation seminar created for first year graduate Student Registered Nurse Anesthetists (SRNAs) and their primary support persons and determine if there is an effect on perceived levels of stress.

Methods

After IRB exempt status was granted, 17 first year SRNAs beginning the Bryan College of Health Sciences Doctor of Nurse Anesthesia Practice (DNAP) in May 2018 received an email invitation to the orientation seminar from the program director in early April, 2018. The SRNA and the person they identified as their primary support person were invited to an orientation seminar. A primary support person was defined as any individual that the student primarily relied on for emotional and social support in times of stress. This may include a spouse, significant other, parent, grandparent, roommate, or friend.

A third year SRNA designed an orientation seminar which included developing an agenda, recruiting speakers, and recruiting panel members. The SRNA facilitated the seminar and was responsible for the evaluation of the seminar. The orientation seminar (Addendum I) took place on a Saturday morning two weeks after the SRNAs began the doctoral program, and was scheduled for two hours. Those who attended the orientation seminar were not compensated, but light refreshments were provided. A total of 25 people attended, 13 SRNAs and their 12 identified Support Persons.

The first hour was a formal information session led by the DNAP program director with the SRNA leader of the seminar acting as moderator/student ambassador. All attendees were encouraged to ask questions at any time. Although they were all given notecards

and writing utensils which were collected by the moderator to anonymously ask questions, no attendees utilized this option. Student requirements for classroom attendance and the number of hours commonly spent studying were covered. Differences in these requirements during the two phases of the program were noted. Home clinical sites and rural rotations were discussed in detail. Included in this talk was on-call and weekend shifts, travel to rural site locations, and examples of housing/meals provided at these sites.

A short discussion took place regarding substance abuse, and the role of support persons in identifying the problem. Two counselors from the college Student Success Center were present to share information about psychological support services available to students and their families confidentially and free of charge while in the program. Handouts and discussion regarding time and stress management strategies for students and support persons were also provided.

No financial officers from the school were present due to time constraints. Attendees were given contact information for the college bursar in addition to common financial obligations students will have throughout the program. A 15-minute break was provided where casual discussion occurred amongst attendees and the panel members.

A 20-person panel of current SRNAs, newly graduated Certified Registered Nurse Anesthetists (CRNAs) and their identified support persons led open discussion during the second hour. Ages on this panel ranged from 5 to 40 years. No DNAP faculty were present during this discussion, and the third year SRNA moderator facilitated the discussion. First year SRNAs and their support persons were encouraged to ask questions, and the SRNA moderator provided questions if the attendees had none. Broad discussion topics included: “Worst thing about school, Best thing about school, Clinical rotations”. Questions asked by attendees covered topics such as SRNA fear of failure, housing on rotations, common study hours, guilt, and unpredictability of schedule/lack of free time. To wrap up the discussion panel members were asked to provide one piece of advice they had for the first year SRNAs and support persons. A few topics that emerged include “this journey can make or break you—it’s your decision”, “take time for yourself (SRNA and support person)”, “communication is key”, “make time for your support people”, “(support persons) find/create your own support network with other support persons”, “remember that the support person is also stressed”, and “(SRNAs) use your time wisely”.

Attendees were thanked for coming, and many remained after the formal panel closed to have small group discussions with the panel members. They were all reminded that this program was part of a capstone research project, and that emails containing links to a stress survey would be coming later in the year. First year SRNAs were told to expect an email link to the SRNA Stress Survey in July from school faculty. In September 1st year SRNAs would receive an email with instructions to forward the email to their support persons. This email would contain a link to the Support Person Stress Survey. All were informed that responding to the surveys would be considered consent to participate in the study.

First year SRNAs received an email in September, 2018 with instructions to forward the invitation for the Support Person Stress Survey to the person they identified as their primary support person. The email explained the purpose of the Support Person Stress Survey as well as requested participation of their support person by clicking on a link in the email (Addendum II). The link lead the support person to an online survey which was a modification of an SRNA Support Person Stress Survey created and administered by Sarah Levic in 2017. The Support Person Stress Survey was administered by Sarah Levic in 2017 as part of her doctoral capstone titled “Stress in the Student Registered Nurse Anesthetist’s Support Person: A Descriptive Study”.⁵ A reminder email was sent in the same fashion two weeks after the initial email to encourage participation.

Levic surveyed support persons of SRNAs enrolled in three doctoral nurse anesthesia programs in 2017. Questions about the length of time the SRNA had attended the program and clinical were eliminated. Two questions were added, one asking if the support person attended the orientation seminar, as well as an open-ended question requesting suggestions for improvement in the orientation seminar that took place in May, 2018. This online survey was hosted using the Survey Monkey website with a password protected private subscription account, accessible only by the SRNA leader of the orientation seminar. Results from this Support Person Stress Survey were compared to Levic’s 2017 results.⁵ All support persons were invited to complete the survey regardless of attendance at the orientation seminar. Email invitations to complete the survey detailed that completion of the survey was considered consent to participate in the study.

The DNAP administration conducted an online survey of SRNA Perceived Stress in July of 2015 and 2017 (Addendum III). First year DNAP students received an email invitation (Addendum IV) to the same survey in July, 2018. All first year SRNAs received an invitation to complete the SRNA Perceived Stress Survey regardless of attendance at the orientation seminar. One student took a leave of absence between the orientation seminar and the invitation to the SRNA Perceived Stress Survey, leaving 16 first year SRNAs. A reminder email was sent two weeks after the initial email to encourage participation. The SRNA Perceived Stress Survey was conducted through the Typhon Evaluations and Surveys function in the same fashion as it was conducted in 2015 and 2017. Each SRNA in the DNAP program has a Typhon account and the survey results are only viewable by the program administration. The survey results were compiled by the program director and provided to the third year SRNA orientation seminar leader with no individual identifiers. The results were compared to the first year SRNA’s perceived stress in July of 2015 and 2017.

Results

Eleven support persons of the 16 first year SRNAs responded to the Support Person Stress Survey sent in September 2018, when SRNAs were in month four of the program. Two of these surveys were incomplete, with responses to only demographic information. These two surveys were discarded, and the remaining nine analyzed.

Five of the support persons responding to the survey were male, and 4 were female. Most support persons fell into the 25-34 year age range (77.8%, n=7) while the remaining 2 were in the 35-44 year age range. Six support persons were employed full time. All support persons had taken a sick day within the last two years. The majority of support persons were married to the SRNA (88.9%, n=8) (Table 1). Only 1 support person reported no major life events in the last year; 3 reported at least one major life event, 2 reported two major life events, while 1 reported three, four, and five each. No support persons reported more than five major life events occurring in the past year.

Support person Overall Daily Stress was evaluated using a 1 to 5 scale with 1 being low stress and 5 being high stress. Any rating of 3 or higher was considered to be moderate/high stress. The average rating for Overall Daily Stress was 2.5. This was lower than Levic's survey, where Overall Daily Stress was rated at 3.1. None of the 9 support persons rated their overall stress as a 4 or 5 in 2018 while 4 of 19 (21%) support persons in Levic's 2017 survey rated their overall stress as a 4 or 5 (Table 2).

Chi square analysis was performed to compare Levic's 2017 first year SRNA Support Persons Overall Daily Stress results to Ferguson's 2018 results. Responses were categorized with ratings of 1 or 2 representing low stress, and 3, 4, or 5 representing moderate/high stress. Levic found in 2017 that 16 of 19 (84%) first year SRNA support persons reported moderate/high stress while 5 of 9 (56%) of the 2018 support persons reported moderate/high stress. A statistically significant reduction in the number of support persons reporting moderate/high stress could indicate the orientation seminar was an effective intervention. No statistically significant difference was found ($p=0.10$) (Table 3). This could be due in part to the small sample size in the 2018 study. It would be beneficial for a future seminar to utilize the same survey after the orientation seminar to increase the support person participant number.

The highest average stress ratings were related to Time/Lack of Time with SRNA (3.3) and Household Responsibilities (3.0). Levic's survey was similar with a rating of 3.0 for Time, and 2.8 for Household Responsibilities. Support persons in both studies rated Relationship with the SRNA at a low average stress rating, with 2.6 in 2018, and 2.3 in 2017. Interestingly Levic's 2017 survey found Work to have a high average daily stress rating at 3.2, while in the 2018 survey Work was only rated at 1.7. All other categories were responsible for low levels of stress (Table 4 & 5).

The majority of support persons in this study (78%) did not think they could have been better prepared for the SRNA entering the DNAP program. This was consistent with Levic's findings of 74% answering the same. Most of Levic's respondents did not attend an orientation seminar (89.5%) prior to their SRNA entering a DNAP program, but 82% indicated they would have liked to. The 2018 Support Person Stress Survey indicated that 89% had attended the orientation seminar, with all of those support persons indicating that the seminar was helpful (Table 6).

Despite attendance at an orientation seminar the amount of time the SRNA studies continues to be selected with the highest frequency (67%) by support persons in 2018 as the most surprising. This is consistent with Levic's survey, where 42% of first year support persons were most surprised by amount of time the SRNA spent studying. In both years the second most frequent item selected as most surprising was the stress level of the SRNA, selected by 37% of 2017 support persons and 22% of 2018 support persons (Table 7).

Three open ended questions were included, with all 9 support persons responding. The majority (67%) of answers to the question "What do you find most stressful about the SRNA being in school?" were related to Lack of Time Together. Other answers touched on SRNA Stress Level and Household Responsibility shifting to the support person (Table 8). When asked, "What do you think could have prepared you better before the student (SRNA) started school?" 5 answered 'nothing'; 1 support person stated, "Nothing, just needed to experience it and adapt together". Other responses included winning the lottery/financial preparation, hiring a full-time helper for housework and childcare, and speaking to other support persons of SRNAs (Table 9).

The final question of the 2018 Support Person Stress Survey was "What do you suggest for improvement in the orientation program/seminar?" Eight support persons indicated they had no suggestions for improvement, some mentioning that it was 'informative'. Two support persons gave suggestions for future orientation seminars. These suggestions included more details on clinicals, a school calendar noting when breaks/holidays fall, and a more focused panel with positive solutions for the issues associated with the program (Table 10).

The Support Person Stress Survey closed with an opportunity for support persons to add any additional comments they had. Two support persons utilized this option. One wanted more detail on clinicals and a semester timeline. The other did not have suggestions, but discussed how difficult it is and there is no way to prepare for the emotional investment associated with having a loved one a doctoral nurse anesthesia program (Table 11).

All 16 first year SRNAs were invited to complete the 1st Year SRNA Stress Survey in July 2018, three months into the nurse anesthesia program. Only 14 SRNAs completed the survey; results were analyzed and compared to survey results from 1st year SRNAs who took the survey in 2015 and 2017. This SRNA Stress Survey asked the SRNA to rate their perceived stress on a 10-point scale with 1 being low stress, 5 being average stress, and 10 being extreme stress. SRNAs reported average daily stress ratings of 5.6 in 2015/17, and 5.8 in 2018 (Table 12). In 2015/17, SRNAs reported that 68% of their stress was from school, while school is responsible for 79% of 2018 1st year SRNA stress (Table 13).

Sources of stress were further sub categorized and evaluated on an 11-point scale with 0 being never, 2 almost never, 4 as sometimes, 6 as fairly often, 8 very often, and 10 daily. Results were averaged and ranked from most frequent to least frequent sources of 1st year SRNA stress. The 2015/17 1st year SRNAs reported Academic Performance (6.3) and

Time Management/Workload (6.0) as their most common sources of stress. The 2018 1st year SRNAs also reported these two categories as their most common sources of stress, though inversely with Time Management/Workload (7.1) and Academic Performance (5.9). Financial Resources followed, with 2015/17 1st year SRNAs reporting a score of 5.5 and 2018 1st year Students reporting 4.6. Least common sources of stress were Clinical Preceptor Relationships, scoring a 1.0 in 2015/17 and 0.0 in 2018 (Table 14).

Discussion

The majority of support persons in this study were married to the SRNA, between the ages of 25-34, and employed full-time. Attendance at the orientation seminar was high, with the majority of the first year SRNAs attending with a support person. All but 1 support person reported at least one major life event occurring in the past year, with 5 reporting between two and five major life events in the past year.

Support person average daily stress ratings were low, with lack of time with the SRNA and household responsibilities being the two major causes of daily stress. Despite the small sample size, support persons overall indicated that they found the orientation seminar helpful. Only one person said it was not helpful, however this person also indicated that they did not attend the orientation seminar.

The Support Person Stress Survey asked support persons if they could have been better prepared for the SRNA starting the anesthesia program. In both Levic's 2017 and this 2018 survey, support persons indicated there was nothing that could have better prepared them for their SRNA starting school. Levic's 2017 results indicated support persons would have liked to attend a seminar/orientation program prior to the SRNA starting school. The majority of support persons in the 2018 Support Person Stress Survey attended the orientation seminar offered at the beginning of the first year SRNA's program. All of the support persons who attended indicated that it was helpful even though they did not feel any better prepared for their SRNA entering school.

Support persons in 2018 are most surprised by the amount of time the SRNA spends studying, in addition to the high stress level of the SRNA. This was unchanged from Levic's survey, despite attendance at an orientation seminar discussing these very topics. Future orientation seminars could stress these two topics or explain in greater detail with examples of a typical week for a first year SRNA.

Open ended questions in the Support Person Stress Survey gave support persons the ability to explain concerns or questions they had regarding the orientation seminar. Overall, support persons wanted more detailed information on clinical rotations and breaks from school. Future orientation seminars could utilize handouts or calendars detailing these topics for support persons to reference on their own time. One person indicated frustration with the panel discussion of SRNAs, CRNAs, and support persons, noting an overall negative message from the group. The SRNA orientation seminar leader acted as moderator in this discussion, with the intent of keeping it positive yet realistic as a three-year nurse anesthesia doctoral program is not always positive. The panel could be

more focused with pre-planned questions and suggestions for enduring the program in the future.

First year SRNAs were invited to complete the same SRNA Stress Survey that first year SRNAs had taken in 2015 and 2017. The 2016 survey results were omitted as this was the year the SRNA orientation seminar leader was a first year SRNA. The response rate was less in 2018 (82%) than in 2015/17 (100%). SRNAs were invited to the SRNA Stress Survey in the same fashion as previous years, and it is unclear why the response rate was decreased. SRNAs reported average daily stress levels in the 'average' level on a 10-point scale, and indicated that most of this stress was from school, with Time Management/Workload and Academic Performance being their highest sources of stress. This was consistent with results from 2015/17 indicating that SRNAs are not-excessively stressed by outside sources, allowing them to focus on academic performance. It is possible that with or without an orientation seminar preparing support persons for the stressors of having a loved one in anesthesia school, most support persons are able to adapt and take on additional workload to allow their SRNA to focus on academics.

There were limitations to the evaluation tools and outcome measurements. Small sample size limits the ability to demonstrate a statistically significant change in the outcomes measured. Email communication with the SRNAs and support persons was less than ideal. The SRNA orientation seminar leader relied upon the first year SRNA to forward the email invitation and reminders to their support person and encourage them to complete the survey. First year SRNAs could be asked to provide their support persons emails directly, or in future orientation seminars the support persons attending could be asked to provide email addresses to be used to distribute the follow-up survey. Another possible way to increase completion would be utilizing text messaging to remind SRNAs and support persons of the surveys. The SRNA response rate to surveys was lower than in previous years, with only 14 of the possible 16 responding.

Open ended responses to the 2018 Support Person Stress Survey indicated that the message of the orientation seminar may have been missed or forgotten by some support persons. Future orientation seminar leaders could utilize written handouts of the information for support persons to keep as a reference after the orientation seminar. One support person also indicated that the CRNA/SRNA/Support Person panel was conveying a negative message of complaints and venting about the struggles of the nurse anesthesia program. In the future the panel could be reduced to a smaller number, with members given a list of questions/concerns in advance so they can prepare responses. The panel should be encouraged to bring positive advice, and the moderator should prevent the discussion from spiraling into negativity. The panel, moderator, and or program director could also emphasize that 3 years in a doctoral nurse anesthesia program will have times of negativity, but it is up to the SRNA and their support person to find ways to get through those times.

Another suggestion is to allow time for small group sessions with the panel and attendees at the orientation seminar. One group could consist of SRNAs/CRNAs, the other support persons. These smaller groups may encourage more free discussion and constructive, role

specific advice. A mentorship program could be initiated, with support persons of second and third year SRNAs available for first year SRNA support persons.

Conclusions

Research has shown that outside stressors may affect the well-being of graduate students and their support persons.² It has been recommended that academic programs provide training programs that include students' support persons³. Support persons and students are at risk for increased stress levels via stress crossover effects.⁴

An orientation seminar for support persons of first year SRNAs was developed based on results of a study of support persons. Support persons have indicated a desire for an orientation seminar to assist in preparing for the stressors associated with their loved one entering a rigorous nurse anesthesia program.⁵ First year SRNA stress levels were not significantly reduced by support person attendance at an orientation seminar. Overall, support persons indicated that nothing could have better prepared them for their SRNA entering school, but those that attended an orientation seminar found the information provided helpful, and none of those responding to a support person stress survey rated their overall daily stress as high. Future orientation seminars can be refined in hopes of better preparing support persons for challenges associated with having a SRNA enrolled in a graduate nurse anesthesia program.

References

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Addendum I

Orientation Program Outline

Hour One: Sharon Hadenfeldt, PhD, CRNA & Stephanie Ferguson, BSN, RN, SRNA

- A. Program Breakdown
 - a. Phases
 - b. Clinical Rotations: Home Hospital vs. Rural Rotations
 - c. Classroom Hours
 - d. Study Hours
- B. Finances
 - a. Loans
 - b. Scholarships
 - c. Extra Costs
 - d. Larry Morrison Contact Information
- C. Guest Speaker: Patty Bollinger
 - a. Stress Management Strategies
 - b. Dealing with Guilt
 - c. Resources

10-15min Break

Hour Two: Moderator Stephanie Ferguson, BSN, RN, SRNA

- A. Q&A Panel
 - a. Introductions
 - i. Guests: CRNA's w/ Support Persons & Current SRNA Support Persons
 - b. Worst Thing About School
 - c. Best Thing About School
 - d. Personal Experiences
 - e. Advice

Addendum II

Email invitation to SRNAs to forward on to Support persons

Stephanie Ferguson, a third year DNAP student, is conducting a survey on perceived stress as experienced by SRNAs and their primary support person. Stress can be defined as a physical, emotional, or mental response to an actual or perceived stimulus. It can be acute, episodic, or chronic in nature. Perceived stress levels for SRNA support persons who attended an orientation program will be compared to the stress levels for SRNA support persons who did not attend an orientation program.

Please forward this email to the person you define as your primary source of emotional and social support. The support person must be 20 years of age or older to participate in the survey. This person is often a significant other, friend, parent, or grandparent. Please notify them of this email and the request to complete the survey.

This survey can be completed whether your support person attended the orientation program in May or not. No identifying information will be obtained, and it will take no longer than 5 minutes to complete. **Please do not complete this survey yourself**, this survey is focused on perceived stress as experienced by SRNA primary **support persons**.

Thank you for your participation.

Sincerely,
Stephanie Ferguson

SRNA Support Person: Please follow the link to access the survey. By completing this survey, you provide your consent to participate in this study. However, your participation is completely voluntary and you may choose to not participate at any time.

If the link is not clickable, you may have to cut and paste the above address into your browser.

Hello!

My name is Stephanie Ferguson and I am a Student Registered Nurse Anesthetist (SRNA) at Bryan College of Health Sciences in Lincoln, NE. As part of a requirement for the Doctor of Nurse Anesthesia Practice program, I am conducting a study to determine if an orientation program has an effect on perceived stress as experienced by SRNAs and their primary support persons. Stress is defined as a physical, emotional, or mental response to an actual or perceived stimulus. It can be acute, episodic, or chronic in nature.

It would help me if you would take five minutes to complete this survey for my Capstone project. My goal is to compare the stress levels of support persons who attended an orientation program to the stress levels of support persons who did not attend an orientation program. Previous research evidence indicates that if your stress level is reduced, your loved one will also perceive less stress, thereby helping him/her to become more successful in school.

This survey can be completed regardless of your attendance at the orientation program that took place in May, 2018.

This survey is completely anonymous with no identifying information collected. You must be 20 years or older to participate. **Please do not provide any identifying information** about the student or yourself such as names, state/city, or program the student is attending. This will keep your information and responses anonymous.

If you would like assistance with any stress you might be feeling, there will be resources at the end of this survey you may contact. Also, if you have any other questions, please contact me at stephanie.ferguson@bryanhealthcollege.edu or my research advisor Sharon Hadenfeldt, PhD, CRNA at sharon.hadenfeldt@bryanhealth.org or 402-481-8606.

Thank you for your time,
Stephanie Ferguson, BSN, RN, SRNA
Bryan College of Health Sciences

Please follow the [link](#) to access the survey. By completing this survey, you provide your consent to participate in this study. However, your participation is completely voluntary and you may choose to not participate at any time.

Support Person Stress Survey

By completing this survey, you provide your consent to participate in this study. However, your participation is completely voluntary and you may choose to not participate at any time.

The following questions will tell me a little bit about yourself:

1. What is your gender?

- Male
- Female

2. What is your age?

- <25
- 25-34
- 35-44
- 45-54
- >55

3. Which one of the following most accurately describes your employment status?

- Employed, full-time
- Employed, part-time
- Retired
- Unemployed
- Student
- Other ____

4. When did you last take a sick day?

- 0-3 months ago
- 4-6 months ago
- 7-11 months ago
- 1-2 years ago
- >2 years ago

The following questions will tell me a little bit about the student (SRNA):

5. What is your relationship with the student (SRNA)?

- I am married to him/her
- I am engaged to him/her
- I am in a committed relationship with him/her
- I am the parent/grandparent of him/her
- I am a child of him/her
- I cohabitate with him/her
- I am a friend of him/her
- Other ____

The following questions pertain to both your overall stress as well as specific causes of stress. As a reminder, please do not answer any open-ended questions with identifying information such as your name or name of the student, city/state, or name of the program.

6. During the last year, have any of the following occurred (please mark all that apply)?

- | | |
|--|--|
| Salary/benefits decreased | Marriage/legal union |
| Bankruptcy/financial stress | Military deployment – self |
| Birth of a child | Military deployment – significant other/friend |
| Caring for debilitated/chronically ill loved one | Moved |
| Changed jobs | Personal illness or injury |
| Death of a spouse/partner/child | Pregnancy |
| Death of a family member/close friend | Promotion |
| Demotion | Quit a job |
| Divorce | Retirement |
| Marital/partner reconciliation | Started school (yourself) |
| Marital/partner separation | |

7. How would you rate your overall stress level on an average day in the past month? (1-Low stress, 5-Extreme stress)

1 2 3 4 5 NA

8. How would you rate your stress level in the past month as a result of each of the following? (1-Low stress, 5-Extreme stress)

Work-related issues	1	2	3	4	5	NA	
Your relationship w/the student	1	2	3	4	5	NA	
Financial issues		1	2	3	4	5	NA
Personal health issues		1	2	3	4	5	NA
Health of a loved one	1	2	3	4	5	NA	
Quality of sleep at night	1	2	3	4	5	NA	
Time/lack of time spent w/student	1	2	3	4	5	NA	
Caring for children	1	2	3	4	5	NA	
Caring for pets		1	2	3	4	5	NA
Taking care of household chores	1	2	3	4	5	NA	

9. What do you find most stressful about the student (SRNA) being in school?

10. What has surprised you the most since the student (SRNA) has started nurse anesthesia school?

- Amount of time dedicated to studying
- Being in clinical away from home
- Cost of the program
- Stress level of the student
- Other _____

11. Do you feel you could have been better prepared before the student (SRNA) started school?

- Yes
- No

12. What do you think could have prepared you better before the student (SRNA) started school?

13. Did you attend a seminar or orientation program about what to expect for the duration of the program?

- Yes
- No

14. Do you think the seminar/program was helpful? What would you suggest for improvement?

- Yes
- No

15. Use this space to add any additional comments.

Thank you again for your time in completing this survey! If you feel you need to talk with someone about your stress or you have thoughts of harming yourself or others, please contact:

- Bryan College of Health Sciences: Patty Bollinger, MSN, APRN-CNS, Professional Development Counselor (402-481-3831)
or
- Continuum-Employee Assistance Program: 402-476-0186 OR 800-755-7636, www.4continuum.com, especialist@4continuum.com

If you have any additional questions/concerns, please contact me at stephanie.ferguson@bryanhealthcollege.edu or my research advisor Sharon Hadenfeldt, PhD, CRNA at sharon.hadenfeldt@bryanhealth.org or 402-481-8606.

Sincerely,
Stephanie Ferguson

Addendum III

1st Year SRNA Stress Survey

- 1. How often have you been stressed in the past month for the following items**
(0-Never or N/A, 2-Almost Never, 4-Sometimes, 6-Fairly Often, 8-Very Often, 10-Daily)

Time management/workload	0	1	2	3	4	5	6	7	8	9	10
Financial resources	0	1	2	3	4	5	6	7	8	9	10
Academic performance	0	1	2	3	4	5	6	7	8	9	10
Clinical performance	0	1	2	3	4	5	6	7	8	9	10
Completion of the Sr Capstone	0	1	2	3	4	5	6	7	8	9	10
Passing the certification exam	0	1	2	3	4	5	6	7	8	9	10
Obtaining a job after graduation	0	1	2	3	4	5	6	7	8	9	10
Family relationships	0	1	2	3	4	5	6	7	8	9	10
Peer (classmate) relationships	0	1	2	3	4	5	6	7	8	9	10
Faculty relationships	0	1	2	3	4	5	6	7	8	9	10
Clinical preceptor relationships	0	1	2	3	4	5	6	7	8	9	10

- 2. How would you rate your stress on an average day?** (1-Low stress, 5-Average stress, 10-Extreme stress)

1 2 3 4 5 6 7 8 9 10 N/A

- 3. How much of your stress is from school?** (0-no stress, 10-All stress)

1 2 3 4 5 6 7 8 9 10 N/A

Addendum IVEmail invitations to SRNAs from Typhon

DNAP Student Name,

Your program director is collecting information on stress experienced by first year SRNAs. This information will only be viewable by the program administration. Information collected will be used to better serve SRNAs throughout the DNAP program.

The survey results will be compiled by the program director and provided to the researcher, Stephanie Ferguson a second year DNAP student, with no individual identifiers to use in her Doctoral Capstone Project. This project is evaluating if an orientation program provided to first year SRNAs and their primary support persons has an effect on perceived levels of stress.

Thanks for your participation.

Sincerely,
Your Program Administrator

By completing this survey, you provide your consent to participate in this study. However, your participation is completely voluntary and you may choose to not participate at any time. To begin the evaluation, click on your personalized link below:

If the link is not clickable, you may have to cut and paste the above address into your browser.

Table 1

Support Person Stress Survey Demographic Table

	Levic 2017		Ferguson 2018
Gender			
Male	50.0%	(n=26)	55.6% (n=5)
Female	50.0%	(n=26)	44.4% (n=4)
Age			
<25 years	3.9%	(n=2)	0.0% (n=0)
25-34 years	78.9%	(n=41)	77.7% (n=7)
35-44 years	17.3%	(n=9)	22.2% (n=2)
45-54 years	0.0%	(n=0)	0.0% (n=0)
>55 years	0.0%	(n=0)	0.0% (n=0)
Relationship to Student			
Married	71.2%	(n=37)	88.9% (n=8)
Engaged	3.9%	(n=2)	0.0% (n=0)
Committed Relationship	21.2%	(n=11)	11.1% (n=1)
Parent/Grandparent	0.0%	(0)	0.0% (n=0)
Child	*not asked		0.0% (n=0)
Cohabitate with Student (SRNA)	1.9%	(n=1)	0.0% (n=0)
Friend	1.9%	(n=1)	0.0% (n=0)
Other	0.0%	(n=0)	0.0% (n=0)
Employment Status			
Employed full-time, >40hrs/wk	19.2%	(n=10)	*Question not asked
Employed full-time	53.9%	(n=28)	66.7% (n=6)
Employed part-time	1.9%	(n=1)	11.1% (n=1)
Unemployed	1.9%	(n=1)	0.0% (n=0)
Student	11.5%	(n=6)	11.1% (n=1)
Retired	0.0%	(n=0)	0.0% (n=0)
Other	11.5%	(n=6)	11.1% (n=1) *Stay at home parent
Last Sick Day			
0-3 months ago	26.9%	(n=14)	22.2% (n=2)
4-6 months ago	13.5%	(n=7)	22.2% (n=2)
7-11 months ago	9.6%	(n=5)	22.2% (n=2)
1-2 years ago	13.5%	(n=7)	33.3% (n=3)
>2 years ago	36.5%	(n=19)	0.0% (n=0)

Table 2**Support Person Overall Stress on Average Day in the Last Month**

Overall Stress	2017 n=19	2018 n=9
1 Low	5% n=1	0% n=0
2	10.5% n=2	44.4% n=4
3	63% n=12	55.6% n=5
4	10.5% n=2	0% n=0
5 High	10.5% n=2	0% n=0

Table 3**Support Person Overall Stress Chi Square Analysis**

	Low (1, 2)	Moderate/High (3, 4, 5)
2018 n = 9	4 (44%)	5 (56%)
2017 n = 19	3 (16%)	16 (84%)

p=0.10 *Not statistically significant

Table 4**Support Person Stress Rating**

1= Low Stress, 5= Extreme Stress

Type of Stress	Levic Average Stress Rating 2017	Ferguson Average Stress Rating 2018	1	2	3	4	5	N/A
Overall Stress	3.1	2.5	0.0% (n=0)	44.4% (n=4)	55.6% (n=5)	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)
Work	3.2	1.7	22.2% (n=2)	11.1% (n=1)	44.4% (n=4)	0.0% (n=0)	0.0% (n=0)	22.2% (n=2)
Time/lack of time w/ Student	3.0	3.3	0.0% (n=0)	0.0% (n=0)	77.8% (n=7)	11.1% (n=1)	11.1% (n=1)	0.0% (n=0)
Financial	2.8	2.7	22.2% (n=2)	11.1% (n=1)	33.3% (n=3)	33.3% (n=3)	0.0% (n=0)	0.0% (n=0)
Household	2.8	3	0.0% (n=0)	33.3% (n=3)	33.3% (n=3)	33.3% (n=3)	0.0% (n=0)	0.0% (n=0)
Caring for Child	2.7	2.8	11.1% (n=1)	11.1% (n=1)	22.2% (n=2)	22.2% (n=2)	0.0% (n=0)	33.3% (n=3)
Relationship w/ Student	2.3	2.6	0.0% (n=0)	44.4% (n=4)	44.4% (n=4)	11.1% (n=1)	0.0% (n=0)	0.0% (n=0)
Caring for Pet	2.1	2.1	33.3% (n=3)	33.3% (n=3)	11.1% (n=1)	0.0% (n=0)	11.1% (n=1)	11.1% (n=1)
Personal Health	1.7	2.1	33.3% (n=3)	33.3% (n=3)	22.2% (n=2)	11.1% (n=1)	0.0% (n=0)	0.0% (n=0)
Health of a Loved One	1.7	1.4	77.8% (n=7)	0.0% (n=0)	22.2% (n=2)	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)
Quality of Sleep	N/A	2.4	22.2% (n=2)	33.3% (n=3)	22.2% (n=2)	22.2% (n=2)	0.0% (n=0)	0.0% (n=0)

Table 5**Support Person's Source of Stress**

Type of Stress	Average Stress Rating Levic 2017	Average Stress Rating Ferguson 2018
Overall Stress	3.1	2.5
Work	3.2	1.7
Time/lack of time with student	3.0	3.3
Financial	2.8	2.7
Household	2.8	3
Caring for Child	2.7	2.8
Relationship w/ Student	2.3	2.6
Caring for Pet	2.1	2.1
Personal Health	1.7	2.1
Health of a Loved One	1.7	1.4
Quality of Sleep	*Question not asked	2.4

Table 6**Support Person Preparedness Before the Student Started School**

	Levic 2017		Ferguson 2018	
	Yes	No	Yes	No
Do you feel you could have been better prepared?	26% (n=5)	74% (n=14)	22% (n=2)	78% (n=7)
Did you attend a seminar before the student started school?	10.5% (n=2)	89.5% (n=17)	88.9% (n=8)	11.1% (n=1)
*Would you have liked to attend a seminar before the student started school?	82% (n=14)	18% (n=3)	N/A	N/A
**Do you think the seminar was helpful?	N/A	N/A	88.9% (n=8)	11.1% (n=1)

*Question asked by Levic only

**Question asked by Ferguson only

Table 7

Support Person Survey: Most Surprising since the SRNA Started School

	Levic 2017 n = 19	Ferguson 2018 n = 9
Amount of Time Studying	42% (n=8)	67% (n=6)
Stress Level of the Student	37% (n=7)	22% (n=2)
Time Away from Home for Clinical	0% (n=0)	0.0% (n=0)
Cost of the Program	5% (n=1)	0.0% (n=0)
Other	10.5% (n=2)	11% (n=1) “I anticipated all of the above, however it is still stressful to deal with. Student has not done clinical away from home yet so not sure how that is going to go.”

Table 8

Open Ended Question Responses from Support Person Stress Survey

What do you find most stressful about the SRNA being in school?
“All they think about is school.”
“The time commitment and my SRNA’s stress level.”
“Lack of time together.”
“No time for anything really which is understandable.”
“Quality time and lack thereof.”
“I’ve been taking on more responsibility for our child and household to allow the student to study. Previously the student was doing more child care and household care than the student is currently doing. I have to mentally juggle more now to allow the student to study.”
“They are stressed beyond what I’ve seen.”
“Lack of bonding time.”
“The time commitment.”

Table 9

What do you think could have prepared you better before the student started school?
“Nothing, just needed to experience it and adapt together.”
N/A (3 responses)
“Talking to another significant other of someone already in the program.”
“Nothing, I understand it takes quality time to learn the information.”
“Winning the lottery, hiring full-time nanny/teacher/house maid.”
“I still don’t have a good idea what clinicals entail as far as time away, do they have days off, how long do they stay in different locations, etc.”
“Financial preparation.”

Table 10

What do you suggest for improvement in the seminar?
N/A (4 responses)
“The panel needed to be more focused. It was mainly people venting about how hard the program is. Offer solutions and positivity rather than just complaints.”
“I think everything was explained in detail, no other suggestions at this time.”
“Hit all the bases.”
“More details on clinicals. A calendar of when breaks between semesters fall or holidays.”
“You did well, it was very useful.”
“Very informative!”

Table 11

Additional Comments
“More information about the general timeline of semesters and more information about clinicals would be helpful. For example, first year is just class room work, second year first semester is classroom work and some clinicals, etc.”
“It’s just hard. No way to prepare for the stress and overwhelming encouragement needed to help the student.”

Table 12**Average SRNA Daily Stress**

	2015/17	2018
Mean	5.6	5.8
1	3	0
2	1	0
3	2	0
4	2	1
5	5	5
6	6	5
7	8	2
8	3	1
9	1	0
10	1	0

Table 13**How much of your stress is from school? (SRNA)**

	2015/17	2018
Mean	6.8 68%	7.9 79%

Table 14**SRNA Rating of Sources of Stress**

2015/17	Mean	2018	Mean
Academic Performance	6.3	Time Management/Workload	7.1
Time Management/Workload	6.0	Academic Performance	5.9
Financial Resources	5.5	Financial Resources	4.6
Family Relationships	3.9	Family Relationships	3.6
Peer Relationships	3.3	Peer Relationships	1.9
Faculty Relationships	2.8	Faculty Relationships	1.6
Passing Certification Exam	1.8	Passing Certification Exam	0.9
Clinical Performance	1.6	Obtaining a job after graduation	0.8
Sr Project/Capstone	1.6	Sr Project/Capstone	0.6
Obtaining a Job after Graduation	1.5	Clinical Performance	0.07
Clinical Preceptor Relationships	1.0	Clinical Preceptor Relationships	0.0