MINDFULNESS INTERVENTIONS FOR NURSING STUDENTS

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Objectives: The learner will be able to: state the benefits of mindfulness practices and discuss how mindfulness practices can be taught to nursing students in order to enhance clinical, patient and educational outcomes.

There is no conflict of interest in this presentation.

Employer: Northern Illinois University School of Nursing and Health Studies

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Nursing programs stressful (Moridi, Khaledi, & Valiiee, 2014; Zyga, 2013)

Mindfulness defined (Moscaritolo, 2009)

Mindfulness training effective for nursing students (Song & Lindguist, 2015: van der Riet et al. 2015)

Lack of sufficient time to train and practice (Koren & Purohit, 2014)
THEORETICAL FRAMEWORK

- Modeling and Role Modeling
- Self-care concept
**FIGURE 3-2** A holistic model
FIGURE 3-1  Concepts in our philosophy
Figure 4.1 MRM Self-care concepts. Adapted from Hertz 1991.
Purpose of the Study

- Quasi-experimental pilot
- Experimental group
- Control group
- Evaluate differences in mindfulness, stress, and self-compassion scores
INSTRUMENTS

- Mindfulness Attention and Awareness Scale (MAAS)
- Perceived Stress Scale (PSS)
- Self-Compassion Scale (SCS)
METHOD

- IRB approval
- Convenience sample
- Experimental group (n=8) research class
- Control group (n=5) research class
- Experimental group: 10 minute practice sessions for six weeks and daily practice encouraged
- Control group: no intervention
14 female subjects
Mean age 27 years
Age range 20-52 years
Experimental Group mean score (pretest-3.31, posttest-3.81)
Control Group mean score (pretest-3.36, posttest-3.73)
Not statistically significant
Experimental Group mean score (pretest-2.75, posttest-2.31)
Control Group mean score (pretest-2.58, posttest-2.31)
Not statistically significant
RESULTS - SCS

- Experimental Group mean score (pretest- 2.95, posttest- 3.01)
- Control Group mean score (pretest- 3.0, posttest- 2.96)
- Little change in scores
Two subjects practiced five minutes daily
One subject practiced four times during six weeks
One subject practiced during one commute to school
Commented on usefulness of the practice
All female subjects
Older than national average of nursing students
Maturity level
Experimental group MAAS scores increased and PSS decreased
Practiced five to ten minutes daily
Control group no change
Positive changes after short interventions
Results similar to Song & Lindquist (2015) and Van der Riet et al. (2015)
STUDY LIMITATIONS

- Convenience sample
- Pilot study
- Small sample
FUTURE DIRECTIONS

- Sample size
- Random sampling
- Duration of data collection
- Use MAAS and PSS measures only