

MINDFULNESS INTERVENTIONS FOR NURSING STUDENTS

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DISCLOSURE SLIDE

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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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PERTINENT LITERATURE

- Nursing programs stressful (Moridi, Khaledi, & Valiee, 2014; Zyga, 2013)
- Mindfulness defined (Moscaritolo, 2009)
- Mindfulness training effective for nursing students (Song & Lindquist, 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

HOLISM

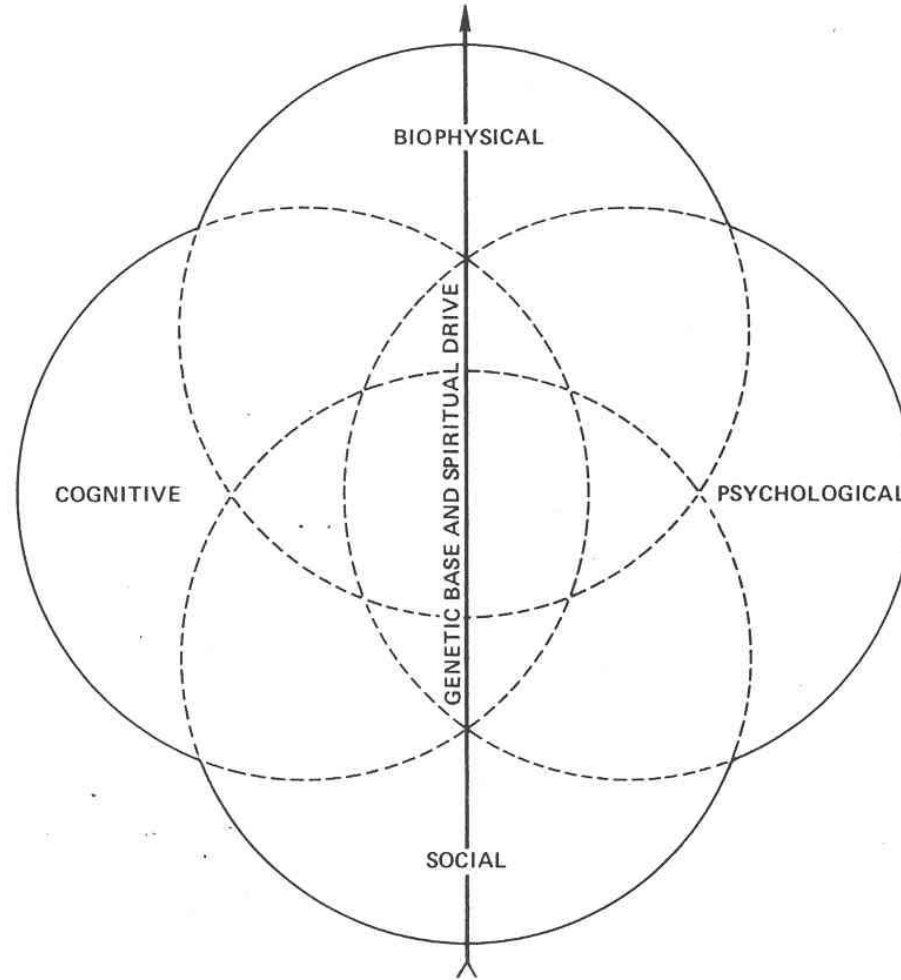


FIGURE 3-2 A holistic model

MODEL AND ROLE MODELING

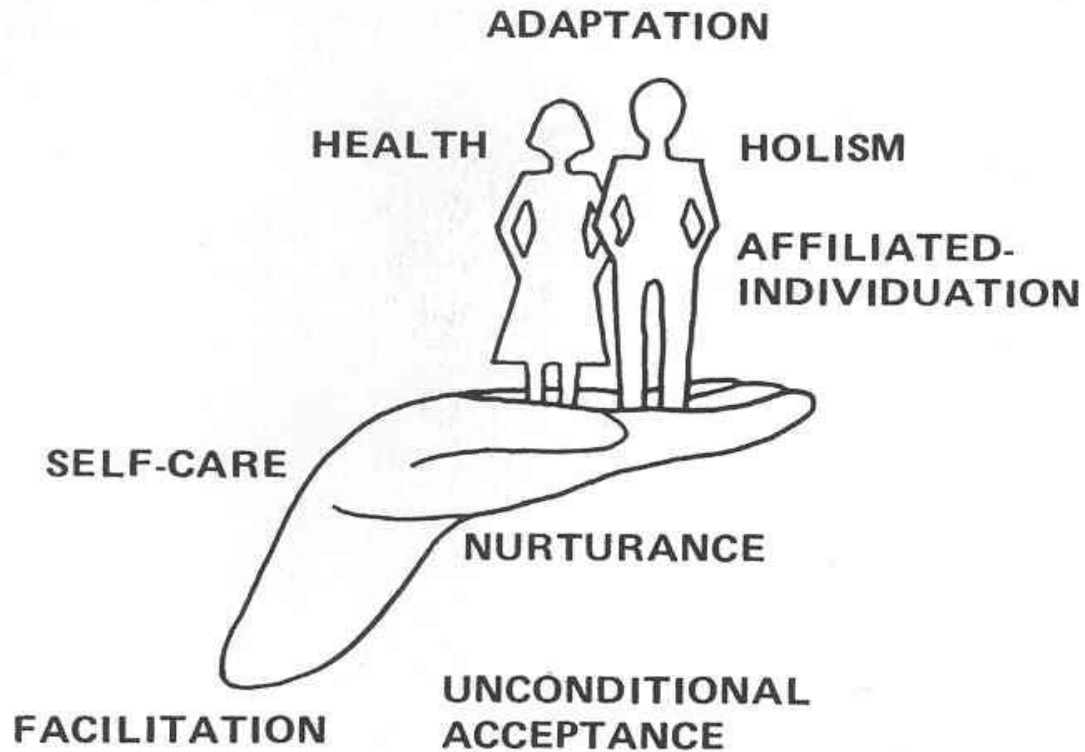


FIGURE 3-1 Concepts in our philosophy

SELF-CARE

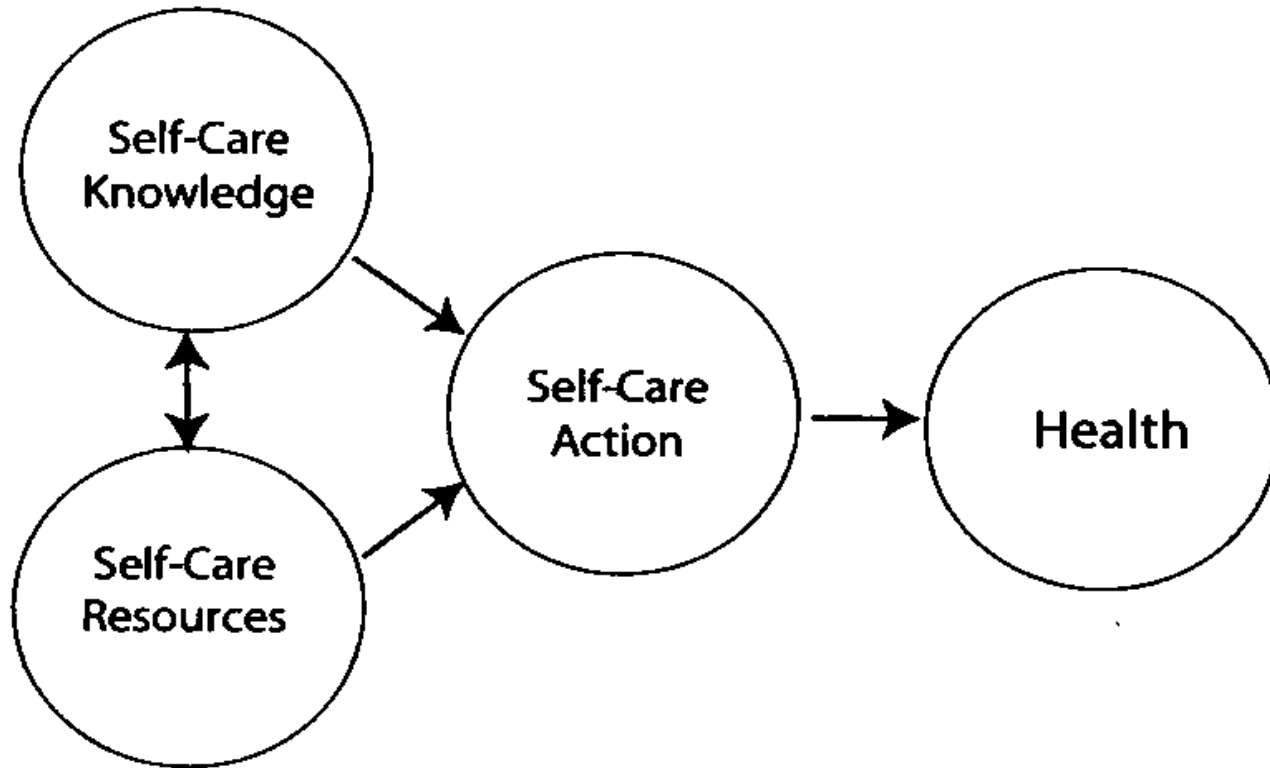


Figure 4.1 MRM Self-care concepts. Adapted from Hertz 1991.

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

RESULTS- DEMOGRAPHICS

- 14 female subjects
- Mean age 27 years
- Age range 20- 52 years

RESULTS- MAAS

- ◉ Experimental Group mean score (pretest- 3.31, posttest- 3.81)
- ◉ Control Group mean score (pretest- 3.36, posttest- 3.73)
- ◉ Not statistically significant

RESULTS- PSS

- ◉ 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

RESULTS-MINDFULNESS PRACTICE

- 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

DISCUSSION

- All female subjects
- Older than national average of nursing students
- Maturity level

DISCUSSION

- ⦿ Experimental group MAAS scores increased and PSS decreased
- ⦿ Practiced five to ten minutes daily
- ⦿ Control group no change
- ⦿ Positive changes after short interventions

DISCUSSION

- 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