

The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are large and prominent, while others are small and subtle. They are scattered across the slide, with a higher concentration in the top-left and bottom-right corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

ATTITUDES OF NURSES AND STUDENTS NURSES TOWARD SELF-CARE

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“

THE PURPOSE OF NURSING IS TO IMPROVE
THE HEALTH AND WELLBEING OF ALL
PERSONS WHEREVER THEY ARE.

”

MARTHA ROGERS

BACKGROUND

- STRESS AMONG STUDENT NURSES IS EVIDENT IN POOR ACADEMIC PERFORMANCE, STUDENT ATTRITION, AND SUBOPTIMAL PROFESSIONAL IDENTITY FORMATION (GALBRAITH & BROWN, 2011; HENSEL & LAUX, 2014).
- FOR NURSES AND STUDENT NURSES LEARNING HEALTHY STRESS COPING IS PART OF THE DEVELOPMENT OF SELF-CARE. SELF-CARE PROMOTES HEALTH AND IS A CORE VALUE IN THE AMERICAN HOLISTIC NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE (MARIANO, 2013).

STUDY AIM

- THE PURPOSE OF THIS STUDY WAS TO ASSESS THE IMPACT OF CLASSROOM LEARNING/EXPERIENCING OF MIND-BODY THERAPIES ON THE ATTITUDES OF NURSES AND STUDENT NURSES WITH REGARD TO SELF-CARE.

PARTICIPANTS

- NURSES AND STUDENT NURSES ENROLLED IN THE COURSE (MANDATORY IN THE CURRICULUM) AFTER INSTITUTIONAL BOARD APPROVAL FOR RESEARCH AND INFORMED CONSENT SIGNED
- 37 PARTICIPANTS ENROLLED 35 COMPLETED STUDY
 - 19 STUDENT NURSES (12 FEMALE & 7 MALE)
 - 18 NURSES (17 FEMALE & 1 MALE)

DEPENDENT VARIABLE

- **SELF-CARE**-ENGAGEMENT IN ACTIVITIES TO ENHANCE WELLNESS AND HEALTH PROMOTION (MC ELLIGOTT, 2013). SELF-CARE PROMOTES HEALTH, ENCOURAGES WORK LIFE BALANCE, AND TAKES TIME AND EFFORT TO LEARN. SELF-CARE AND MIND-BODY THERAPIES ARE AMONG THE CONCEPTS TAUGHT AND PRACTICED IN THE COURSE.

INSTRUMENT

- **MIND-BODY SKILLS ATTITUDINAL SCALE (MBSS)** (TRACTENBERG, CHATERJI & HARAMATI, 2007) IS 21-ITEM SEVEN POINT LIKERT SCALE DESIGNED TO MEASURE CHANGES IN CLASSROOM ATTITUDE IN MEDICAL STUDENTS FOR MIND-BODY THERAPY AFTER COURSE WORK IN THE SUBJECT AREA. THE SCALE HAS ALSO BEEN USED WITH NURSING STUDENTS ENROLLED IN THAT MIND-BODY MEDICINE COURSE (KARPOWICZ, HARAZDUK & HARAMATI, 2009).

ACTIVITY

- SEMESTER LONG SELF-CARE PROJECT - AFTER A SELF-CARE INVENTORY, THE PARTICIPANTS CREATED A SELF-CARE GOAL AND PLAN, AND WORKED PERIODICALLY IN SMALL GROUPS TO SUPPORT ONE ANOTHER THROUGHOUT THE SEMESTER. EACH PARTICIPANT EVALUATED HER/HIS SELF-CARE RESULTS AT THE END OF THE PROJECT.

MBSS PRE/POST RESULTS

Item	Generic students			RN-BS students	
	Negative	No shift	Positive shift	No shift	Positive shift
Mind-body approach has an effect on my physical emotional wellbeing		15	2	17	1
I understand what self-awareness means		16	1	18	0
I have a high degree of self-awareness	2	13	2	17	1
I deal with stresses of nursing school effectively		13	4	14	4
I feel a powerful connection with my own capacity for self-healing	1	12	4	14	4

MBSS PRE/POST RESULTS

Item	Generic students			RN-BS students	
	Negative	No shift	Positive	No shift	Positive shift
I believe mind-body approaches are important to promoting health		16	1	17	1
I believe the spiritual dimension is important to me	1	13	3	15	3
Nurses who strive to understand themselves generate improved patient satisfaction		15	2	17	1
I feel relaxed and happy most of the time	3	10	4	11	7

RESULTS

- 37 PARTICIPANTS ...19 GENERIC ..(63% FEMALE) AND 18 RN-BS COMPLETION ...(94% FEMALE)
- THERE WAS A SMALL POSITIVE SHIFT IN ATTITUDE ON ALL ITEMS FROM PRE TO POST TEST
- ON THE ITEM “I FEEL THAT I HAVE THE CAPACITY TO DEAL EFFECTIVELY WITH STRESSES OF NURSING SCHOOL”(8) PARTICIPANT'S ATTITUDE SHIFTED POSITIVELY ... (4)PARTICIPANTS ORIGINALLY DISAGREED TO STRONGLY DISAGREED WITH THAT ITEM AND.... (4) ORIGINALLY WERE NEUTRAL TO THE ITEM
- ON THE ITEM “CAPACITY FOR SELF HEALING” ...8 PARTICIPANTS SHIFTED POSITIVELY FROM DISAGREE TO STRONGLY DISAGREE (2) OR NEUTRAL (6)
- ON THE ITEM “SPIRITUAL DIMENSION IS IMPORTANT TO ME” (5) ORIGINALLY DISAGREED TO STRONGLY DISAGREED... AFTER THE COURSE (1) PARTICIPANT DISAGREED WITH THE ITEM
- ON THE ITEM “FEEL RELAXED AND HAPPY MOST OF THE TIME” (8) STRONGLY DISAGREED TO DISAGREED AND (8) WERE NEUTRAL AFTER COURSE (11) SHIFTED POSITIVELY TO AGREE STRONGLY AGREE WITH THE ITEM

DISCUSSION

- NURSES AND STUDENT NURSES DID NOT DEMONSTRATE MUCH ATTITUDINAL CHANGE ON THE MBSS FROM PRE TO POST TEST. NURSES HAD NO DISAGREEMENT TO ANY ITEMS ON POST TESTBUT SOME PRELISCENSURE STUDENTS DISAGREED WITH ITEMS... “HIGH DEGREE OF SELF AWARENESS”“FEEL RELAXED AND HAPPY MOST OF TIME”...”CAPACITY FOR SELF-HEALING” ...”SPIRITUAL DIMENSION IS IMPORTANT FOR ME”
- IN REFLECTIVE WRITING INTERESTING CHANGES IN ATTITUDE WERE NOTED IN STATEMENTS SUCH AS..... “ I AM STARTING TO LET GO OF SOME THINGS”.... “I REMIND MYSELF HOW IMPORTANT IT IS TO JUST PUT MYSELF FIRST”“ I HAVE PAID A LOT MORE ATTENTION TO MY DIET AND HEALTHIER FOOD OPTIONS”

CONCLUSION

- THE RESULTS OF THIS STUDY INCLUDE REFLECTIONS OF NURSES AND STUDENT NURSES ON THEIR ATTITUDES TO MIND-BODY AND SELF-CARE SKILLS. THIS STUDY SUPPORTS THE USE OF MIND-BODY LEARNING AND PRACTICE IN A BACCALAUREATE NURSING CURRICULUM. FOCUS ON MIND-BODY PRACTICE LEADS TO CONSIDERATION OF ONE CHOICES AND OPTIONS FOR SELF-CARE. SELF-CARE IS A MUCH NEEDED SKILL FOR NURSES IN CONTEMPORARY HEALTHCARE SYSTEMS.

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