THE SELF CARE EDUCATION PROGRAM FOR NURSING STUDENTS (SCENS): ENCOURAGING HEALTHY COPING
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Purpose
To evaluate the effect of the Self-Care Education for Nursing Students (SCENS) program on self-care and coping among undergraduate nursing students.

Introduction
Undergraduate nursing students often lack healthy self-care and effective coping strategies while learning to care for others, leading to the development of unhealthy coping mechanisms such as alcohol use, disordered eating, and sleep disturbances. Lack of appropriate self-care practices can lead to deviations in health status which can have detrimental effects on the physical and mental well-being of nursing students as well as their academic performance.

Background and Significance
• Approximately twenty percent of female students applying to nursing had a disordered eating pattern and had a higher rate of anorexic behavior than female medical students (Szweda & Thorne, 2002).
• One in four students reported suffering from a sleep disorder including daytime sleepiness, sleep deprivation, and irregular sleep (Hershner & Chervin, 2014). Safety, mood, and academic success, and disordered eating are all associated with sleep disorders.
• Alcohol use, including binge and heavy drinking, are reported by many college students (Substance Abuse and Mental Health Services Administration, 2014). Disordered eating, academic performance and risky behavior are reported by students who use alcohol (Berry, Piazza-Goodner, 2015; National Institute on Alcohol Abuse and Alcoholism, 2013).

Gap in the Literature: Despite the plethora of studies examining disordered eating, sleep disturbances and alcohol use in the college population, there is a dearth of studies that have examined these factors related to self-care and coping or effective interventions aimed at increasing self-care and coping among nursing students.

Theoretical Background

Methods
Design: Quantitative descriptive pre and post test design.
Sample and Setting: Junior students beginning a Traditional Undergraduate Nursing Program at a medium-size college in New York State in Fall 2015 (n=70).
Procedure: The Self-Care Education for Nursing Students Program (SCENS) consisted of three meetings the first week of classes, week eight of classes, and the last week of classes. The first meeting content included how healthy eating and sleeping aid in stress management, self-care and on-campus resources for help. The second meeting covered use of drugs and alcohol and how they can hinder self-care and impair coping as well as on-campus resources for help and the third meeting covered healthy coping strategies and on-campus resources for help.

Measures

<table>
<thead>
<tr>
<th>Variable</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Use</td>
<td>AUDIT-Enhanced</td>
</tr>
<tr>
<td>Self-Care Agency</td>
<td>Exercise of Self-Care Agency Scale</td>
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<tr>
<td></td>
<td>(ESCAS)</td>
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<tr>
<td>Coping Self-Efficacy</td>
<td>The Coping Self-Efficacy Scale (CSES)</td>
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<tr>
<td>Disordered Eating</td>
<td>Eating Disorder Diagnostic Screen</td>
</tr>
<tr>
<td></td>
<td>(EDDS)</td>
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<tr>
<td>Sleep difficulties</td>
<td>The Sleep Difficulty Index</td>
</tr>
</tbody>
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Data Analysis
• Data will be analyzed using SPSS version 23. Pre-intervention instrument measures will be compared to post-intervention instrument measures.
• Descriptive statistics and paired t-tests will be utilized to analyze the data.

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