

# Undergraduate Nursing Student Perceptions of Learning Strategies to Enhance Leadership, Resilience, and Self-Care/Well-Being Competencies: A Pilot Study

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## Abstract

### Background/Introduction

New graduate nurses are not always prepared for the challenges of the chaotic clinical environment. This School of Nursing was one of ten nursing schools nationwide selected by the American Association of Colleges of Nursing (AACN) to pilot learning strategies to build leadership and resilience skills in undergraduate nursing students to prevent burnout and thrive in the nursing profession.

### Purpose

The purpose of this study was to examine undergraduate nursing student perceptions of the learning strategies that were most effective in enhancing their leadership, resilience, and self-care/well-being (LRSCWB) competencies.

### Methods or Processes/Procedures

A mixed method design was used for this descriptive, cross-sectional pilot study. Faculty implemented twelve instructional activities addressing the LRSCWB competencies within the pilot cohort (n = 37). Students ranked the teaching strategies via a 5-point Likert scale from “Extremely Unlikely” to “Extremely Likely” to recommend for enhancing their LRSCWB competencies. Using Spearman rank correlation, these rankings were correlated with student survey responses to a “healthy choices” scale, ( $\alpha$  .974); “facing difficulties” scale ( $\alpha$  .737) and “depression” scale ( $\alpha$  .922). Three open-ended questions added depth and clarity to the quantitative findings.

### Results

Students were generally satisfied with the teaching approaches; however, the strongest correlations with positive outcomes were observed for strategies rated lowest. Higher ratings on the End-of-Life Nursing Education Consortium modules significantly correlated with lower depression and greater resilience when facing difficulties.

### Limitations

This pilot study collected self-reported measures. The small sample size also limits generalizability of findings.

### Conclusions/Implications for Practice

Preparing undergraduate nursing students with leadership, resiliency, and self-care/well-being competencies is critical to helping nurses thrive in contemporary practice settings. Equipping a generation of nurses with sustainable self-care practices and healthy behaviors to protect their own well-being is essential to cultivating a viable nursing workforce.

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## Biography

Catherine A. Stubin PhD, RN, CNE, CCRN has been a Registered Nurse for four decades in various areas of nursing practice and education. She holds national certification as both a Certified Nurse Educator (CNE) and Critical Care Registered Nurse (CCRN). Dr. Stubin has designed and conducted qualitative, quantitative, and mixed-methods nursing research as both a Principal Investigator and Co-Investigator. She has presented her research findings at national and international conferences and published these findings in peer-reviewed journals. Dr. Stubin’s current program of research focuses on mental health well-being in nursing students and the transition of nursing students to professional practice.

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