

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

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**Good morning
and
WELCOME!**



Learning Objectives:

- Describe undergraduate nursing student perceptions of teaching strategies designed to integrate leadership, resilience, and self-care/well-being competencies into the didactic and clinical undergraduate baccalaureate nursing curriculum
- Examine correlations of teaching strategies that were most effective in enhancing students' resilience, and self-care/well-being competencies

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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, resilience, and self-care/well-being skills in undergraduate nursing students to prevent burnout and thrive in the nursing profession.



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Methods

- Mixed method design used for this descriptive, cross-sectional pilot study
- Gap analysis conducted
- Current literature and existing AACN toolkit resources reviewed
- Teaching strategies matched with the appropriate course and integrated across each of the spheres of care
- Twelve teaching strategies implemented in didactic and clinical courses
- Student pilot cohort-Accelerated Bachelor of Science (ABS) in nursing, level 4 ($n = 40$)

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Methods (cont.)

- Students ranked the teaching strategies via a 5-point Likert scale from “Extremely Unlikely” to “Extremely Likely” to recommend for enhancing their leadership, resilience, and self-care/well-being competencies.
- Using Spearman rank correlation, rankings were correlated with student survey responses to a “healthy decisions” scale, “responding to difficulties” scale, and “depression” scale.
- Three open-ended questions added depth and clarity to the quantitative findings.

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Descriptive Statistics

N	40
Male	9 (22.5%)
Female	30 (75.0%)
Non-binary / third gender	1 (2.5%)
Race	
African American or Black, not of Hispanic origin	5 (12.5%)
Native Hawaiian or other Pacific Islander	1 (2.5%)
White or Caucasian, not of Hispanic origin	34 (85.0%)
Ethnicity: Hispanic or Latino	4 (10.0%)
Age (Years)	32.075 (10.709)

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Learning Strategies

Leadership

- Alumni Panel (4.08)
- Speaker on Leadership Development and Healthcare Leadership Initiatives (3.97)
- Charge Nurse Clinical Experience (3.92)
- “Leader Within” series (3.62)



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Learning Strategies

Resilience/Self-Care/Well-Being

- Tea with Dogs (4.06)
- Why is Psychological Safety so Important in Healthcare? (4.03)
- Yoga Session (3.97)
- Stress First Aid (3.97)
- Gratitude Envelope (3.76)
- Institute for Healthcare Improvement (IHI) "4Ms" Framework (3.70)
- Wellness Wheel (3.59)
- End-of-Life Nursing Education Consortium (ELNEC) modules (3.43)

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Outcome 1: Healthy Decisions Scale Cronbach's Alpha = .974

	Mean (SD)		Mean (SD)
I am sure that I will do what is best to lead a healthy life. (1)	3.895 (1.008)	I am sure that I can spend less time watching TV. (9)	3.579 (1.222)
I believe that exercise and being active will help me to feel better about myself. (2)	4.158 (1.128)	I know that I can make healthy snack choices regularly. (10)	3.842 (1.128)
I am certain that I will make healthy food choices. (3)	3.811 (0.995)	I can deal with pressure from other people in positive ways. (11)	3.868 (1.189)
I know how to deal with things in a healthy way that bother me. (4)	3.444 (1.229)	I know what to do when things bother or upset me. (12)	3.730 (1.097)
I believe that I can reach the goals that I set for myself. (5)	3.919 (0.954)	I believe that my family and friends will help me to reach my goals. (13)	3.947 (1.012)
I am sure that I can handle my problems well. (6)	3.711 (1.011)	I am sure that I will feel better about myself if I exercise regularly. (14)	4.211 (0.991)
I believe that I can be more active. (7)	4.079 (1.100)	I believe that being active is fun. (15)	3.946 (1.153)
I am sure that I will do what is best to keep myself healthy. (8)	3.730 (0.962)	I am able to talk to my family and friends about things that bother or upset me. (16)	3.895 (1.008)

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Outcome 2: Responding to Difficulties Scale Cronbach's Alpha = .737

	Mean (SD)
That you were unable to control the important things in your life? (1)	2.605 (0.974)
That you were unable to handle your personal problems? (2)	2.579 (1.154)
That things were going your way? (3)	3.237 (0.971)
Difficulties were piling up so high that you could not overcome them? (4)	2.421 (1.056)
NOTE: Higher scores indicate more difficulties	

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Outcome 3: Depression Scale Cronbach's Alpha = .922

	Mean (SD)
Little interest or pleasure in doing things (1)	1.757 (0.925)
Feeling down, depressed, or hopeless (2)	1.622 (0.828)
Feeling nervous, anxious, or on edge (3)	2.222 (0.929)
Not being able to stop or control worrying (4)	2.056 (1.013)
NOTE: Higher scores mean higher depression	

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Resilience Activities

	Healthy Decisions	Facing Difficulties	Depression
"Wellness Wheel" assignment (Capstone course)	.1463	-.0303	-.0998
Gratitude envelope (Leadership course)	.3672	-.1183	-.1148
"Why is psychological safety so important in healthcare?" (Capstone Clinical)	.1778	-.0208	-.1413
Stress First Aid (Capstone Clinical)	.1170	-.0808	-.1530
ELNEC modules (Aging course)	.4103	-.3172	-.3286
4 Ms Framework (Community Clinical)	.0084	-.2272	-.0444
Yoga session (SNA)	-.0191	.1025	.0929
Tea with Dogs session (SNA)	-.1126	-.0826	.1068

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Self-Care/Well-Being Activities

	Healthy Decisions	Facing Difficulties	Depression
"Wellness Wheel" assignment (Capstone course)	.2534	-.0528	-.0969
Gratitude envelope (Leadership course)	.2907	-.0427	-.0457
"Why is psychological safety so important in healthcare?" (Capstone Clinical)	.2108	-.0455	-.1477
Stress First Aid (Capstone Clinical)	.1462	-.1049	-.1729
ELNEC modules (Aging course)	.3927	-.1591	-.2076
4 Ms Framework (Community Clinical)	-.1132	-.1501	.0620
Yoga session (SNA)	-.1552	-.1384	-.0021
Tea with Dogs session (SNA)	-.1516	-.1871	-.0346

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Quantitative Data Interpretation

- Study is relatively underpowered to detect correlations as statistically significant (required $\rho > .36$ for significance), but correlates of $> .25$ show promising relationship with outcome
- Students were generally satisfied with the teaching approaches. Strongest correlations with positive outcomes were observed for strategies rated lowest
- ELNEC Modules, Gratitude Envelope, and Wellness Wheel correlated well with the "healthy decisions" outcomes
- Higher ratings on the ELNEC Modules significantly correlated with lower depression and greater resilience when facing difficulties

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Qualitative Findings

- Describe ways in which nursing faculty can promote leadership/resilience/self-care/well-being competencies in nursing students
- Leadership: Role modeling; Opportunities to shadow hospital leadership; Simulation
- Resilience: Programs threaded throughout curriculum; Exercise and relaxation sessions; Nursing faculty flexibility
- Self-Care/Well-Being: Programs threaded throughout curriculum; Exercise and relaxation sessions; Nursing faculty flexibility and caring

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Limitations/Implications for Practice

- Pilot study collected self-reported measures. Small sample size limits generalizability of findings.
- 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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