

***Reimagining
Readiness:
Identifying the Role of
Self-Compassion in
Perceived Readiness
for Professional
Nursing Practice***



Laurie Walter, PhD, RN, HNB-BC, CHSE
Central Connecticut State University

This doctoral work was completed at The University of Southern Mississippi

1

The researcher has no conflicts of interest to declare.



This Photo by Unknown Author is licensed under CC BY-SA

2

Problem

- Increasing concern about how nursing students' psychological health will impact their future nursing practice
- Nursing education is charged with addressing this concern



3

Why self-compassion?

Self-compassion predicts, promotes and protects psychological health in nursing students.

Self-Compassion



Psychological Health



Self-kindness



Emotional well-being



Mindfulness



Mental well-being



Common Humanity



Social well-being

4

What is readiness for practice?

- self-efficacy
- safety
- balance
- cognitive capability
- clinical capability
- adaptability
- professional capability
- psychological preparedness

Purpose

To explore the relationship between self-compassion and perceived readiness for practice among undergraduate senior nursing students in baccalaureate programs.

What is the relationship between nursing students' self-compassion and perceived readiness for practice?

What are the perceptions of practicing self-compassion in nursing students and its role in readiness for practice.

To what extent do students' perceptions of self-compassion confirm outcome data on a readiness to practice measure?

Theoretical Framework

Watson's (2008) Theory of Human Caring

- Caring for the self and caring for others is interdependent.
- Caring is a way of being.

Design

Convergent Mixed-Method

- Quantitative Correlational
- Qualitative Descriptive

7

Methods

Data Collection

- Self-Compassion Scale Short Form (SCS-SF) (Raes et al., 2011)
- Casey-Fink Readiness for Practice Survey © 2008 (Casey et al., 2011)
- Demographics
- Semi-structured interviews

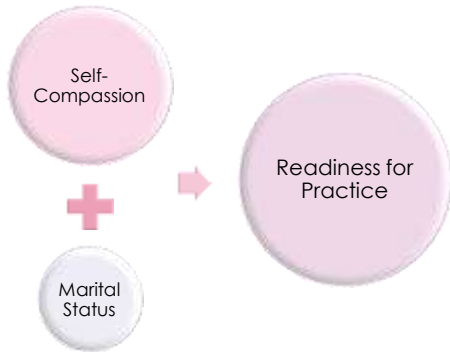
Data Analysis

- Cronbach's alpha coefficient
- Descriptive statistics
- Bivariate analysis
 - Spearman's rho
 - ANOVA
- Multivariate analysis
 - Multiple regression
- Power analysis
- Directed content analysis
- Side-by-side comparison
- Inferences & meta-inferences drawn
- Interpretation

8

Results

Quantitative



$$Y(\text{Readiness for Practice}) = 49.438 + 3.735(\text{self-compassion}) + 3.060(\text{marital status})$$

N=82

Self-compassion

- Mean=2.0
- 20.7%=low
- 58.5%=moderate
- 20.7%= high

Readiness for Practice

- Average Sum=60.34=moderately high

Bivariate Analysis

- Self-compassion $p < 0.001$
- Marital Status (married) $p = 0.049$

Multivariate Analysis

- Self-compassion ($t = 2.959$, $p = 0.004$)
- Marital Status (married) ($t = 1.895$, $p = 0.062$)
 - (models 1-4, $p = 0.033-0.037$)

Final Model

- $y = \text{constant} + x_1 + x_2$

9

Results

Qualitative

N=18

Themes:

1. Practicing Self-Compassion
2. Reciprocal Relationships of Compassionate Care
3. Components of Readiness
4. Education/Training Needs
5. Influence of Support Systems
6. Influence of the COVID-19 Pandemic



10

Results

Theme 1: Practicing Self-compassion

Theme 2: Reciprocal Relationships of Compassionate Care

"[In nursing] I think you have to have some kind of resiliency plan (...) and having the tools to admit when you're wrong and how to care for yourself if you make a mistake (...) is really essential."

"It [self-compassion] centers me so that way, when I go in there, I'm all about the patient."

"I think everyone could use a little practice in [self-compassion] and make it more of a focus because what we do is helping people, which is amazing (...) but at the same time, I think we neglect ourselves".

"self-care is still being compassionate to yourself."

"the number one thing I do (...) [is] basically allow myself to feel anything. If it's negative, I'll give myself time, just let myself feel it, and I think about why."

"If I'm compassionate to myself, I'll be able to give the care that the patients need and deserve."

Results

Theme 3: Components of Readiness

Theme 4: Education/Training Needs

"I feel that what I've gone through, with school and also my current job, [has helped me] feel prepared to go into the nursing role in the future."

"incorporating into lecture or into the clinical rotations just ways to practice self-compassion, ways to de-stress, ways to deal with burnout and everything like that."

"I know that the first year of nursing, after graduation, is going to be a big learning curve and I feel like if I can work on my self-compassion skills, then I'll be ready and more open to learning."

"I definitely could use more self-compassion practice in order to be ready for nursing because being in clinicals reminds me that sometimes my own emotions get the best of me."

"at least in my experience, when something gets disruptive or a patient gets means, they remove us from the situation, which I understand, but at the same time, how are we going to learn how to deal with it?"

"we're told to practice self-care [and] we're told to love our patients but how can we do that when (...) it's all or nothing? You have to be 100% all the time or you're not going to cut it."

Results

Theme 5: Influence of Support Systems

Theme 6: Influence of the Covid-19 Pandemic

'Do I want to continue doing this?'

"When I first started nursing school, we had one day where the Counseling Center came in and did some breathing exercises or relaxation techniques with us. I think that is something that should be kept up all four years of nursing school because the stress just adds on as we go and sometimes having a little mental check helps."

"If I feel like I've had a hard day at work or in school and I feel stressed out, I remind myself that I'm not alone by talking to my friends about how they're feeling and we just kind of bounce off each other."

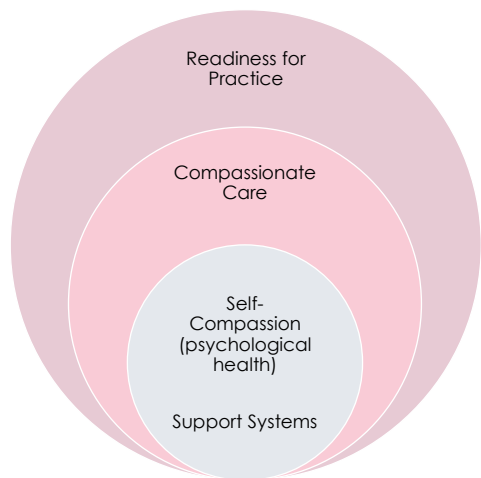
"Now that it's senior year, and we've gone through almost two years now of a pandemic, you really start seeing, 'Wow, all these nurses are leaving' and it's because they're tired, they're burned out."

"COVID really impacted how I practice self-care and self-compassion"

Results

Comparative Analysis

- Support systems, such as marital status, positively influence self-compassion and readiness for practice.
- Self-compassion increases one's ability to provide compassionate care therefore positively influencing one's perceptions of readiness to practice.
- The Covid-19 pandemic has influenced levels of self-compassion and readiness for practice.



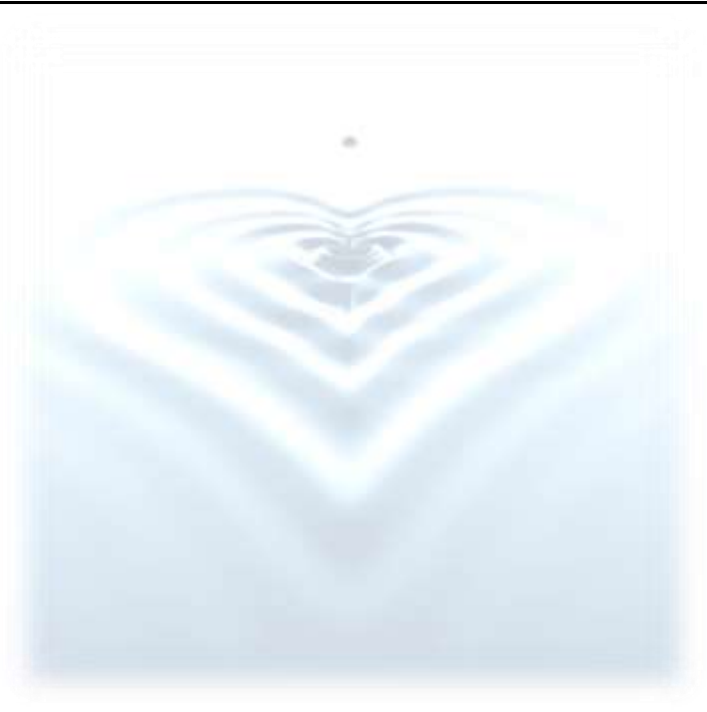
What's next?

- Psychological health = component of readiness for practice in nursing students
- Self-compassion development in nursing students
- Re-evaluate our readiness measures
- Continue to investigate psychological support approaches within nursing education



15

Thank you!



16