

Empowering the Future Nurse: Promoting Resilience and Self-Care in Nursing Education

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Problem

Nursing students face unique and significant stressors, including:

- Rigorous coursework
- Demanding clinical responsibilities
- High expectations for academic success

These challenges contribute to elevated levels of anxiety and stress, which can negatively impact students:

- Mental health
- Academic performance
- Future patient care

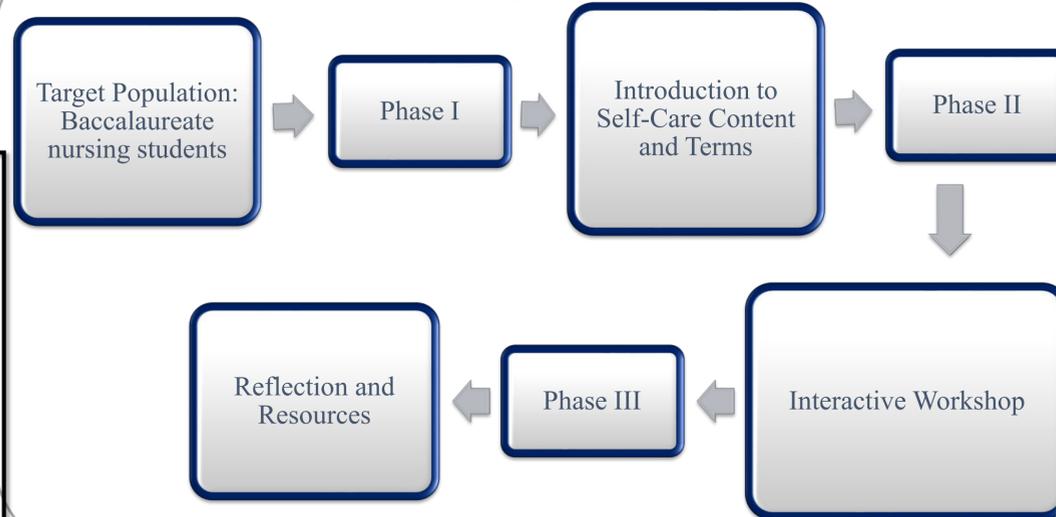
New graduate nurse turnover during the first year of clinical practice is substantial, with an estimated range from 18% to 30% within the first year, and up to 57% leave within the first two years.

Purpose

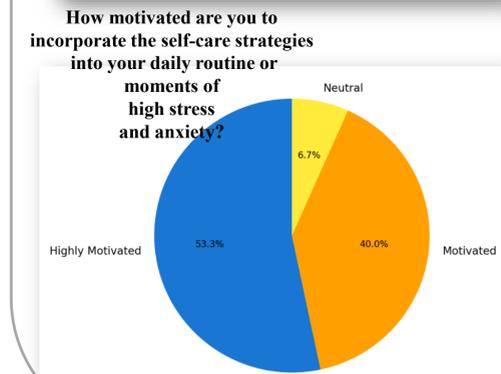
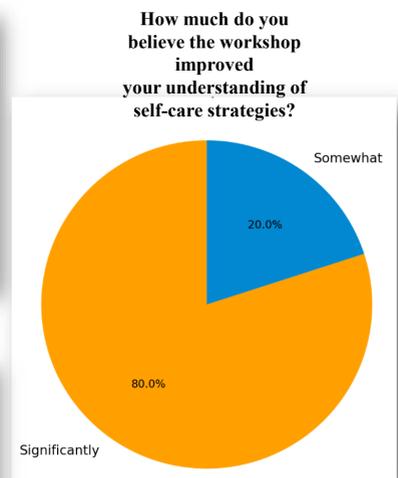
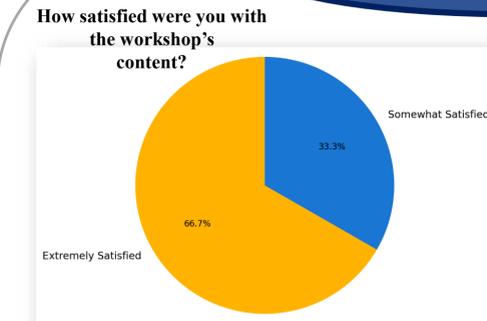
The Health and Wellness Workshop was designed to provide nursing students with self-care strategies and resources to help manage anxiety and stress as they transition into nursing school.



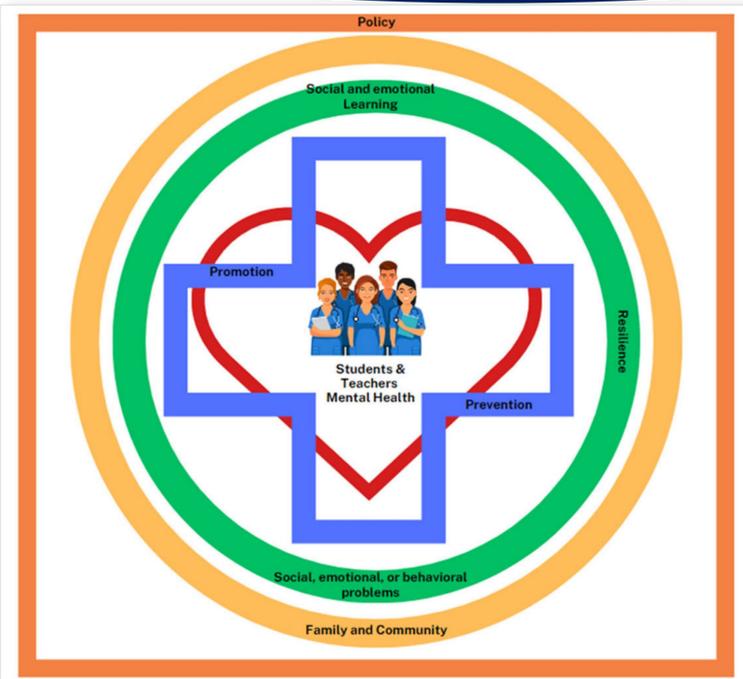
Methodology



Results



Theoretical Framework



Adapted from "Mental health promotion in schools: A comprehensive theoretical framework" [Figure] by Cavioni et al., 2020, *International Journal of Emotional Education*, 12(1), p.68.

Learning Outcome

To identify practical implications of equipping students with the knowledge to manage stress and anxiety in psychiatric mental nursing education and practice.

Implementation

Pre-recorded PowerPoint or In-Person Lecture

A lecture covering stress, anxiety resilience, mindfulness, physical activity, nutrition, and sleep hygiene, providing the foundational knowledge

Interactive, in-person workshop featuring hands-on activities and group engagement

- Coping skills checklist
 - Bounce-back chronicles
 - Mindful listening to music
 - Physical activity
 - Healthy eating
 - My best night's sleep
- **A guided interactive discussion followed all activities on ways incorporate into one's day and the benefits of each self-care strategy**

Distribution of a resource guide highlighting the self-care strategies and available campus support



References

- Cavioni, V., Grazzani, I., & Ornaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework. *International Journal of Emotional Education*, 12(1), 65-82.
- Mills, A., Ryden, J., & Knight, A. (2020). Juggling to find balance: Hearing the voices of undergraduate student nurses. *British Journal of Nursing*, 29(15), 897-903.
- Vo, T., Chiu, H., Chuang, Y., & Huang, H. (2023). Prevalence of stress and anxiety among nursing students. *Nurse Educator*, 48(3), E90-E95.

Evaluation

Twenty-four students completed a post-workshop questionnaire, utilizing a Likert scale, to assess the knowledge gained, intent to implement self-care practices, and overall satisfaction.

Acknowledgment

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