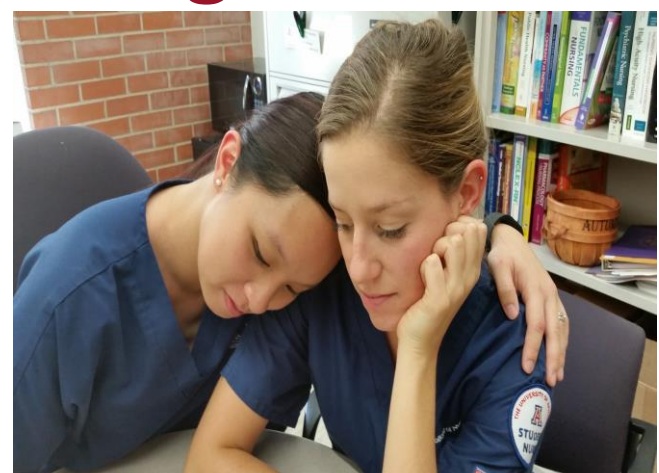


# Developing Professional Resiliency in Pre-Licensure Nursing Students

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## Background



Environmental stressors & burnout are main reasons for new graduate nurses leaving nursing.<sup>1</sup> The ANA supports implementation of evidence-based practices to create healthy & safe work environments for registered nurses.<sup>2</sup>

Resiliency education is designed to teach & reinforce intentional use of resiliency strategies as "skills" to improve wellness and safety.<sup>3-5</sup>

In prior studies of other professions' entry programs, intentional use of key evidence-based resiliency skills improved academic progression, student retention & "inoculated" learners' transitions to/from stressful roles. Those



learners also reported less burnout, & greater intention to remain in their new professions.<sup>3-7</sup>

The *First Responder Resiliency*® curriculum aimed at providing meaningful skill-building of 12 skills. It was initially designed & validated to transition combat veterans into academic settings. It had been further modified to support first responders during their academics & transition to practice.<sup>3-5</sup> A structured evidence-based resiliency curriculum had not previously been used in our pre-licensure nursing program.

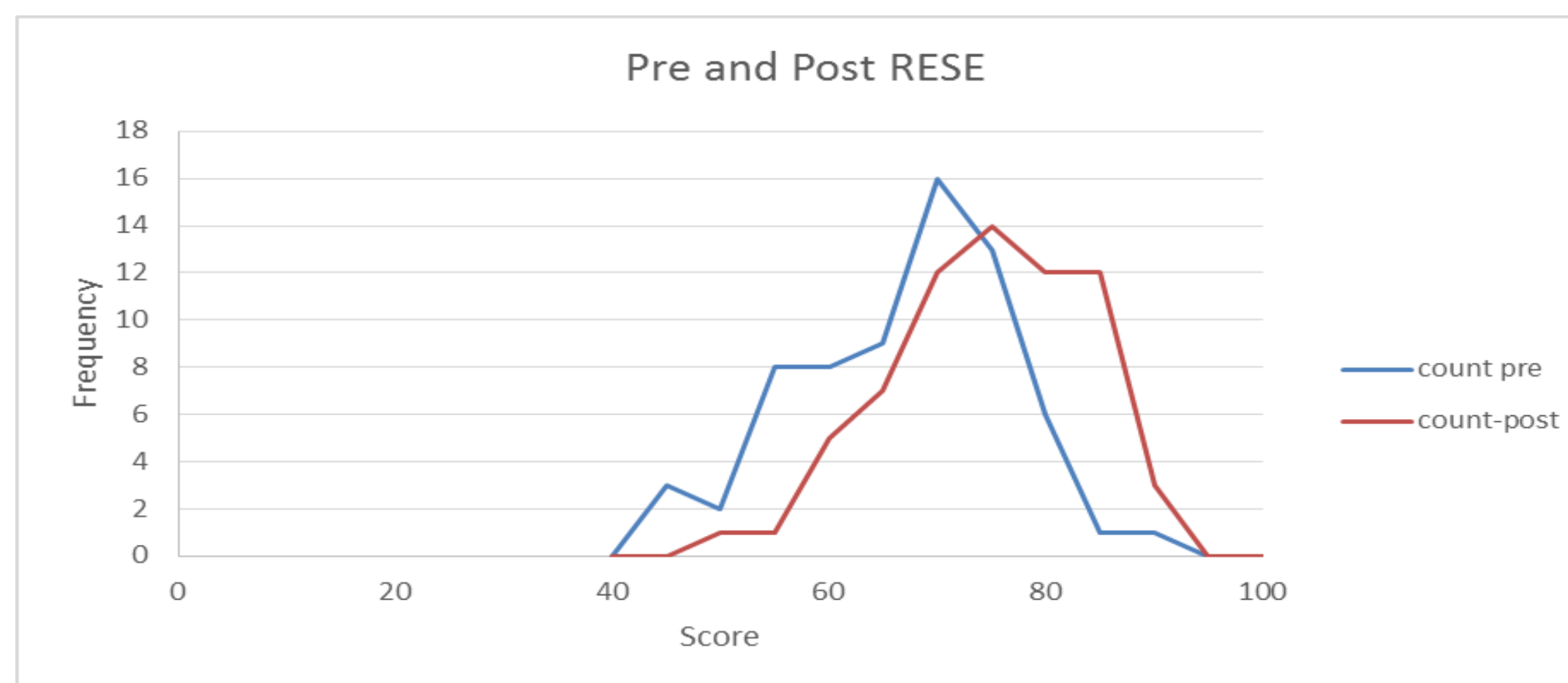
## Purpose

Integrate intentional resiliency education into a pre-licensure nursing curriculum & evaluate feasibility, effectiveness & stakeholder acceptability.

## Methods

- Mixed method research design, including a standardized pre-post resiliency (RSES) assessment tool to assess effectiveness of education.<sup>9</sup>
- Semi-structured interviews (feasible/acceptable).
- Constructivist approach to adapting the resiliency curriculum specific for a nursing-focus.<sup>3-7</sup>
- Convenience sample used (n=73) included both faculty (7) & students (66) on two sites.
- Piloted as an option within a master's-level pre-licensure nursing curriculum.

## Results: RSES Pre/Post assessment



**Results:** Site 1= pre-(M=66.4 ,SD=9.445 )& Post-(M=73.2 SD=8.17), p=.00001, Cohen's d 0.7839= ; Site 2= pre-(M=61.2 ,SD= 10.3196 )& Post-(M= 69.8,SD=10.3661), p=0.0386, Cohen's d = .8349) The results are significant at p≤ 0.05. Significance was consistent across both sites.

## Findings: Student Acceptability & Perspectives

- "For me, it was really valuable to learn, 'Okay, there's some ways I can step back from the situation, protect myself from becoming too involved, and still care for my patient ' but react to this situation in a really appropriate way."
- "It was beneficial to come up with alternative ways of coping with difficult situations."
- "Knowing that I can transfer this over to my husband and we can work together to make sure we don't burn out in our careers and find the balance of our life and be able to move on and move forward. It's exciting."

## Discussion

- Learning effectiveness within this nursing adaptation were consistent with the veteran & first responder groups. The RSES tool identified significant gains in scores pre & post coursework.
- Qualitative data & longitudinal data continue to be analyzed for feasibility, acceptability, & effectiveness. Themes emerging from the data are being evaluated. Increased use of intentional behaviors were reported.

## Conclusions and Implications

- Evidence supported use of adapted curriculum for nursing students during their academic progression & as preparation for new graduate transitions.
- Additional curriculum re-design, data analyses, and research in progress.

