

A Course for Nurse Educators: How to Build Resilience in Nursing Students

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PROJECT METHODOLOGY

The goal of this project is to educate nursing instructors on the importance of resilience education and how to teach resilience to students. Nursing students are frequently pushed beyond their ability in nursing school⁹. Students need to have access to resources and an understanding of strategies to cope with their stress levels. Likewise, nurse educators need the tools to educate their students on resilience. Students will be more likely to combat stressful situations if they are educated on appropriate ways to cope. It is necessary that nurses possess the resilience to work in the healthcare industry.



PLAN AND IMPLEMENTATION

A course will be provided for nurse educators on benefits of building resilience in nursing students. The class will be one hour in length and will be presented during a nurse educator staff meeting at a university or technical college. This course will provide nurse educators with information they can pass on to students. There are five course outcomes:

1. Identify the purpose of resilience education
2. Summarize how nursing students may be placed in high stress situations throughout the course of their nursing education
3. Explain how building resilient students will create resilient nurses
4. Describe ways to teach resilience education to nursing students
5. Explain the role a nurse educator has in teaching resilience to nursing students.

The nurse educators can take the information and individualize it for usage at their institution.

PROJECT DELIVERABLES

The deliverables include a

- Lesson plan
- Pre and post-test
- PowerPoint presentation for educators
- PowerPoint presentation for students
- Course evaluation

EVALUATION OF PROJECT

Participants will be asked to complete a pretest at the beginning and a posttest at the completion of the course. This test will evaluate the effectiveness of the course and the level of learning achieved. This information will be used to adjust and improve the course. This course will also be open to change as guided by evidence-based findings from new research on resilience training in students

THEORETICAL FRAMEWORK

The Model for Evidence-Based Practice Change is focused on continuously improving evidence-based research and changes in healthcare. This model directly coincides with the researcher's stated project goal to create change in higher education. The six steps of the MEBPC were all utilized in this project¹⁰.

Step 1: Need for change: Nursing educators must understand the issues that students and nurses face in the workplace to adapt their teaching to increase resilience in these students¹¹.
Step 2. Find data. A literature review was conducted, and relevant data was identified.

Step 3: Discuss with stakeholders. The appropriate audience for this information is faculty working directly with nursing students.

Step 4: Create a pilot project. A pilot project has been created for implementation.

Step 5: Implement and evaluate. Program suggestions will be made based on feedback received.

Step 6: Permanent change. Ideally, this will help implement lasting changes in nursing education that better prepare nursing students with the tools to make them resilient.

CONCLUSIONS

Helping nurse educators understand the value of resilience building in the nursing students and the connections that can be made to assist them with resources. Resilience education for nursing students has a possibility of having a positive impact on their lives and careers. There are numerous positive outcomes that have been identified for students that undergo resilience education. Once a students have obtained this information it is up to them to adapt this information into their nursing education and careers.

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ABSTRACT

Nursing students often experience high levels of stress. These students encounter a variety of situations that cause increased stress levels. The development of resilience in nursing students is necessary to combat stress that is associated in nursing school and the nursing profession. The purpose of this project is to provide education on the importance and benefit of nurse resilience training. A presentation is provided for the participants to share with their students at their own institutions.

Keywords: Resilience, education, stress

PICO QUESTION

Does an educational course on resilience in nursing students (I) presented to nurse educators (P), increase resilience in their students (O) as opposed to current practice (C)?

LITERATURE REVIEW

A literature review was conducted to research resilience education for nursing students and found 28 articles with the following themes:

- Presence of stress in nursing students^{1,2,3,4}
- Managing stress through resilience education^{2, 5, ,3, 6}
- Resilience in the transformation of the student into a nurse^{7,6, 4, 8}