

Introduction

- Resident Registered Nurse Anesthetists (RRNA) enrolled in a DNP program experience an immense amount of stress from various sources.
- Severity of stress is dependent on the degree of failure to cope to new demands, and reactions to stress are predicated on three components, the environment, appraisal and evaluation of the environment and the reaction of emotional and physiological arousal
- Peak levels of stress may potentially occur during the second year of the program during the initiation of clinical rotations.

Background & Significance

- Population affected most are RRNA's transitioning from didactic curriculum into the start of their clinical phase.
- Peak levels of stress may potentially occur during the second year of the program.
- Without education on healthy coping strategies, RRNA's are ill prepared to for this time period, potentially leading to negative outcomes, such as substance abuse, increased illness, depression, and an overall sense of failure.
- The ABC model of CBT will be used as the framework to explore and understand the relationship between thoughts and reactions, both emotional and behavioral.
- RRNA's may learn methods to alleviate negative feelings, develop positive coping mechanisms, improve self-efficacy, and build resilience for the duration of their education and beyond.

Discussions & Implications

- Construct a learning situation in which a student can adapt in a positive manner, thus the ability to provide the utmost effective and safe care.
- Replace stressful challenges with positive coping strategies, a powerful tool to build self-efficacy and cognitive control as well as greater self-awareness as a learner and future practitioner.
- RRNAs able to build resilience and have lower stress levels may be able to care for patients in a safe and adequate manner.

Can the use of conference call-based focus groups utilizing the ABC model of cognitive behavioral therapy build resilience and positive stress reducing methods?



Methodology

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|--------------------------------|---|
| Setting | Online using Cisco Webex, an interactive real-time video, voice and chat platform. |
| Population | Second year RRNAs entering the clinical phase at a large state university in NJ (n = 22). |
| Intervention | Purpose of this simulation was to allow the RRNA to make the complete A-C connection which begins at becoming cognizant of the unhelpful or unhealthy thoughts and converting them into positive alternatives |
| Outcome measure | Determine if RRNAs can develop resilience in order to decrease stress levels during clinical rotations through the utilization of the ABC model of CBT and improve problem solving methods. |
| Subject Recruitment | Recruitment flyer via email. Focus groups four participants; students signed up for an allotted time slot on SignUpGenius. |
| Economic Considerations | The participants of this study did not incur any costs or receive any compensation for having participated in the study. |

Appendix F: Perceived Stress Scale

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

Name _____ Date _____
Age _____ Gender (Circle): M F Other _____

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

- In the last month, how often have you been upset because of something that happened unexpectedly? 0 1 2 3 4
- In the last month, how often have you felt that you were unable to control the important things in your life? 0 1 2 3 4
- In the last month, how often have you felt nervous and "stressed"? 0 1 2 3 4
- In the last month, how often have you felt confident about your ability to handle your personal problems? 0 1 2 3 4
- In the last month, how often have you felt that things were going your way? 0 1 2 3 4
- In the last month, how often have you found that you could not cope with all the things that you had to do? 0 1 2 3 4
- In the last month, how often have you been able to control irritations in your life? 0 1 2 3 4
- In the last month, how often have you felt that you were on top of things? 0 1 2 3 4
- In the last month, how often have you been angered because of things that were outside of your control? 0 1 2 3 4
- In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? 0 1 2 3 4

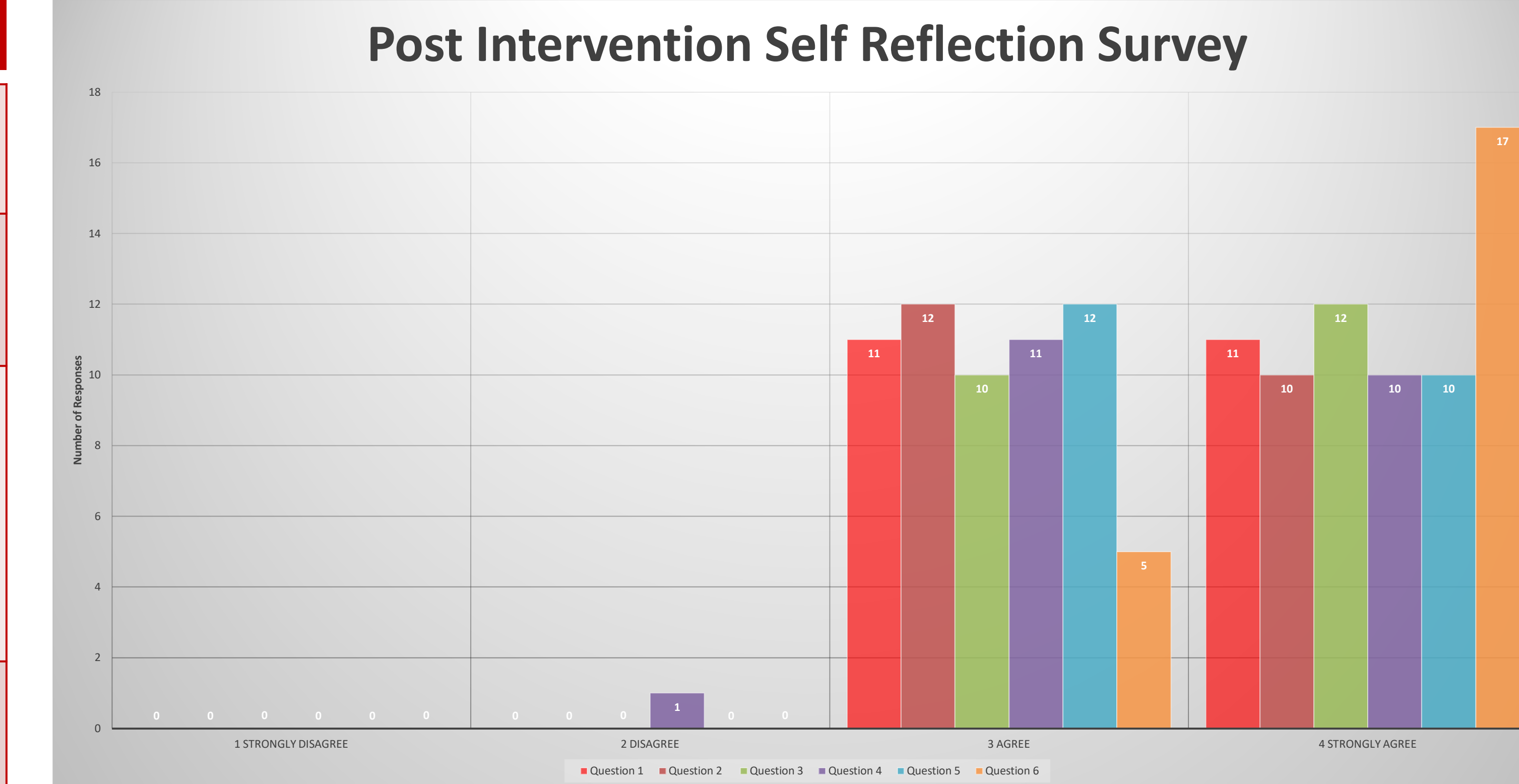
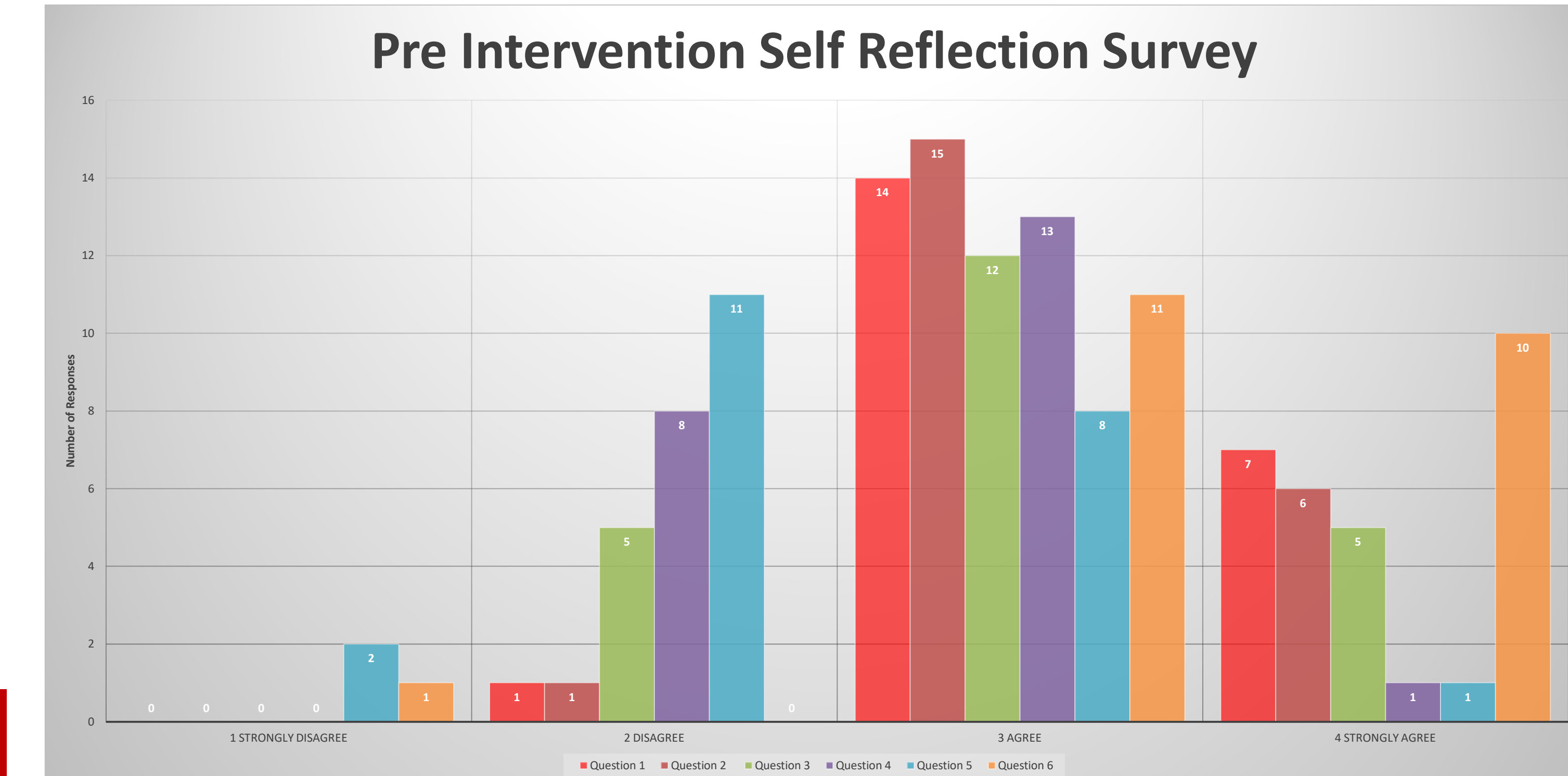
Appendix C: Post-intervention Self Reflection Survey

Post-intervention Self Reflection Survey

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

| | | | | |
|--|---|---|---|---|
| I believe I have adequate coping mechanisms to deal with everyday stressors. | 1 | 2 | 3 | 4 |
| I have the ability to handle stressful situations in the clinical setting. | 1 | 2 | 3 | 4 |
| I am able to realize when I am having an irrational belief and convert that thought into a positive alternative. | 1 | 2 | 3 | 4 |
| I find focus groups helpful. | 1 | 2 | 3 | 4 |
| I am aware of what Cognitive Behavioral Therapy and ABC model framework is. | 1 | 2 | 3 | 4 |
| I am open to learn about new ways to problem solve and build resilience. | 1 | 2 | 3 | 4 |

Results



- Wilcoxon sign rank test was used to compare pre and post Self Reflection scores, as well as to compare the pre and post PSS scores
- Two subjects from the cohort did not participate in the study, n= 22
- Null Hypothesis:** pre and post scores reported no differences
- Research Hypothesis:** CBT using the ABC method would result in a difference between pre and post Self reflection scores and PSS scores
- Null hypothesis was rejected, based on statistical analysis, signifying that there was a significant difference between the pre and post scores on both surveys
- Since the sum of the positive rank differences was larger than the sum of the negative difference ranks this shows a positive impact of the focus groups. *Therefore, CBT focus groups provide positive benefits towards building resilience in second year RRNAs.*

References

Please see attached QR Code for a list of all references used for this project

