Implementation of a Self-Care Curriculum for Nursing Students in Guyana's Largest Public Hospital

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Introduction

In May of 2019 the World Health Organization (WHO) announced that burnout would officially be listed as an occupational phenomenon in ICD 11. This is a part of WHO's upcoming initiative to address mental health in the workplace. In Guyana, the physician density as of 2018 was 0.8 physicians/1000 population. This lack of healthcare professionals increases the burden that doctors and nurses experience in the workplace and could impact the rates of burnout among healthcare professionals in Guyana. GPHC nursing students had previously reported high levels of stress, job burden, and strain of resources. These factors coupled with the impact of social determinants of health that nurses faced also contributes to high levels of stress. Our project sought to proactively prepare nursing students with strategies to mitigate the stress they face in their working environment. The curriculum was designed in response to students' specific interest surrounding how to best integrate multimodal self-care into their everyday life.

Methods

- A&E students given a pre-survey to ascertain baseline knowledge of self-care.
- Survey data utilized to create a 4 hour nursing curriculum in collaboration with Dr. Jessica Van Meter.
- In April of 2019, Dr. Van Meter taught the curriculum and A&E students were given a personal daily self-care journal that was utilized for two weeks.
- Two weeks post curriculum, A&E students turned in their self-care journals for analysis by VUSN students and were given the primary post-survey.
- Two weeks later A&E students were given the final post-survey to assess for application of the curriculum and stability of self-care interventions across time.

Results

Several questions from the surveys conducted are highlighted below.

In your opinion, what is self care?

- Before the intervention, subjects identified self care as related to meeting their basic needs (blue), highlighting a primary concern in the low-resource setting.
- After the intervention, subjects showed an improved understanding of what self care is.
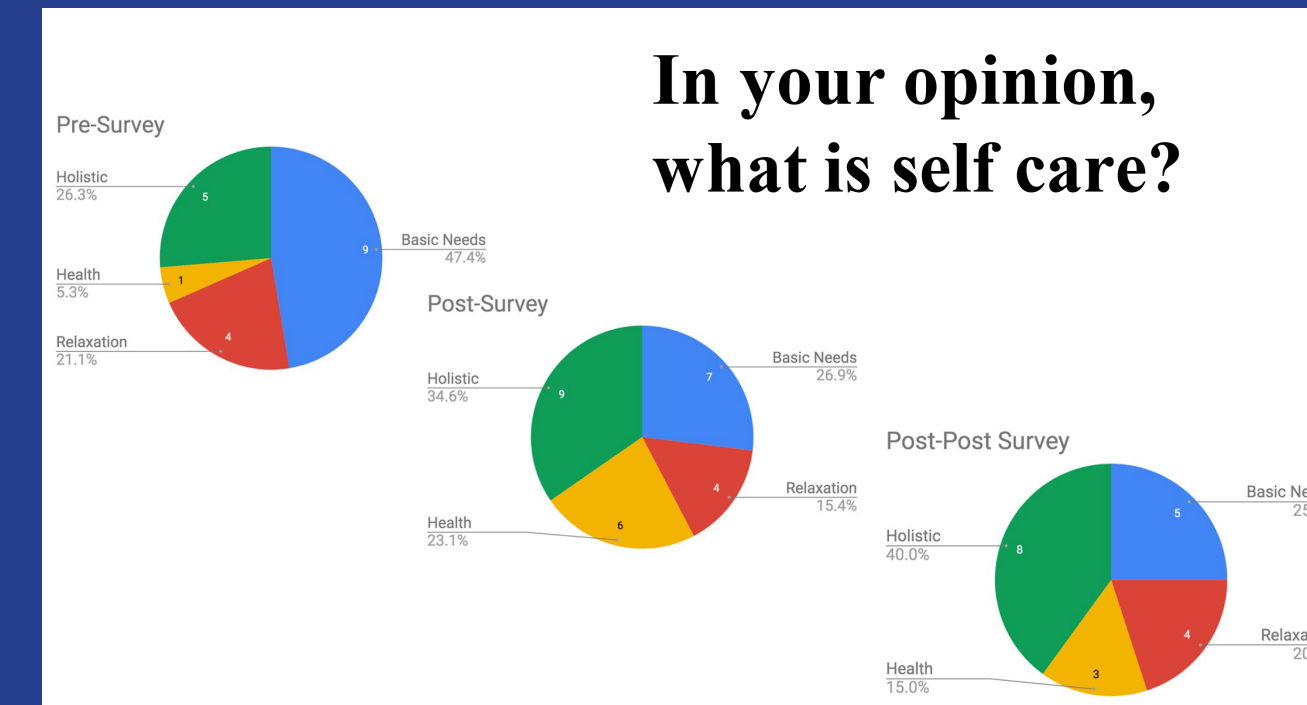
If you do self care, what do you do?

- In the pre-survey, relaxation (red) and basic needs (blue) made up a majority of responses.
- The post-survey and post-post-survey show a stabilized treatment effect across time.
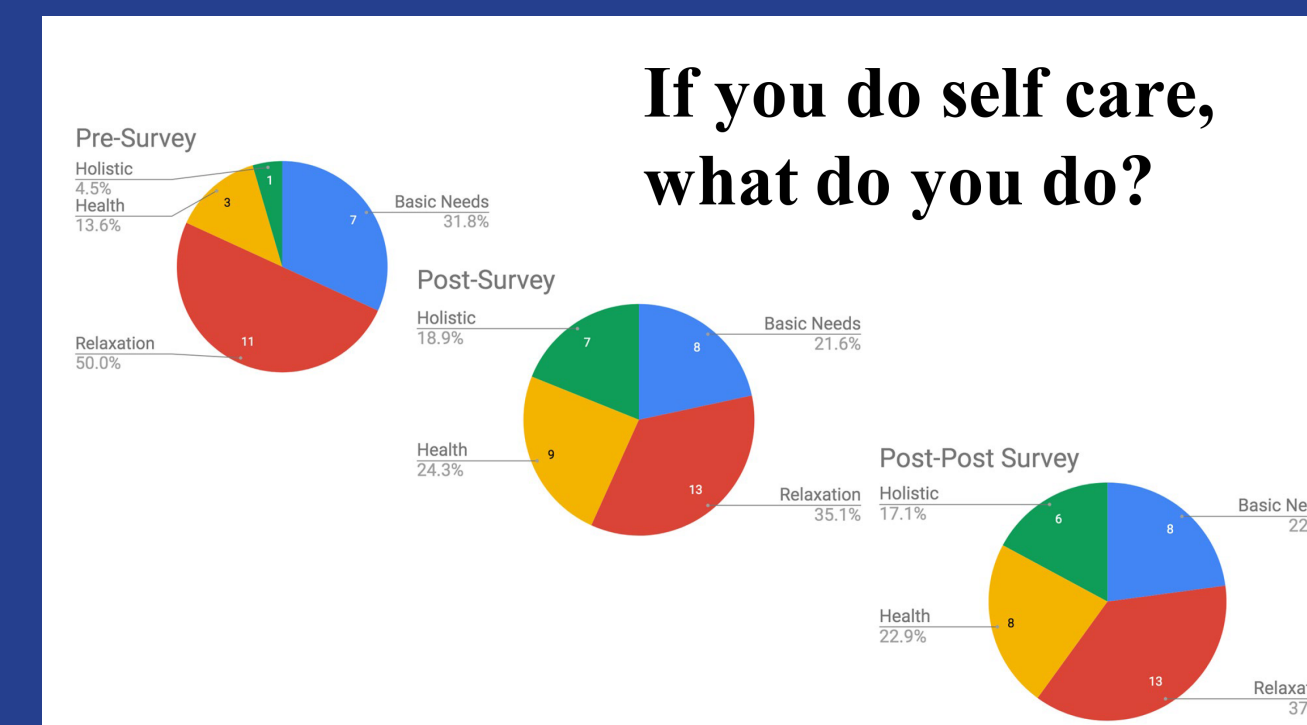
Student Change in Confidence

- The three graphs show each student's change in confidence across the 4 week period. Each student is numbered 1-16 on the x-axis.
- The blue area under the graph shows the student's change in confidence, arranged from most negative change on the left, to most positive change on the right.
- Most students became more confident doing self-care and teaching self-care to colleagues, and half gained confidence teaching self-care to patients and families.
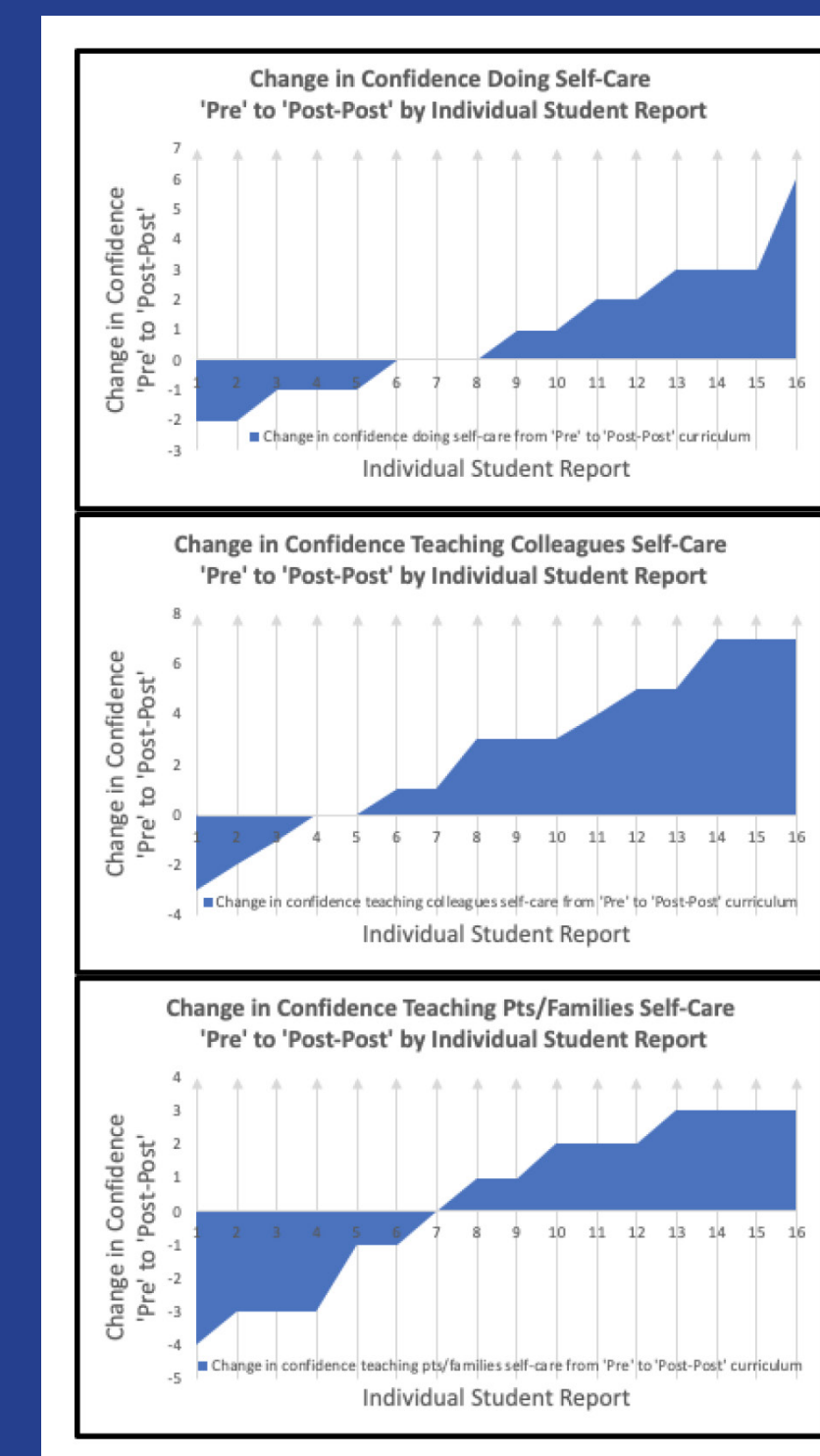
Implications

The positive results of this intervention encourage:

- Inclusion of self-care curriculum in standard nursing education
- Continued use of this education at GPHC to increase number of participants
- Repeat similar interventions in low-resource and high-resource settings to analyze differences
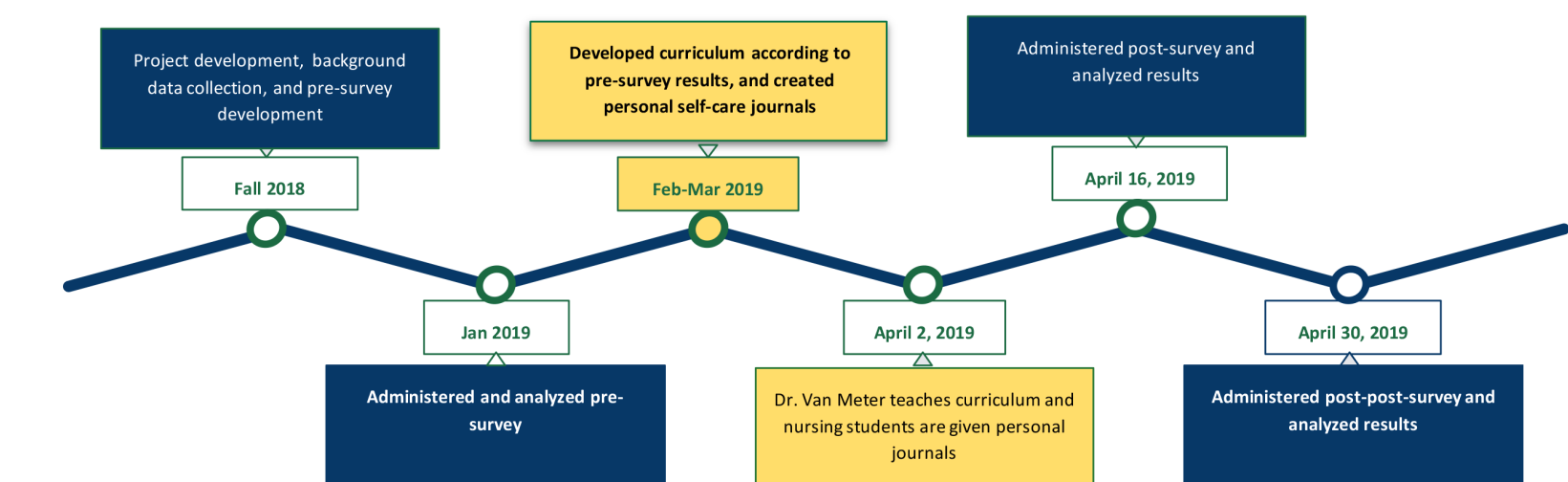
Curriculum

Based on the International Self Care Foundation's seven pillars of self-care, our curriculum included:

- What is Self-Care
- Self-Care Benefits
- Self-Care and Burnout
- Self-Care Techniques
- Trauma Informed Care
- Self-Care Education of Others

Data Collection Process
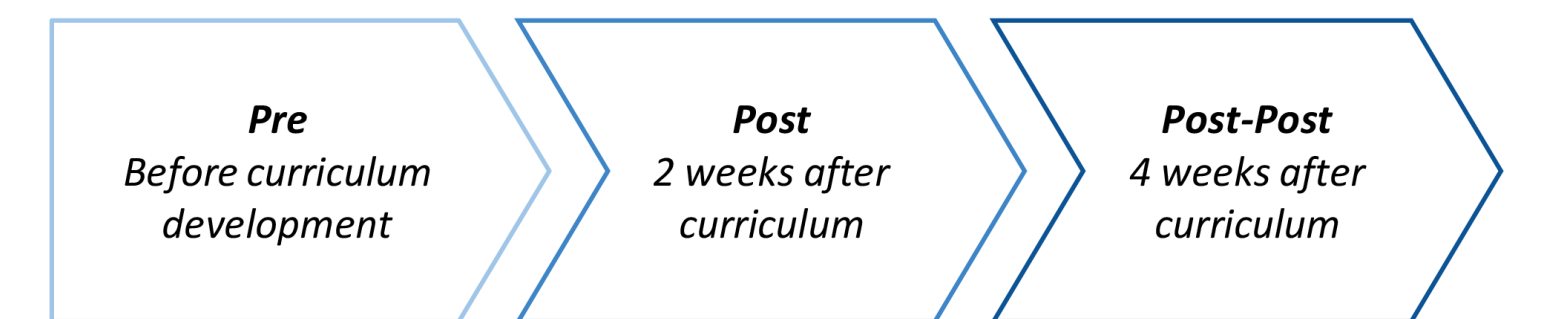
Project Timeline

Data Collection via Self Reported Survey

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