



A STUDY ON MINDFULNESS AS A WELL-BEING INITIATIVE FOR FUTURE NURSES AT RAS ACADEMY OF MEDICAL SCIENCE

Mr. A. Prasanth¹, Mr. K. Amal Chand²

¹Assistant Professor, Department of Management Sciences, ²Student of II MBA, Department of Management Sciences,

Hindusthan College of Engineering and Technology, Coimbatore, Anna University, Coimbatore, Tamil Nadu, India

Abstract: Incorporating mindfulness into nursing education is essential for addressing stress and burnout in aspiring nurses. This initiative provides students with skills such as body scan meditation, reflective journaling, loving-kindness meditation, and mindful breathing to improve mental health, resilience, and empathy. Stressing coping mechanisms and a growth mindset helps develop resilience against obstacles in the workplace. Including mindfulness in the curriculum and clinical simulations enhances focus and improves the quality of patient care. Workshops and seminars encourage healthy lifestyles and sustainable work-life balance. In the end, mindfulness training equips nurses with the knowledge and skills necessary to manage stress and deliver compassionate, high-quality care, improving patient outcomes and creating a supportive healthcare environment.

Keywords: nursing students, burnout, and mindfulness

I. INTRODUCTION

In the fast-paced and demanding world of healthcare, the mental and emotional well-being of nurses is of the highest significance. The high levels of stress, emotional difficulties, and demanding work conditions that nurses commonly encounter in their roles as frontline caregivers can hurt their general health and resilience. Acknowledging the vital need to support nurses' well-being, academic programs, and healthcare facilities are increasingly investigating creative ways to foster self-care, lower stress levels, and build resilience in nursing workers. The incorporation of mindfulness practices into nursing education is one such endeavor that is gaining momentum.

The topic of "Mindfulness as a well-being initiative for Future Nurses" explores how prospective nurses can foster their overall well-being by practicing mindfulness. To prepare aspiring nurses to manage the intricacies of healthcare with resilience, compassion, and self-awareness, this introduction lays the groundwork for an examination of the tenets, advantages, difficulties, and consequences of adopting mindfulness in nursing school.

II. OBJECTIVES OF THE STUDY

- To Study the distraction and burnout of future nurses at RAS Academy of Medical Science, TMH Hospital.
- To identify the need for mindfulness training programs for nursing students at RAS Academy of Medical Science, TMH Hospital.
- To determine the nursing students' perceptions and attitudes towards mindfulness training as a well-being initiative.

III. SCOPE OF THE STUDY

Only the RAS Academy of Medical Science, TMH Hospital students and trainees who were enrolled and undergoing training between May 2, 2024, and May 31, 2024, are included in the study.

IV. STATEMENT OF THE PROBLEM

This study looks at prospective nurses' burnout and distractions at TMH Hospital's RAS Academy of Medical Science. It seeks to pinpoint major stressors, such as "present work syndrome," in which nurses continue to work while ill, so increasing stress and jeopardizing patient care. The goal of the research is to improve healthcare outcomes by developing solutions to improve the professional resilience and well-being of trainee nurses by comprehending these concerns.

The study also looks at how nursing students view mindfulness training as a well-being program, finding both possible obstacles and enablers for its use. Enhancing emotional resilience, job satisfaction, productivity, stress management, and job satisfaction through mindfulness training can lead to better patient care and a more encouraging work environment.

V. REVIEW OF LITERATURE

(Ogino, 2024) the purpose of this study was to assess how successfully the online mindfulness-based Intervention program of Mindfulness and Compassion versus COVID-19 improved working adults' mental health, productivity, and sense of mindfulness throughout the pandemic. Additionally, pre-post program comparisons and a randomized controlled trial were used in the study to assess the program's effectiveness in those who were directly affected by the epidemic.

(Zhou, 2023) Psychological health has an impact on career development and is essential for a successful transition to the Bachelor of Nursing journey. The functional and social mechanisms linked to improving well-being from the subjective viewpoint of nursing students, as well as how nursing students foster their psychological well-being to conceptualize thriving psychological well-being, are, nevertheless, poorly understood.

(Mahindroo, 2022) this study studied the influence of Vipassana mindfulness meditation and the underlying processes via which it exerts a positive effect on measures of subjective well-being. One hundred eighty healthy professionals completed the pre-intervention and post-intervention online surveys during the COVID-19 pandemic. The control group was admitted but was unable to attend the same 10-day Vipassana MM course in India as the experimental group did. Several multiple mediation models (PROCESS macro) and a 2 x 2 mixed design MANCOVA were employed for the statistical study. In comparison to the control group, the group x time interaction effect showed that Vipassana mindfulness meditation significantly improved the participants' subjective well-being, trait emotional intelligence, presence of meaning, and mindfulness.

(Veigh, 2021) undergraduate nursing students' resiliency and general well-being may benefit from practicing mindfulness. For these students to learn as much as possible and to acquire the skills necessary to manage their well-being in the clinical setting in the future, their psychological well-being throughout clinical training is crucial. The purpose of their study was to investigate how undergraduate nursing students perceived mindfulness, how to engage with it, and how effectively to incorporate mindfulness into their academic program.

(Carvalho, 2021) stress among educators can have a detrimental effect on both the environment of the classroom and the well-being of the students. The purpose of this study is to assess the immediate and long-term impacts on teachers, classroom environments, and student outcomes of a mindfulness-based program that was specifically designed to support teachers' social-emotional competencies.

(Fendel, 2020) a lot of resident physicians experience psychological problems. Both the doctor as an individual and the standard of patient care are put at risk by this. This study examined the viability of an innovative, eight-week mindfulness program designed to enhance the psychological and professional well-being of resident physicians.

VI. RESEARCH METHODOLOGY

The systematic plan for conducting research, which includes methods, techniques, and procedures for data collection and analysis, is referred to as research methodology.

Research Design

This study involved a survey that was conducted at RAS Academy of Medical Science, TMH Hospital from May 2 to May 31, 2024. The purpose of the survey was to investigate the causes of future nurses' distraction and burnout, as well as the need and attitudes toward mindfulness training programs for enhancing nursing students' well-being. The primary data will be gathered via a computerized questionnaire from nursing students to find out what they think, feel, and expect from the mindfulness training program. The secondary data will be gathered from published theses, journals, books, etc. The sampling technique used in this study is a simple random sampling technique, which is run through Microsoft Excel and SPSS software.

Population Size

A sample is a chosen subset of the population, which is the total group of interest in a study. At the TMH Hospital in Kozhikode's RAS Academy of Medical Science, there are 125 nursing students and trainees.

Sample Size

Given that there are 125 people in the population, the study's sample size is 95 with a 5% error margin and a 95% confidence level.

Sampling Techniques

With simple random sampling, every person in the population has an equal chance of being selected, guaranteeing an impartial and representative sample. In this case, probability or chance alone determines how the things are chosen. As a result, the method of chance is another name for this sampling methodology.

The probability sample method employed in this study to choose respondents was simple random sampling.

Data Collection

The process of obtaining information pertinent to a research project is known as data collection. It entails choosing the right techniques to gather information from sources or participants, such as experiments, observations, interviews, surveys, and so forth. Efficient gathering of data guarantees the precision, dependability, and applicability of the information acquired for evaluation and comprehension.

Primary Data

Using a questionnaire, RAS Academy of Medical Science nursing students at TMH Hospital provide the primary data. It adds legitimacy to study conclusions since it is new, relevant, and directly addresses particular research concerns. The questionnaires are useful for obtaining self-reported information, alternatives, attitudes, and demographic data, and they enable researchers to efficiently collect vast amounts of data.

Secondary Data

Existing data gathered by third parties for objectives unrelated to the researcher's current investigation is referred to as secondary data. It contains resources that provide insightful information for analysis, such as databases, government reports, and published literature.

Statistical Tools

Simple random sampling was the method of sampling employed in this investigation. which, for this research project, is done using SPSS software and Microsoft Excel.

The following statistical tools are used in the study.

- Percentage Analysis
- Chi-Square

VII. FINDINGS

Percentage Analysis

1. Most (44.2%) of the respondents belong to the age group of 21-23 years.
2. The majority (54.7%) of the respondents are male.
3. The majority (89.5%) of the respondents are unmarried.
4. Most (40.0%) of the respondents are studying diploma in nursing.
5. Most (36.8%) of the respondents are 2nd year nursing students.
6. Most (35.8%) of the respondents are always knowledgeable about the nursing careers.
7. Most (29.5%) of the respondents are inspired to choose the nursing profession for their career trajectory.
8. Most (44.2%) of the respondents are satisfied with coursework or working environment.
9. Most (47.4%) of the respondents sometimes felt emotionally drained from their studies/training.
10. Most (36.8%) of the respondents moderately felt detached from their studies or training.
11. The majority (54.7%) of the respondents have sometimes felt a sense of reduced accomplishment from their studies.
12. Most (28.4%) of the respondents are facing anxiety.
13. Most (29.5%) of the respondents are facing difficulties like balancing workload and learning.
14. Most (30.5%) of the respondents strongly disagree that sometimes they don't know how to treat the patient in practice.
15. Most (36.8%) of the respondents disagree that they think their instructors don't care enough about them.
16. Most (33.7%) of the respondents disagree that they felt they have no importance /place in the clinical setting.
17. Most (41.1%) of the respondents disagree that they don't feel they are valued in clinical practices.
18. Most (28.4%) of the respondents are neutral that they got anxious and stressed before going into clinical practice.
19. Most (33.7%) of the respondents like mindfulness training programs.
20. The majority (54.7%) of the respondents have heard about mindfulness training programs at college.
21. Most (35.8%) of the respondents are very beneficial to managing stress and anxiety in nursing school.
22. Most (43.2%) of the respondents are moderately beneficial for improving emotional well-being and resilience in future nursing careers.
23. Most (31.6%) of the respondents are mostly preferred in weekly in-person group sessions.
24. Most (38.9%) of the respondents believe neutral by using mindfulness training to improve patient care and/or their health.
25. Most (41.1%) of the respondents are neutral because the mindfulness training program enables them to be well organized.
26. Most (40.0%) of the respondents agree that the program instructors were knowledgeable and engaging.
27. Most (32.6%) of the respondents are choosing social media help to facilitate their participation in mindfulness practice.
28. Most (26.3%) of the respondent's weekly group mindfulness sessions should be 60 minutes.
29. Most (43.2%) of the respondents rated the overall sense of well-being as acceptance.

Chi-Square Analysis

table 1: case processing summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Drained * Year	95	100.0%	0	.0%	95	100.0%

table 2: chi-square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.63282	12	0.02
Likelihood Ratio	28.9018	12	0.004
Linear-by-Linear Association	7.292464	1	0.007
N of Valid Cases	95		

Interpretation

As per the above table, it is inferred that the P value is $0.02 < 0.05$. Hence the Null Hypothesis (Ho) is Rejected and the Alternate Hypothesis (H1) is Accepted.

Therefore, there is a significant relationship between the actual designation of nursing students and emotionally drained from your studies/ training.

VIII. CONCLUSION

Future nurses could benefit greatly from mindfulness as a well-being program, which addresses the growing pressures and tensions associated with the nursing profession. By incorporating mindfulness into nursing education, students can gain vital skills for stress management, better emotional control, and improved mental health in general. Future nurses can enhance their resilience, empathy, and self-awareness—qualities that are critical for both patient care and career longevity—by cultivating a thoughtful attitude.

Studies show that among healthcare workers, mindfulness techniques can lessen burnout, increase focus, and improve job satisfaction. These advantages result in improved academic achievement, decreased anxiety, and a more seamless transition into clinical positions for nursing students. Institutions embracing mindfulness programs are likely to witness increased retention rates and a more engaged, motivated workforce.

Additionally, by encouraging nurses to be present and aware, mindfulness can support a holistic approach to patient care, which can improve patient outcomes. A more compassionate and long-lasting workforce can be produced by incorporating mindfulness into nursing curricula as the healthcare industry changes. In the end, putting mindfulness first benefits the entire healthcare system by improving the standard of care given and promoting the well-being of aspiring nurses.

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