

**THE DEVELOPMENT OF A MINDFULNESS CURRICULUM FOR NURSING
EDUCATION**

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DEDICATION

To all my loved ones who have supported, encouraged, and motivated me in my goals to complete the program. Thank you for being there and listening whenever I felt overwhelmed. I could not have done this without you!

ABSTRACT

In post-secondary education, nursing students face many challenges and demands in completing their programs. Unfortunately, this leads to high rates of stress and anxiety in students, which negatively impacts health and academic performance (Linden, 2021). This project aims to address the growing mental health concerns the students are experiencing and work towards developing mindfulness lesson plans within the nursing curriculum. There was a 90-minute activity presented to faculty at the College of the Rockies to outline the purpose of the project, relevant literature, and allow participation in one of the seven lessons created, followed by reflection and debriefing opportunities. Data was collected verbally through discussion and written through feedback forms. The findings concluded that the College of the Rockies nursing faculty found the lesson plan beneficial and would utilize it in future Professional Practice classes with nursing students as a means to address stress and anxiety.

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Section 1: Introduction

Nursing Practice Problem

As students enter post-secondary education, they experience many exciting and new opportunities; however, this also comes with additional stressors and challenges that cause negative impacts. In a recent study, 60% of Canadian post-secondary students reported feeling above-average stress levels, 69% felt they had overwhelming anxiety, and 52% reported feelings of depression (Linden, 2021). The mental health of students is not a new concept, as this has been a public health concern with post-secondary students for many years, but we continue to see this rising instead of improving (Linden, 2021). In a study of Canadian undergraduate nursing students, Lavoie-Tremblay et al. (2022) concluded that nursing students fall within higher stress exposure groups compared to other post-secondary students, which is due to the competing demands of juggling academic theory classes, practicum courses, and personal life.

The rising levels of stress and anxiety experienced by post-secondary nursing students can have many negative impacts on the students. These impacts can lead to challenges with mental and physical health, academic performance and program success and increase demands on student services (de Moissac et al., 2022; Fauzi et al., 2021; Linden et al., 2023). Due to these challenges and their possible consequences, interventions must be implemented in the post-secondary setting to help students cope with educational stressors and increase their academic success, skills, and psychological health (Yuksel & Bahadir-Yilmaz, 2019). It is imperative to address post-secondary nursing students' specific challenges to address mental health and retention of students by looking at interventions and implementing mindfulness and art-based reflection into the curriculum.

Purpose of the Project

This project aims to create a mindfulness curriculum for post-secondary nursing students, which will be reviewed by nursing faculty to gain feedback. With the busy and competing priorities in nursing students' schedules, the rationale for creating a mindfulness curriculum is so students do not need to worry about adding additional time or energy to their studies to address mental wellness. Mindfulness interventions reduce stress and anxiety while improving well-being (McVeigh et al., 2021). The mindfulness curriculum focuses on art-based pedagogy and utilizes contemplative and reflective practice techniques during class.

This project will provide the College of the Rockies nursing faculty with a sample of the mindfulness curriculum in development and a hands-on practice session. The session will include a presentation outlining the project's purpose and relevant background information, followed by one of the seven mindfulness curriculum activities created for nursing students, including a reflection and a debriefing period. Once completed, feedback forms will be provided, and time will be allotted for the nursing faculty to provide voluntary feedback. The feedback gained from the staff will be utilized to improve the mindfulness curriculum activities and incorporate them into future professional practice courses for post-secondary nursing students. The mindfulness curriculum aims to help decrease stress and anxiety experienced by nursing students during class time and to build reflection skills for future nursing practice.

Section 2: Literature Review and Nursing Evidence

Literature Review Process

A systemic review and literature search was conducted using electronic databases of the University of Lethbridge library (including PubMed, Medline, Nursing and Allied Health, and CINAHL), Google Scholar, and Trip database. Inclusion and exclusion criteria included English language only, published within the last ten years, and all studies with full-text availability. Sometimes, the search included Canadian-specific articles, nursing student-specific articles, and general post-secondary students. Search terms included stress AND anxiety in post-secondary nursing students/post-secondary students, mindfulness interventions, art-based pedagogy, art-based mindfulness in nursing curriculum, contemplative practice in nursing, and mental health support in post-secondary nursing students.

Stress and Anxiety

The World Health Organization (2023) defines stress as “a state of worry or mental tension caused by a difficult situation (para. 1).” The stress response is often a challenge to people’s homeostasis, which prompts a reaction to the stressor being experienced by inducing physiological or behavioural responses (Daviu et al., 2019). Ultimately, everyone can react differently to the stressors they may encounter, and stressors perceived negatively can impact people’s internal and external environments. Small amounts of stress or “good” stress can help people perform their regular activities; however, high stress can cause physical and mental health challenges that impact people’s daily activities (World Health Organization, February 2023). Stress is often viewed as a relationship between the person and the environment that may affect an individual to the point that it exceeds their resources to cope and endangers their well-being (Lavoie-Tremblay et al., 2022). Stress can become evident when an individual finds it difficult to

relax, and it often becomes associated with anxiety or irritability (World Health Organization, 2023). Daviu et al. define anxiety as “a temporally diffused emotional state caused by a potentially harmful situation, with the probability of occurrence of harm being low or uncertain” (2019, p.2). Anxiety can result in significant distress or impair regular functioning due to fear and worry (World Health Organization, 2022). Studies demonstrate that stress and anxiety are psychobiological states that have neural overlaps and are often woven together with their behavioural and neural responses (Daviu et al., 2019).

The initial causes of stress and anxiety can be different depending on the individual. Often, causes may be due to something internal or external within the environment. Some external examples may include challenges such as life events, traumas, exposure to stressful environments, and sudden changes. Whether positive or negative, life events can lead to stress changes. Internal factors may include illness, diagnosis of major medical illnesses, and genetics (Schneiderman et al., 2005). Post-secondary students are at risk for the factors listed but are at risk for even more external factors due to academic stress.

As previously mentioned, nursing students are inundated with various competing demands. The competing demands presented on students are due to juggling the program workload, theory classes, practicum schedules, and work schedules, meaning they experience even higher stress and anxiety levels than other academic programs (Hwang & Kim, 2022). Most of the stressors among post-secondary nursing students can fall into three categories: academic, clinical, and personal (Lavoie-Tremblay et al., 2022). Academic stressors can include heavy and intensive theoretical content, busy class schedules, additional hours put aside for studying, worries around testing and evaluation, demanding academic deadlines, and the fear of failure in the program (Lavoie-Tremblay et al., 2022). Clinical practicums can be the highest stressors due

to demonstrating skills, fear of errors or harm, knowledge or skill deficits, witnessing hardships such as death and suffering in individuals, unfamiliar environments and new roles, high workloads, and ongoing relationship building with different professional teams or unfriendly staff (Lavoie-Tremblay et al., 2022; Toqan et al., 2023). Personal stressors are experienced in all post-secondary students and can vary depending on the individual; however, studies show that nursing students are often older and have additional stressors surrounding families and employment (Lavoie-Tremblay et al., 2022). The stressors associated with personal life can include financial challenges, balancing home and personal life with schoolwork, employment, children and families, and lack of leisure time (Lavoie-Tremblay et al., 2022). While anxiety and stress are common elements of the post-secondary experience, the specific context of nursing studies makes it particularly challenging to access traditional supports.

Prevalence

As reported by The Centre for Addiction and Mental Health (2024), at least 1 in 5 Canadians experience mental illness each year. Research also suggests the prevalence of mental health issues is on the rise. A Narrative Research survey was conducted online with 1230 Canadians, and results outlined that 40% reported increased stress over the year, and 58% noticed others in their social circles were more stressed (Chapman & Pisani, 2023). Statistics Canada outlines how the prevalence of anxiety disorders has significantly increased over the last ten years by doubling from 2.6% to 5.2% (2023). The World Health Organization released reports outlining in 2019 that 301 million people were living with anxiety disorders (2022).

A national survey conducted on post-secondary students determined that 45.1% felt higher than average stress levels (Moghimi et al., 2023), and 15% reported tremendous levels of stress (Linden et al., 2018). As discussed above, stress and anxiety can go hand in hand, as high

stress often leads to anxiety or other mental health disorders, which will be discussed in more detail shortly. A study that focused on nursing students found that 65% reported stress and 85.1% reported feeling anxiety, with 74.6% of these students reporting it as moderate-extreme levels (Fauzi et al., 2021). In addition to the reports of stress, anxiety, and depression, studies have also stated that 24% received a diagnosis of anxiety, 63.6% felt hopeless, and 82% were feeling overwhelmed (Linden et al., 2023).

Impacts and Challenges

After reviewing the causes of stress and anxiety in nursing students, it is essential to address the challenges and negative impacts that can occur. Initially, when experiencing stress, an individual will go through biological processes that occur due to acute and chronic stress responses (Schneiderman et al., 2005). Once the internal or external stressor invades, a stress response impacts the nervous, endocrine, cardiovascular, and immune systems (Chu et al., 2022; Schneiderman et al., 2005). If an acute stressor is prolonged and continuously activated, it can become a chronic stress response (Chu et al., 2022; Schneiderman et al., 2005). The continuous stress response puts the post-secondary student at increased risk for other negative impacts directly affecting personal health, academics, and health services.

Continuous stress and anxiety can start to cause physiological and psychological challenges that negatively affect different dimensions of health. With initial stress responses impacting different systems within the body, an individual may experience what we know as “fight or flight,” where there can be an increased heart rate, shortness of breath, the release of stress hormones, and changes in gastrointestinal function (Chu et al., 2022). Additional physiological challenges that can impact the individual include nausea, vomiting, dizziness, irritability, and increased perspiration (Lavoie-Tremblay et al., 2022). Psychological impacts are

reported in 70% of nursing students and include mental health challenges such as depression, loss of motivation, low self-confidence, poor concentration, alcohol and drug dependence, sleeping disorders, suicide, and, as discussed, high rates of anxiety (Lavoie-Tremblay et al., 2022). A study by Lavoie-Tremblay et al. (2022) found that 26% of nursing students reported depression. In addition, reports outline that experiencing anxiety can increase the chances of developing depression (Schneiderman et al., 2005). Unfortunately, the physiological and psychological challenges experienced impact multiple dimensions of personal health that can then lead to challenges for the student's academics.

The adverse health challenges can then directly impact academic performance and success within the program (de Moissac et al., 2022; Fauzi et al., 2021; Lavoie-Tremblay et al., 2022). Ultimately, these challenges can lead to burnout and withdrawal (Linden, 2021). A study conducted by Linden et al. (2018) found that 1/4 of Canadian post-secondary students reported stress caused them to receive a lower grade on an evaluative event, 12% received lower course grades, and 5.5% had to drop a course or have their program disrupted. Stress impacts are widespread: 58.1% of Canadian post-secondary students stated that their academics became challenging to manage due to stress (Linden et al., 2018). The stress and anxiety symptoms being experienced also interfere with successful learning and impair the student's clinical performance or abilities to perform (Chernomas & Shapiro, 2013; Toqan et al., 2023). The Canadian Association of Schools of Nursing (2023) reports a 2.7% decrease in Canadian nursing graduates. An increase in attrition rates or decreases in successful graduates are likely affected by a continuous rise in mental health challenges.

Another consideration is the impact the rising rates of stress and anxiety can have on healthcare services. Linden et al. (2023) report that increasing rates of mental health

challenges in post-secondary students increase the demands on student services with more students needing to access services. It is already noted by the Centre for Addiction and Mental Health (CAMH, 2024) that 1/3 of Canadians lack regular mental health support. The College of the Rockies has specific challenges, as it is in a rural location with fewer accessible services for individuals; therefore, it is essential to consider the challenges this can bring to future healthcare. Lavoie-Tremblay et al. (2022) note how chronic stress in nursing students can be carried into their nursing practice, which impacts memory and attention to detail, increases the likelihood of errors, and continues to influence future mental health or physical health problems. Not only does this affect the individual nurses, but it also impacts the health facility due to staff turnover, with a study reporting 61.5% of new nurses contemplating leaving their position and 12.6% wanting to leave nursing altogether (Lavoie-Tremblay et al., 2022). The Canadian Federation of Nurses Union (2022) predicts 117,600 nursing vacancies by 2030, so the profession is counting on current and future nursing students to fill these roles. These predictions further emphasize the need to create a supportive and caring environment for the students throughout their academic journeys.

Current Interventions

Various resources are generally available for post-secondary students across Canadian universities or colleges. To start, I will review the services available at the College of the Rockies, where the curriculum will occur. College of the Rockies is a smaller campus with some beneficial student resources. There are education advising, career counselling, Indigenous student services, financial aid and awards, international services, health and wellbeing services, peer mentorship, learning commons and tutor support. Education advising and career counselling help students create career plans, provide referrals for community agencies, and listen to student

concerns (College of the Rockies, 2024a). Indigenous services provide student mentors, student navigators, advisors and directors for Indigenous Strategy and Reconciliation while working closely with the Ktunaxa Nation Council Education (College of the Rockies, 2024b). Health and wellbeing services include in-person counselling services, online supports and resources, sexualized violence prevention and response support, access to community resources, and mental health and wellness workshops (College of the Rockies, 2024c). Peer mentorship opportunities help connect students with others with more experience and knowledge to offer support and guidance as they navigate post-secondary (College of the Rockies, 2024d). The library learning commons provides students with study spaces, academic support, and tutoring in different subjects (College of the Rockies, 2024e).

In other universities and colleges, such as the University of Lethbridge, Lethbridge College, the University of Calgary, and the University of British Columbia, it is evident that similar interventions and resources exist across these different academic institutions. Clearly, some interventions are in place; however, there are still barriers as individuals may lack knowledge of what is available and there are not enough resources, so studies encourage the integration of mental health education for postsecondary students to help with accessibility (Moghimi et al., 2023). Even though services are available, these may not always be the right ones or adequate for addressing the unique experiences that nursing students are going through. Nursing students may require additional support or different resources that are not commonly available. This may be a more significant, systemic issue to address, but looking at interventions that can support post-secondary nursing students' specific challenges is still relevant.

Mindfulness

Mindfulness is a practice that dates back 2500 years ago and focuses on bringing awareness to the present in a non-judgemental way (Allen et al., 2021; Schuman-Olivier et al., 2020). Mindfulness can include possible interventions or practices to promote health and well-being (Allen et al., 2021). These interventions can be done in a non-clinical environment and include various options, such as meditation, guided imagery, breathing techniques, relaxation techniques, yoga, personal awareness, journalling, and more (GoodTherapy, 2018). These techniques have been identified as helping to manage negative thoughts and emotions by providing mental calmness (McVeigh et al., 2021). Mindfulness practice has fallen within Positive Psychology Interventions (PPIs), which are therapies or interventions for mental health challenges to enhance positive cognition, positive behaviours, and overall functioning (Allen et al., 2021).

The use of mindfulness is starting to be recognized more in higher education. In a systemic review that included 21 studies, Gonzalez-Martin et al. (2023) identified that university mindfulness programs help benefit students' learning experience by improving their concentration, self-awareness, and resilience. Utilizing mindfulness to focus on the present and accepting one's emotions can impact an individual's perceptions of the educational setting (Gonzalez-Martin et al., 2023). The systemic review conducted by Gonzalez-Martin et al. (2023) outlined that 19 out of the 21 studies concluded that mindfulness positively influenced students' mental health. Since post-secondary nursing students have a different experience from other educational programs, it is also essential to look at the impacts on this specific population.

Upon review, studies focusing on post-secondary nursing students have reported that mindfulness interventions effectively reduce stress and anxiety while improving the individual's

overall well-being. (Koren, 2017; McVeigh et al., 2021). A narrative review of 15 studies revealed that introducing mindfulness practices for post-secondary nursing students enhanced the individual's self-awareness, brought attention to the present moment, helped identify stressors, provided a positive coping mechanism, and allowed for proactive measures with self-regulation (McVeigh et al., 2021). In addition, a theoretical analysis conducted by Koren (2017) established that mindfulness helped nursing students with their self-care to provide optimal health and increase awareness of mental acuity. As mindfulness can be a broad practice and includes multiple avenues, reflection is one form of mindfulness utilized in this project.

Reflective and Contemplative Practice

Contemplative and reflective practice has been viewed as a form of mindfulness recognized across cultures to aid one's health (Rich et al., 2022). Reflection is an essential skill in healthcare, and it helps to create a foundation early in one's nursing journey. Not only does reflection help with well-being, but it is also expected of a nurse as a professional standard. As the British Columbia College of Nurses and Midwives (2024a) outlines, professional development and quality assurance in nursing require self-awareness and self-reflection. Reflection may allow an individual to become more mindful by enhancing an individual's self-evaluation abilities, improving one's self-esteem, and developing self-awareness (Light, 2017). In addition, utilizing this practice provides a positive and meaningful learning experience that allows students to incorporate theory into practice (Shin et al., 2023). Sandars (2009) outlines how reflection is critical in learning and for experiential learning to help individuals analyze experiences, make connections, and understand reactions to those experiences. Experiential learning is a process where "learning occurs by having an experience"; however, that experience needs to be interpreted within existing knowledge (Sandars, 2009, p. 686). Reflection is critical

in this learning process to help analyze the experience, make connections, and understand reactions to an experience (Sandars, 2009).

Reflection in writing is known as reflective journalling and can fall into either reflection-on-action or reflection-in-action (Light, 2017). Reflection-on-action is after an event has occurred, and an individual will focus on improving, whereas reflection-in-action focuses on reflection while going through a situation by attending to the current state and connecting to past experiences (Light, 2017). Jordan et al. (2009) clarify how reflection-in-action connects with mindfulness and that learning in certain environments can benefit from introducing different forms of mindfulness and reflection in practice. A randomized controlled study conducted in school-age children combined reflection and mindfulness into the curriculum, and results demonstrated that incorporating this practice helped to improve executive functioning skills such as cognitive flexibility and working memory (Zelazo et al., 2018). Mindfulness and reflection can work together to help individuals become more mindful while improving their nursing practice.

Art-based Pedagogy

Art-based pedagogy and teaching have been shown to benefit students' learning as it helps to enhance their experiences by engaging in higher-level analysis, applying the material to real-life scenarios, and feeling more confident (Hunter & Frawley, 2022). Art-based pedagogy can be multi-modal and include various processes in different art forms (Hunter & Frawley, 2022). Hunter & Frawley (2022) outline how art-based pedagogical approaches have been used to help student anxiety in theory classes by using different methods like film, videos, paintings, music, poetry, and literary fiction. The art is combined with another subject, and the student can either participate hands-on in creating art, or observe and reflect on different art forms

(Hunter & Frawley, 2022). This form of teaching helps to incorporate reflection, create meaning, and engage healthcare students by offering a meaningful way of learning (Reiger et al., 2016).

As nursing is outlined as both a science and an art, we must look at the esthetic patterns of knowing within our nursing practice. The aesthetic pattern of knowing is the art of nursing that looks at a concept creatively and broadly to find ways to provide adequate care (Carper, 1978). Utilizing art-based teaching focusing on reflection and contemplative practice allows students to engage within the aesthetic or art of nursing. The art-based approach is recommended in nursing to enhance coping skills and well-being (Zhang et al., 2024). Furthermore, it provides a holistic approach that allows for growth and motivation for one's well-being to work on recovery or repair from any issues or illness that may be present; in this case, this may be stress or anxiety experienced in students (Mollaoglu et al., 2022). This form of teaching comes from philosophical foundations from education and nursing that require an individual to reflect, which ultimately helps to improve engagement, critical thinking, and intrapersonal and interpersonal awareness (Obara et al., 2022).

Significance

As evident, mindfulness that utilizes art-based approaches and reflection benefits students and nurses. The literature recommends incorporating mindfulness interventions early into the curriculum for post-secondary nursing students, preferably in the first year of their studies (van der Riet et al., 2018). Additionally, research demonstrates a scope for providing students with mindfulness interventions within the curriculum that do not require additional time commitments (McVeigh et al., 2021). Furthermore, Betty Neuman's systems model looks at the impact of stress and the importance of implementing interventions early. Neuman's system model focuses on an individual's response to stress and how it impacts health and well-being (Hannoodee &

Dhamoon, 2023). The use of Neuman's framework as a guide confirms the importance of utilizing primary, secondary, and tertiary levels of interventions (Gonzalo, 2023). The primary intervention level is before the stressor invades, the secondary stage occurs once there has been a reaction to the stressor, and the tertiary stage happens when the individual's system is repairing after the stressor (Gonzalo, 2023). Incorporating mindfulness interventions early in the nursing student curriculum can provide the resources to help decrease or manage stressors being experienced at each level.

Gaps in Literature

After reviewing the literature, I found that the benefits of mindfulness, art-based therapies, and reflective practice are evident; however, there needs to be more material outlining interventions based on the curriculum throughout nursing programs. For example, McVeigh et al. (2021) conducted a narrative review of 15 studies and outlined how mindfulness benefits post-secondary nursing students, but no strict approaches to the ideal form of delivery for mindfulness were identified. Additionally, since there is less data available outlining long-term exposure to mindfulness practice, there is not much evidence on how this impacts the overall decrease or long-lasting effects on stress and anxiety. Schumen-Olivier et al. (2020) outline that more prolonged exposure to mindfulness over multiple weeks versus one-time sessions is beneficial; however, there is less evidence outlining how long the weekly sessions should be. In addition, studies conclude that there needs to be more objective data gathered and larger sample sizes to better understand the impacts on mindfulness (Koren, 2017; Schumen-Olivier et al., 2020). Following students who regularly participate in this practice throughout their program will help researchers gain additional knowledge on the benefits of continuous exposure during their academics and future practice as nurses. Finally, continuous data tracking of nursing

students' attrition rates and potential reasons for attrition throughout post-secondary in Canada was almost impossible to find. A better understanding of attrition rates could help observe any changes taking place.

Future Direction

Addressing health concerns is critical to support the ongoing challenges post-secondary nursing students are experiencing. Even though some services are in place, interventions need to be implemented into the curriculum that can be utilized throughout the program and help develop skills that can be brought into future nursing practice. Some studies outline how mindfulness and stress reduction classes can be a significant time commitment, which often causes higher attrition rates or causes individuals not to continue to access them (Koren, 2017). Therefore, introducing options directly into the curriculum helps address health concerns but does not require the students to add tasks to their already demanding and busy schedules.

The Centre for Addiction and Mental Health (2024) outlines how the annual economic cost in Canada for mental illness is over \$50 billion per year; however, research suggests that there is a positive return on mental health investments with health promotion and prevention programs, workplace supports, early intervention, and greater options for anxiety. The mindfulness curriculum provides a low-cost option to raise awareness and address some challenges experienced by utilizing health promotion and early intervention.

In curriculum development, it is essential to have mechanisms and strategies to ensure nursing education remains relevant with evaluation and revision (Aul et al., 2021; Belita et al., 2020). The creation of a mindfulness curriculum to incorporate into post-secondary nursing education will benefit from faculty and stakeholder engagement (Aul et al., 2021; Belita et al., 2020). As curriculum development and change can be challenging to implement, Mokuia (2010)

describes how faculty are vital agents and must be involved in the change process. Before curricula implementation, relevant experts need to review the content and delivery methods. According to Patel et al. (2018), when following the ADDIE instructional design model, it is critical to include a team with expertise early in development, and reviewing the evaluation data is important to identify any areas needing revision, any barriers to implementing the curriculum, and if there is any additional content development required. A further breakdown of the use of the ADDIE model will be included in *Section 3*.

Section 3: Project Description

Background Planning

The purpose of this project was to create a mindfulness curriculum for post-secondary nursing students, which was then reviewed by nursing faculty to gain feedback. An education session was delivered to faculty to provide background information, a brief outline of the project purpose and context, and details on the importance of mindfulness, art-based pedagogy, and reflection in our nursing practice. The voluntary feedback forms provided to the faculty after the session included satisfaction and project-specific questions. These feedback tools were utilized to assess knowledge and outline areas of improvement in the curriculum before future pilot tests with nursing students and before they are implemented into the professional practice curriculum.

Project Goals:

1. To develop mindfulness curriculum activities for future use with post-secondary nursing students at the College of the Rockies in Professional Practice courses.
2. To invite nursing faculty at the College of the Rockies to participate in an educational session to increase their knowledge of the practice problem, review the mindfulness curriculum activities, provide feedback, and identify areas for improvement.

Target Audience and Stakeholders

The target audience for the curriculum education feedback sessions was the College of the Rockies nursing faculty, who are all registered nurses and experienced post-secondary educators. The future goal is to incorporate and deliver the project to post-secondary nursing; therefore, the curriculum activities are developed for nursing students at the College of the Rockies. The stakeholders for this project are the nursing faculty and the Dean of Health and Human Service Programs at the College of the Rockies.

Ethical Considerations

A Request for Determination of Ethics Review was completed and submitted to the University of Alberta. It was determined that ethics approval was unnecessary and did not require a Research Ethics Board review. This determination can be found in Appendix A. Before beginning the educational session and mindfulness activity, participants were provided background information for informed consent. Participants were notified that they could withdraw at any time. Confidentiality and privacy measures were implemented to gain anonymous participant feedback. Forms remained anonymous and were stored in a locked office room. Once feedback data has been gathered, the forms will be destroyed in workplace confidential shredding bins. Students did not participate in this project. There were considerations on how some artwork could create some impactful feelings due to the nature of the art. Time was allocated for debriefing, and a resource guide for emotional support was available.

Project Development Timeline

- February 15, 2024: In-person meeting with the Dean of Health and Human Service Programs to discuss project plans, student needs, and feasibility.
- March-April 2024: Project proposal, outlines, and lesson plans were established for peer and instructor feedback before implementation with nursing faculty.
- April 2, 2024: In-person administrative meeting with the dean and department head to discuss the implementation plan for the project goals and the education session plans to be completed with faculty during the June faculty planning days.

- April 23, 2024: In-person program meeting with nursing faculty to set aside the 1-1.5-hour time slot during course planning days for the mindfulness curriculum development education session.
- May 7, 2024: In-person program meeting with nursing faculty to discuss an upcoming lesson activity for course planning. I asked if the faculty had any meaningful artwork they would like to have utilized for the reflection and integrated into the lesson plan. Since no artwork was suggested, I used an existing artwork incorporated into one of the seven current draft lesson plans.
- May 14, 2024: Outlook meeting placeholders were sent out for course planning dates and meeting rooms with schedule.
- May 27, 2024: Email communications were sent to remind faculty of the education session during course planning dates and to ask if they have any questions.
- June 3, 2024: Presentation documents were sent to the NURS 6002 instructor at the University of Lethbridge. After revisions, the documents were sent to the Dean of Health and Human Services for review and permission.
- June 6, 2024: The mindfulness education session was implemented with faculty. After the session, faculty were asked to provide voluntary feedback.

Format of Project

During program planning dates, a 90-minute time slot was allotted for the mindfulness education session with nursing faculty on June 6, 2024. The session included an initial educational PowerPoint presentation (Appendix B) to provide relevant background information. The presentation included a breakdown of the nursing practice problem and the negative impacts the increased levels of stress and anxiety have on nursing students. In addition, the presentation

introduced the topics of mindfulness, art-based pedagogy, and reflection while outlining the connection and benefits of these practices for nursing students and future nurses. The education session was followed with a sample lesson plan and voluntary participation in one of the mindfulness curriculum activities. The lesson introduced artwork done by Indigenous artists in Canada from one of the seven curriculum lesson plans created. A 5-7-minute observation period of the art was provided, followed by a 10-minute reflection period. Reflection journals included prompting questions and blank spaces for free-flow writing. After the reflection was complete, there was an opportunity for debriefing. Debriefing allowed for a beneficial group discussion and provided space if any additional support was needed after the activity. An additional support and resources handout was available if required, found in Appendix C. To conclude the session, faculty were given time to complete feedback forms voluntarily. Feedback was reviewed, and the necessary changes to the curriculum activities were completed.

In the mindfulness curriculum development, the intent is to have these activities at the start of each professional practice class (7 classes/semester), and the reflection journals would replace one of the reflection assignments in the course. A lesson plan with reflection questions has been completed for each professional practice class (7 classes/semester), found in Appendix D. The lesson plan for the faculty day, along with the objectives for the session on June 6, 2024, can be found in Appendix E with reflection questions in Appendix F.

Project Design

Considering a design model to implement a project and reinforce possible change is essential. The framework utilized for this project is the ADDIE instructional design model. This model is broken down into components of Analysis, Design, Development, Implementation, and Evaluation (Patel et al., 2018). It is commonly utilized in developing teaching curricula and health care as it works towards specific learning outcomes (Patel et al., 2018). In the design

phase, Kirkpatrick’s Four-Level-Training Evaluation Model will be incorporated for the evaluation phase of the ADDIE. Determining the project’s benefits and effectiveness is critical to the feedback session. Jay (n.d.) outlines that it is crucial to encourage participant engagement and allow them to provide feedback; otherwise, participants may feel the teaching was not as beneficial during learning. Kirkpatrick’s Evaluation Model is globally recognized for evaluating the results of learning with formal or informal training by looking at four different levels of criteria: reaction, learning, behaviour, and results (Arden Learning, 2020). The ADDIE model is included in Tables 1.1-1.5, and the evaluation breakdown is provided in Table 2 below.

Table 1.1: Analysis

Objectives	Tasks	Resources/Deliverables
Identify the health problem, the target audience, and the project audience. Outline and establish the project’s goals and objectives.	<ul style="list-style-type: none"> • In-depth literature review. • Search databases. • Gain background knowledge. • Connect with stakeholders: Dean of Health and Human Service Programs to discuss health issues and project direction. • Identify project and future project goals. 	<ul style="list-style-type: none"> • Reliable computer and internet access. • Access to search databases (University of Lethbridge Library, Google Scholar, Trip database). • Logic Model • Schedule and attend stakeholder meetings.

Table 1.2: Design

Objectives	Tasks	Resources/Deliverables
Begin designing the project outline, learning objectives, and lesson plans while raising awareness of the negative health impacts associated with increased student stress and the project’s development.	<ul style="list-style-type: none"> • Establish the outline for the lesson/education session. • Establish learning objectives for the education session. • Engage with instructors and subject matter experts. • Design assessment items (reflection questions and feedback forms). • Review different artwork options for lesson plans and ensure various options are available. 	<ul style="list-style-type: none"> • Ensure there is access to a working computer and Microsoft Word. • Begin project proposal.

Table 1.3: Develop

Objectives	Tasks	Resources/Deliverables
Start developing the education and activity presentation materials.	<ul style="list-style-type: none"> • Create a PowerPoint for background information and ensure learning objectives are being met. • Create the 7 lesson plans for the post-secondary nursing student mindfulness curriculum to have available for faculty. • Create one 60–90-minute lesson plan for implementing the project deliverable with faculty on June 6, 2024. • Develop assessment items: reflection journals, lesson plans, and feedback forms. • Ensure feedback forms assess that learning objectives and project goals are met. 	<ul style="list-style-type: none"> • Create handouts and assessment tools for education day. • Reliable computer and printer.

Table 1.4: Implement

Objectives	Tasks	Resources/Deliverables
Deliver the education session, including the mindfulness curriculum activity, to the nursing faculty.	<ul style="list-style-type: none"> • Education session and curriculum lesson activity delivery for June 6, 2024. • Communicate and engage with faculty. • Provide instructions and gain voluntary feedback. 	<ul style="list-style-type: none"> • Smartboard/projector to deliver a presentation/ • Printed materials for faculty (reflective questions and feedback forms).

Table 1.5: Evaluate

Objectives	Tasks	Resources/Deliverables
Assess whether the project education and curriculum activity session effectively achieved the learning goals and objectives established.	<ul style="list-style-type: none"> • Review feedback forms. • Compile and analyze feedback. • Make any adjustments to lesson plans/activities as needed. 	<ul style="list-style-type: none"> • Lesson plans for faculty. • Excel spreadsheet to compile and analyze feedback from feedback forms.

Table 2: Kirkpatrick's Evaluation Model

Evaluation Level	Evaluation Method
Level 1: Reaction	Reflection questions, feedback forms, and debriefs will allow the learner to react and respond to the education and mindfulness intervention.
Level 2: Learning	Debriefing and discussion after the mindfulness activities will help learners make connections and understand any new knowledge gained.
Level 3: Behavior	Faculty participation will be assessed during debriefing and while engaging in the reflection questions and feedback forms. In addition, as it is outside the project's scope to implement the lesson plans with students, the reflection question asking if faculty would be willing to incorporate the curriculum activities into their classes will help identify the possible changes in teaching practice/behavior changes.
Level 4: Impact	The feedback forms will provide valuable information to determine the mindfulness curriculum activity's impact on faculty and their perceptions of whether the mindfulness curriculum will impact post-secondary nursing students' ability to engage in mindfulness. The feedback and debriefing will allow faculty to address whether learning objectives and instructional goals were met; therefore, identifying whether the overall intent of the project made an impact.

Project Implementation

Once permission to proceed was granted, the session occurred as planned on June 6, 2024. A conference room was booked at the College of the Rockies, and the session took place from 1100-1230. Unfortunately, the number of participants attending was half the intended amount due to unforeseen circumstances, resulting in a small sample size. Even though only 4/8 nursing faculty members were present, this allowed for a detailed debrief and thorough discussion among the attendees.

Evaluation

The project deliverable utilized formative and summative evaluation. The NURS 6002 instructor Wendi Lokanc-Diluzio and her PhD student Keltie Hamilton provided the initial formative evaluation. Verbal and written feedback were provided for the lesson plan, PowerPoint

presentation, and feedback forms. Recommended revisions were completed, and the project deliverable was sent to the Dean of Health and Human Services, a subject matter expert and educator, for approval and feedback. I also sent the updates to the NURS 6002 instructor and her PhD student.

The summative evaluation was completed at the end of the faculty sessions. A feedback form containing six Likert-scale questions and two open-ended qualitative questions was developed. The feedback forms were provided to faculty, and they were instructed that these were voluntary, with time allotted to complete the forms at the end of the education session. This covered one of the project's primary goals, which was to receive feedback to assess whether faculty would be interested in incorporating this into their classes and provide valuable feedback for any revisions or considerations that could be made to the mindfulness curriculum. No identifiers were collected to follow the outlined ethical guidelines to maintain privacy and anonymity.

Summary of Findings

All the attendees completed the feedback forms (found in Appendix G) and provided written feedback, resulting in a 100% response rate. In addition, verbal feedback and thorough discussions took place, during which notes were taken of any critical points. A breakdown of responses for the six Likert-scale questions is below in Table 3.

Table 3: Faculty Feedback Form Results

	Disagree	Somewhat Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I found the education session informative.					100%
The mindfulness activity was beneficial.					100%
This would be suitable for Professional Practice classes.					100%
The lesson plan was straightforward.					100%
I am willing to incorporate mindfulness lessons into my course.					100%
The learning objectives were met.					100%

All participants answered the Likert-scale questions and the two open-ended qualitative questions. The Likert-scale questions allowed me to examine straightforward responses from the participants to ensure the project goals and objectives were met. Due to the reactions, it was evident that the project received positive feedback and the expected outcomes were met. The two open-ended qualitative questions allowed me to gain additional insights and identify common themes among the participants. The form included the following two open-ended qualitative questions:

1. What was the most important thing you learned?
 - The first question helped identify that goals and objectives were met from what individuals learned. Responses included learning about art-based pedagogy and the prevalence of stress and anxiety. Attendees also outlined new learning around incorporating mindfulness and how it can be done in a “timely, creative, consistent way,” “how easy it could be to incorporate,” and that “learning and reflection can be done in a new and fun way.”
2. Additional feedback or recommendations.
 - The second question provided insights and positive feedback from participants. Most of the participants expressed interest in incorporating the curriculum.

Responses included how “this type of activity could help address a major concern we are facing.” In addition, it was outlined that these activities can “bring some light, positive feelings into what can often be a program laden with facts, procedures, and memorization” and that this is “an excellent addition for a professional practice assignment.” One attendee mentioned how this would be great to include, but due to busy timelines, it would need to be incorporated in the following year.

In addition to the written feedback, there was verbal feedback through discussion. Faculty outlined how this would be beneficial to decrease student and faculty workload, which can help with stress for both groups. One attendee also mentioned how this provided “a more meaningful way to engage” students in reflection. Overall, the project received positive feedback from faculty, and it was evident in their expressions that they found the session and lesson plans beneficial, impactful, and helpful for current and future planning.

Limitations

The project relied on the acceptance and interest of nursing faculty. The education and feedback sessions were delivered to the nursing faculty, hoping they would find value in the mindfulness curriculum activities and be willing to incorporate this into their classrooms. It was deemed successful and accepted by the nursing faculty. However, the goal is also to integrate art-based mindfulness reflection into the ongoing nursing curriculum. For this to occur, it will need to go through additional stakeholders and the Educational Council for review to ensure successful implementation into the course outline for Professional Practice classes.

Section 4: Reflection

Project Development

While navigating my master's program, I have utilized reflection and gained many insights over the last two years. Throughout my personal life and my time as a Registered Nurse, I have experienced different challenges that have influenced many aspects of developing my project. I found narrowing down the practice problem and deciding on one issue created a lot of difficulties as there were so many different areas I wanted to address and work towards change. However, many of these health concerns or barriers that individuals faced were on a much larger scale that would fall outside the project's scope. I changed my project route a few times while ensuring the project would be helpful, beneficial, and feasible for my practice area. Due to the initial uncertainty, I started to worry about falling behind schedule. However, once I met with my dean at the College of the Rockies, I could brainstorm and discuss options that led to encouragement and support to implement a plan that directly related to my role as a nurse educator in the practical nursing program.

Furthermore, an additional challenge I found in the project development was around the project's broad scope. As nursing students, in our undergraduate and graduate studies, we have been in many classes where we were given an outline of a general topic to direct us on what we needed to do. With our Masters of Nursing project, we were given a basic outline, but the nature of the content was open-ended for us to identify what was important and meaningful for us to address. Working with nursing and healthcare students for a couple of years in an educator and coordinator role, I experienced firsthand many challenges they were going through. As the students continuously expressed and displayed increased anxiety and overall stress, it became an important area for me to address. It is critical to ensure the students feel supported and to help motivate and encourage them whenever I can.

Not only was the broad scope and difficulties with narrowing down a topic challenging, but it was also difficult working through the academic writing and project proposal process. I have completed papers in my undergraduate degree and graduate studies; however, the timelines and milestones that needed to be met during these final semesters brought many different feelings for reflection. With the School of Graduate Studies formatting, utilizing new processes such as submitting a determination for ethics review were all new practices that required patience and precision. I am thankful to have had the support of faculty, Wendi and Kathy, to aid in this process. At times, I found it felt overwhelming. Once the deliverable was finalized and presented to the Dean and the faculty, the process became more apparent and manageable. Receiving positive and encouraging feedback helped to provide motivation and guidance that we are working towards goals to support our future nurses. Additionally, working through this project allowed growth and clarity in developing skills to finesse a professional paper.

Lessons Learned

Throughout the entirety of my master's and during the project development and implementation, the experience has provided learning and growth. As nurses, we are life-long learners, and I continued to learn new insights and gain beneficial knowledge from my classes, instructors, and peers. My initial learning focused on the entire project process and the potential challenges. Upon reflection on my deliverable, it was evident that I started to focus more on reflection and the curriculum learning activities utilized more of a guided reflection process. Even though reflection is a form of mindfulness, I needed to incorporate more of the initial mindfulness components reviewed. Sometimes, reflection can pose very insightful questions, but these can also be difficult questions at times as well. The reflection process helps in growth, becoming more mindful, and is necessary for a nurse, but it might not always be beneficial in

reducing stress for some individuals. Depending on the nature of the reflection questions or what an individual is reflecting on, it can bring different feelings depending on someone's past experiences. Reflection can have a complicated layer, and it would be beneficial to investigate this further when using it as a mindfulness practice. After re-assessing, it was evident that some of the questions in the reflection journal could have been changed to encourage more mindfulness and less focus on nursing practice in the reflections.

In addition, knowing the faculty I was presenting to posed challenges and created learning experiences in this process. I didn't want to approach the presentation and faculty in a way that made them feel as if they were in another work meeting; I wanted to create engagement and ensure they benefited from the education session. I believe having this prior relationship helped me feel more comfortable presenting; however, it also helped me organize the deliverables and pick a form of art that the faculty had already discussed being interested in. Knowing the participants well had me tailor my selection to ensure it would motivate growth. To more blindly test the curriculum's applicability, I could have chosen one of the seven lesson plans covering a more neutral topic for activity participation.

Implications for Nursing Practice

The initial implications of this project for my nursing practice have been my personal and professional growth. I found myself being challenged at many different times, but I continued to work through those challenges while completing my master's full-time, working full-time, and managing my personal life. I gained beneficial knowledge and insights that will help me as an educator and work within leadership roles in my nursing practice.

Throughout this process, I have learned to accept many different forms of feedback and critiques. With my personality of wanting always to do my best, I know that having negative

feedback can be difficult at times; however, this helped me grow and constantly be challenged to dive deep into different topics. In addition, giving and receiving feedback from peers throughout the program allowed me to gain many different perspectives and learn from other experiences. While completing my master's, my confidence has increased with the new knowledge I have gained in research, nursing practice, and healthcare topics. Throughout some of the courses, we have utilized different materials to reflect on our personality traits, leadership skills, strengths, and weaknesses. Working through this has helped to increase my leadership skills and helped me become a better nurse and educator.

Not only have I grown in confidence within different areas of nursing and my practice, but I have also learned to advocate in the areas I am passionate about bringing change. I value the different experiences I can bring forward to help guide and support future nurses and nursing students. These different aspects demonstrate the growth needed to continually meet my professional standards as a registered nurse. For instance, the British Columbia College of Nurses and Midwives (2024b) outlines how a nurse “advocates for and/or helps to develop policies, practices, and education consistent with the standards of the profession” (2024, para. 2). The skills gained throughout the master's program and in project development helps to advocate for practice and education changes in nursing education and the nursing profession to improve personal wellness. Another professional competency where many indicators are addressed is within knowledge-based practice. Throughout the program, we address different health concerns or health practices, participate in research, analyze and interpret data, and use the knowledge gained by communicating and sharing with others (BCCNM, 2024c). I engaged in many opportunities to share insights from research and materials reviewed throughout my classes with nurses, peers, and students.

Future Research and Next Steps

This project also has implications for my immediate work context. After sending the project deliverable to the Dean of Health and Human Services for permission to implement with faculty, she suggested that I consider future research and goals in addressing the practice problem. She provided encouragement and support for this topic while also the motivation to continue to advocate. She stated that she fully supported the work and suggested presenting the deliverable to all college faculty in all departments at the professional development day with faculty in August. Doing so would increase awareness of the challenges students are experiencing and allow the faculty to consider introducing mindfulness to their students within different programs. In addition, the Dean offered support in writing a proposal to the Centre for Innovation of Teaching and Learning for some activity release if this research went further to be able to measure the impact of this work on students' stress and time within the program. It was encouraging and motivating to gain full support in my current and future work. In her words, she stated, "Go change the world!" Even though bringing change can be challenging at times, this encouragement motivates one to keep pushing and moving forward.

The positive feedback and encouragement received would provide the opportunity to develop a structure for future implementation in nursing programs. The next step would be to create a pilot mindfulness curriculum to implement with students. This would allow the students to provide feedback and recommendations while also monitoring if there is a change in stress and anxiety levels and student retention in nursing programs. Having direct feedback from students is beneficial in identifying if there are any nursing student-specific considerations or requests when incorporating a mindfulness curriculum into nursing education.

Broader implications from this project extend to other communities and committees. This project's different insights and awareness can be brought to British Columbia College meetings, Health Program Advisory Committee meetings, and coordinator meetings to allow for knowledge translation and collaboration amongst other health and education professionals. British Columbia College meetings occur twice a year, bringing program coordinators from different colleges across the province together to share advancements and successes. The Health Program Advisory Committee meetings bring the health authorities, health program dean and department head, health program coordinators, and students together to discuss change. The coordinator meetings allow for collaboration amongst program coordinators to discuss current changes or challenges within the programs. These three meetings bring a lot of various stakeholders together and enable opportunities for awareness and engagement with other programs or post-secondary institutions. It helps build capacity and allows for knowledge translation.

Conclusion

Overall, navigating through my Master of Nursing program at the University of Lethbridge has given me unique experiences and motivation to continue growing professionally and personally. I am committed to continuously working towards change and advocating for those within healthcare to try and make a difference. I will incorporate all the valuable knowledge and insights into my nursing practice. Completing this project has elevated awareness of post-secondary nursing students' challenges and how this may be a systemic issue that needs to be addressed. Implementing interventions early in nursing education and before practicing as a nurse is crucial for mitigating the impacts of stress and anxiety on individuals. Mindfulness and reflection are successful in helping reduce stress and anxiety; however, it is critical to look

deeper at specific interventions implemented over a term or academic year and health promotion strategies that help post-secondary, specifically nursing students and the unique challenges they face. As this project only touched on one aspect, it demonstrates the importance of continuously advocating and working towards making a difference.

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APPENDIX A: DETERMINATION OF ETHICS LETTER



**UNIVERSITY
OF ALBERTA**

RESEARCH ETHICS OFFICE

2-01 North Power Plant (NPP)
11312 - 89 Ave NW
Edmonton, Alberta, Canada T6G 2N2
www.uab.ca/reo

April 23, 2024

Amanda Goforth

Faculty/Department: University of Lethbridge, Faculty of Health Sciences, Master of Nursing - Project Route

Email: amandagoforth8@gmail.com

Dear Amanda Goforth :

RE: Determination of Ethics Review Requirement

Thank you for requesting a determination for your project: "The Development of a Mindfulness Curriculum for Nursing Education.". We have reviewed the details provided in your submission received on 2024-04-23 17:06:07.

The project that you have outlined meets one of the conditions described under Chapter 2 of TCPS2 (2022) as an activity that does not require REB review and, unless you make changes to the project, ethics approval is not needed. As such, the project has been determined to be outside of the REB's mandate. However, please note that if data is collected for the purposes of such activities but later proposed for research purposes, it would be considered secondary use of information not originally intended for research, and at that time may require REB review.

Sincerely,

Charmaine N. Kabatoff

Senior Officer, REB for

Anthony S. Joyce, PhD

Chair, Health Research Ethics Board - Health Pane

APPENDIX B: POWERPOINT PRESENTATION DELIVERABLE



WELCOME AND LAND ACKNOWLEDGEMENT

Interior First Nation Communities

Northern 1st Nations Communities	Spice Nation Communities
<ul style="list-style-type: none"> • "It's like an umbrella" – going along with the spirit way of being • Tse'ye First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) • Kaska First Nation (Lac Seul) (Lac Seul) 	<ul style="list-style-type: none"> • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul) • Haisla First Nation (Lac Seul)
Central 1st Nations Communities	Stikine Nation Communities
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Southwest 1st Nations Communities	Deasech First Nation Community
<ul style="list-style-type: none"> • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) 	<ul style="list-style-type: none"> • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul) • Deasech First Nation (Lac Seul)
Southwest 1st Nations Communities	Southwest 1st Nations Communities
<ul style="list-style-type: none"> • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) 	<ul style="list-style-type: none"> • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul) • Kaska First Nation (Lac Seul)

Image retrieved June 2, 2024, from <https://www.interiorhealth.ca/sites/default/files/PDFS/interior-first-nation-communities.pdf>

OBJECTIVES

- Increase awareness of health and mental health concerns experienced among post-secondary nursing students.
- Understand mindfulness and its relevance to post-secondary education.
- Increase knowledge on art-based pedagogy with reflective or contemplative practice and how it connects to nursing curriculum outcomes.
- Expand your current use of reflective and contemplative practice in your courses.
- Participate in mindfulness and learn how to build your own.



ENGAGEMENT



Have you witnessed or experienced increased stress and anxieties in your students?



Do you know what art-based pedagogy is? Mindfulness? Reflective practice?



Have you used mindfulness before?



How does reflection and contemplation help in our nursing practice?



INTRODUCTION

University of Lethbridge – Masters of Nursing Project

Outline:

- Health concerns
- Negative impacts
- Mindfulness Curricula in Professional Practice
- Activity participation
- Feedback



HEALTH CONCERN

Increased stress and anxiety in post-secondary nursing students

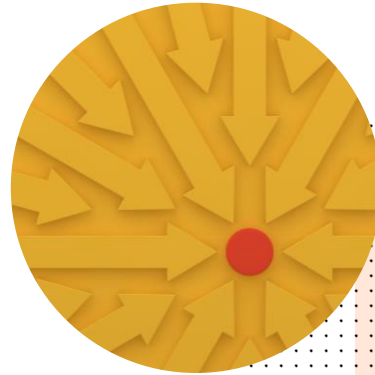
- Mental health and public health concern (Linden, 2021) .
- 60% post-secondary students reported above average stress levels, 69% reported overwhelming anxiety, and 52% reported feelings of depression (Linden, 2021).
- 24% received diagnosis of anxiety, 63.6% reported feeling hopeless, 82% feeling overwhelmed (Linden et al., 2023).
- Competing demands.

Negative impacts:

- Mental and physical health.
- Academic performance (de Moissac et al., 2022; Fauzi et al., 2021).
- Increasing demands on mental health services (Linden et al., 2023) .

PROJECT GOAL

- Introduce mindfulness curricula that utilizes art with contemplation and reflection in professional practice classes.
- Improve well-being and provide future skill development.



LITERATURE REVIEW

Negative impacts of the health concern:

- Physiological (ex. increased heart rate, nausea, irritability).
- Psychological (ex. depression, low self-confidence, and suicide).
- Academic (burnout, withdrawal).
- Health services (increased demands).
- Future career: Chronic stress in nursing school can carry into practice.

Challenges:

- Lack of supports -1/3 Canadians don't have mental health supports (CAMH, 2024).

Need:

- Increased interventions.



EARLY INTERVENTION

- Incorporate mindfulness early for post-secondary nursing students (Van der Riet et al., 2018).
- Incorporate into the curriculum to avoid additional time commitments (McVeigh et al., 2021).

Betty Neuman's System Model:

- Primary: Before stressor invades.
- Secondary: Once there has been a reaction to the stressor.
- Tertiary: Individual's system is repairing after the stressors.
- Addresses the importance of utilizing interventions early.

(Gonzalo, 2023)



MINDFULNESS

- Dates back 2500 years
- Focuses on bringing awareness to the present
- Promotes health and well-being

(Allen et al., 2021)

Can include:

- Meditation
- Guided imagery
- Breathing and relaxation techniques
- Yoga
- Journaling



MINDFULNESS BENEFITS

- Reduce stress and anxiety
- Improve overall well-being
- Enhances self-awareness
- Helps identify stressors
- Helps provide coping mechanisms

(McVeigh et al., 2021)

- Self-care
- Increase mental acuity

(Koren, 2017)



ART-BASED PEDAGOGY

- Teaching method
- Art forms are introduced in combination with other subjects for student learning
- Incorporates reflection
- Creates meaning
- Engages health care students

(Reiger et al., 2016)

Format:

- Can be in multiple different forms
- Film, music, dance, art (painting, sculptures), and music



ART-BASED PEDAGOGY BENEFITS

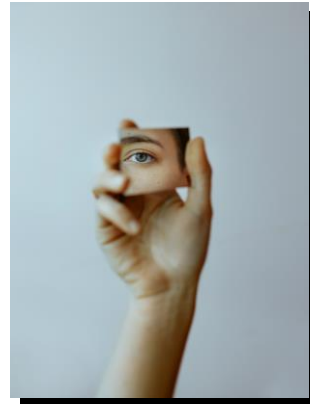
- Enhances learning and experiences.
- Allows for higher-level analysis and apply material to real-life scenarios.
- Increases confidence.

(Hunter & Frawley, 2022)

- Enhances coping skills and well-being (Zhang et al., 2024).
- Holistic: allows for growth and motivation for an individual's well-being which helps in recovery from issues or illness (Mollaoglu et al., 2022).
- Improves engagement, critical thinking, and intrapersonal and interpersonal awareness (Obara et al., 2022).

REFLECTIVE AND CONTEMPLATIVE PRACTICE

- Form of mindfulness.
- Recognized across cultures (Rich et al., 2022).
- Reflection provides positive and meaningful learning experiences for students and helps incorporate theory into practice (Shin et al., 2023).
- Reflection and contemplation is an important practice for nursing.
- Art-based pedagogy requires reflection (Obara et al., 2022).



OVERVIEW AND INTEGRATION INTO PROFESSIONAL PRACTICE

Content:

- Delivered in Professional Practice classes.
- Total of 7 classes per semester = 7 lessons.

Activity:

- On average will be 15-30 minutes each class.

Lesson plans:

- One created for each class (7 in total –flexibility in adjusting reflection journal questions).
- Evaluative event: reflection journals to replace the “reflection activity –30%” → helps decrease work/less marking time for instructor!
- Art: examples: film excerpts, dance videos, music, paintings, sculptures, and even students can volunteer their own!



ACTIVITY IN ACTION

Activity will be facilitated at the start of each professional practice class.

1. Review artwork

- 5-7 minutes to look at the artwork completed by the artist.
- Displayed on classroom smartboard.

2. Participate in reflection questions

- Handouts provided with reflection question examples.
- 10-15 minutes to complete.
- Will be quiet work done individually.

3. Debrief/Discussion

- Discuss as a group the artwork we reviewed and the reflection questions.
- 5-10 minutes (able to adjust time for what the group would like).



Student Lesson Plan: Class 1

Introduction to mindfulness activities

Participants: Year 1 Practical Nursing Students

Objectives:

- Increase understanding about mindfulness and relevance in post-secondary education.
- Increase knowledge on art-based pedagogy and the benefits for nursing practice.
- Introduce the use of reflective and contemplative practice for professional practice courses.
- Participate in mindfulness activity.
- Complete reflection journals.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 40-50 minutes

1. Introduction (5 minutes)
 - Welcome and acknowledgement.
 - Introduce the topic and purpose of activities.
2. Educational Session (15 minutes)
Mindfulness, art-based pedagogy, reflective and contemplative practice
 - Provide background knowledge on the intervention and literature around the use of this concept.
 - Benefits
3. Activity (15-30 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 1: Elegies of Survival) – 5-7 minutes
 - Reflection Questions – 10-15 minutes
 - Debrief – 5-10 minutes.

**LESSON
PLAN
EXAMPLE**

LET'S TRY IT 😊

1. REVIEW ARTWORK

Reconciliation Pole:

[Elegies of Survival](#)



2. COMPLETE REFLECTION QUESTIONS

Please take 10-15 minutes

1. Describe any take-aways you gathered from reviewing the art.
2. What feelings came up for you?
3. Does this bring up any additional thoughts?
4. As you contemplate and reflect on the art, what feelings or thoughts do you think it brought up for the artist/artists?
5. How can reflection help us in providing care and compassion to our clients?
6. How does reflection help us in our nursing practice?

Free writing space at the end

DEBRIEF

How did
that feel as
educators?

Can see you
the value in
this activity?

FEEDBACK AND EVALUATION



QUESTIONS?

THANK YOU! ☺

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APPENDIX C: SUPPORTS AND RESOURCES

1. College of the Rockies Health and wellbeing

- <https://cotr.bc.ca/student-services/student-support/health-and-wellbeing/counselling/>

2. Cranbrook Community Resources

- <https://cotr.bc.ca/student-services/student-support/health-and-wellbeing/community-resources/>

3. Interior Crisis Line

- 1-888-353-2273
- <https://www.interiorcrisisline.com/>

4. Here2Talk

- 1-877-857-3397 or 1-604-642-5212
- <https://here2talk.ca/main>

5. BCCNM Learning Resources

- <https://www.bccnm.ca/RN/learning/Pages/Default.aspx>

6. Canadian Mental Health Association – Kootenays

- <https://kootenays.cmha.bc.ca/>

7. Virtual Mental Health Support – British Columbia

- <https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/virtual-mental-health-supports>

8. HealthLink BC Resources

- <https://www.healthlinkbc.ca/mental-health-substance-use/resources>

APPENDIX D: CURRICULUM LESSON PLANS (1-7) WITH REFLECTION

QUESTIONS

Student Lesson Plan: Class 1

Introduction to mindfulness curriculum activities

Participants: Year 1 Practical Nursing Students

Objectives:

- Increase understanding of mindfulness and its relevance in post-secondary education.
- Increase knowledge on art-based pedagogy and the benefits for nursing practice.
- Introduce the use of reflective and contemplative practice for professional practice courses.
- Participate in mindfulness activity.
- Complete reflection journals.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 40-50 minutes

1. Introduction (5 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Educational Session (15 minutes)

Mindfulness, art-based pedagogy, reflective and contemplative practice

 - Provide background knowledge on the intervention and literature around the use of this concept.
 - Benefits
3. Activity (15-30 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 1: Reconciliation Pole: [Link](#)) – 5-7 minutes
 - Reflection Questions – 10-15 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 1

Please take 10-15 minutes to reflect.

- 1. Describe any take-away you gathered from reviewing the art.**
- 2. What feelings came up for you?**
- 3. Does this art bring up any additional thoughts?**
- 4. As you contemplate and reflect on the art, what feelings or thoughts do you think it brought up for the artist/artists?**
- 5. How can this help us in providing care and compassion to our clients?**
- 6. How does reflection help us in our nursing practice?**

Free writing space:

Student Lesson Plan: Class 2

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 20-30 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 2: Photography: [Link](#)) – 5-7 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 2

Please take 10-15 minutes to reflect.

1. What feelings came up for you as you reviewed the photographer's art? Why?
2. Have you found yourself taking photographs of scenic places you have visited? If so, describe one of those places below.
3. As you described the photo you took, did you find yourself back in that place? How does it make you feel?
4. How does this type of imagery make us more mindful?

-

Free writing space:

Student Lesson Plan: Class 3

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 20-30 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 3: Novella - [Link](#)) – 5-7 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 3

Please take 10-15 minutes to reflect.

- 1. What feelings came up for you as you reviewed the artist's work? Why?**
- 2. What feelings or thoughts do you think the artists were going through while they created these sculptures? Explain.**
- 3. Why is it essential for us to consider patient feelings and provide empathy during interactions?**
- 4. Explain how you think artwork can be beneficial or therapeutic for patients or clients.**

Free writing space:

Student Lesson Plan: Class 4

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 20-30 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 4: Poetry - [Link](#)) – 5-7 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 4

Please take 10-15 minutes to reflect.

- 1. What feelings did the poem bring up for you? Why do you think you felt this way?**
- 2. What do you think the artist was portraying in the poem?**
- 3. How could poetry help patients or workers in healthcare?**
- 4. Are there any forms of artwork or self-care that you find beneficial? What are they?**

Free writing space:

Student Lesson Plan: Class 5

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 20-30 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 5: Dance - [Link](#)) – 5-7 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 5

Please take 10-15 minutes to reflect.

- 1. What emotions or thoughts do you have about this? Why do you think you feel this way?**
- 2. What do you think the artist wanted to portray for this dance?**
- 3. How may dance help an individual heal or cope?**
- 4. How can we, as caring, compassionate healthcare workers, bring hope to patients going through challenging healthcare journeys?**
- 5. Write a goal for self-care that you will participate in this week.**

Free writing space:

Student Lesson Plan: Class 6

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions

Outline: Mindfulness reflection activity

Duration: 30-35 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 6: Outside adventure on campus) – 10 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.

Reflection Journal: Class 6

Please take 10-15 minutes to reflect.

- 1. How did that activity make you feel? Why?**
- 2. When you were standing in the grass, explain the thoughts you had.**
- 3. How can grounding help us when we are feeling stressed or overwhelmed?**
- 4. Close your eyes and reflect on the landscape we were just on. Describe the land and your perception of it. Try to include details about the ground you were standing on, the air, the temperature, the sounds, or any other things you observed.**
- 5. What techniques can you use if you are feeling overwhelmed or stressed?**

Free writing space:

Student Lesson Plan: Class 7

Mindfulness and Reflection Activity

Participants: Year 1 Practical Nursing Students

Objectives:

- Participate in mindfulness activity.
- Complete reflection journals.
- Conduct a class debrief.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions
- Students to bring in a piece of artwork or photo that is meaningful for them.

Outline: Mindfulness reflection activity

Duration: 25-35 minutes

1. Introduction (2 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Activity (20-25 minutes)
 - Provide instruction and background for the activity.
 - Review chosen artwork (Lesson 7: Chosen art) – 5-7 minutes
 - Reflection Questions – 10 minutes
 - Debrief – 5-10 minutes.
3. Feedback (5 minutes)
 - Provide feedback forms for students.

Reflection Journal: Class 7

Please take 10-15 minutes to reflect.

- 1. Why did you bring in this piece of art?**
- 2. What feelings, emotions, or thoughts does this piece bring up for you?**
- 3. Before this class, had you considered using art and reflection to help you become more mindful and self-aware?**
- 4. How can you utilize reflection and mindfulness to help you as a student and future nurse?**

Free writing space:

APPENDIX E: FACULTY LESSON PLAN

Lesson Plan:

Introduction and background to mindfulness curriculum activities

Learning Objectives:

- Increase awareness of health and mental health concerns experienced among post-secondary nursing students.
- Understand mindfulness and its relevance to post-secondary education.
- Increase knowledge on art-based pedagogy with reflective or contemplative practice and how it connects to nursing curriculum outcomes.
- Expand your current use of reflective and contemplative practice in your courses.
- Participate in mindfulness and learn how to build your own.

Materials Needed:

- Smartboard/projector
- Presentation slides
- Reflective journal questions
- Feedback forms

Outline: Mindfulness reflection activity

Duration: 60-90 minutes

1. Introduction (5 minutes)
 - Welcome and land acknowledgement.
 - Introduce the topic and purpose of activities.
2. Educational Session (30 minutes)

Outline of health and mental health concerns

- Provide information on the current health concerns and challenges experienced by post-secondary nursing students.
- Gain feedback on individual experiences.

Mindfulness, art-based pedagogy, reflective and contemplative practice

- Provide background knowledge on the intervention and literature around the use of this concept.
 - Benefits
3. Activity (15-20 minutes)
 - Provide instruction and background for the activity.
 - Review the lesson-chosen artwork (Lesson 1: Elegies of Survival – 5-7 minutes).

- Reflection Questions – 10-15 minutes
 - Debrief – 5-10 minutes.
4. Feedback and Evaluation (5-10 minutes)
- Feedback forms

APPENDIX F: REFLECTION JOURNAL -FACULTY

Please take 10-15 minutes to reflect.

- 1. Describe any take-away you gathered from reviewing the art.**
- 2. What feelings came up for you?**
- 3. Does this art bring up any additional thoughts?**
- 4. As you contemplate and reflect on the art, what feelings or thoughts do you think it brought up for the artist/artists?**
- 5. How can this help us in providing care and compassion to our clients?**
- 6. How does reflection help us in our nursing practice?**

Free writing space:

APPENDIX G: LEARNER REACTION FEEDBACK FORM

Learner Reaction Feedback Form

Part 1:

Please indicate your level of agreement with each statement below.

	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I found the education session informative.					
2. The mindfulness activity was beneficial.					
3. This would be suitable for Professional Practice classes.					
4. The lesson plan was straightforward.					
5. I am willing to incorporate mindfulness lessons into my course.					
6. The learning objectives were met.					

What was the most important thing you learned?

Additional feedback or recommendations:

Thank you for your time and your participation!