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Evaluation of Health and Wellness Education Components, Modalities and Timing on SRNA Self Efficacy and Coping

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Evaluation of Health and Wellness Education Components, Modalities and Timing on SRNA Self-efficacy and Coping

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Background: Health and wellness education is touted as a tool for improved self-efficacy and coping for student registered nurse anesthetists but the details of the effectiveness remain unclear.

Objectives: Evaluate effects of content, modalities and timing of health and wellness education on the self-efficacy and coping mechanisms of students in a nurse anesthesia training program.

Method: Survey responses from 159 participants were collected online. Participants identified their General Self-Efficacy Score (GSE), Brief COPE score, average daily stress, health and wellness education components and the timing and modalities in which they were delivered, and if they assessed their education as adequate.

Results: Largest demographic groups were 26-30 years old, female, had 3-5 years nursing experience, and were in the first 18 months of a Doctorate program. Receiving health and wellness education before beginning a nurse anesthesia training program increased the number of components delivered ($F_{(1,80)}=0.002, p\leq.004$). As the number of components delivered increased so did active coping with problem solving, while passive coping with avoidance decreased ($r(157)=-.385, p\leq.01, r(157)=-.269, p\leq.05$). As daily stress increased, GSE scores were lower, use of passive coping with social support and avoidance increased, and education was reported more often as inadequate ($r(157)=-.286, p\leq.01, r(157)=.239, p\leq.01, r(157)=.419, p\leq.01, r(157)=.238, p=0.01$). An adequate assessment of health and wellness education reflected a higher number of components delivered ($F_{(3,78)}=14.221, p\leq.000$) and higher GSE scores ($F_{(3,149)}=6.099, p\leq.001$). Lower GSE scores were correlated with COPE avoidance behavior and higher scores correlated with positive thinking ($r(157)=-0.326, p\leq.01, r(157)=0.364, p\leq.01$).

Conclusion: This study established opportunity for the development of more frequent and focused health and wellness education from nurse anesthesia training programs and monitoring of student self-efficacy and coping mechanisms.

Keywords: Self-efficacy, coping, health and wellness education, student registered ^[1]_{SEP} nurse anesthetist, SRNA

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