運用正念減壓提升護理臨床教師職場復原力

護理部 ▎酒小蕙督導長、明金蓮主任、李榮芬督導長、蘇貞云、戴辛翎、林信偵

摘要

目的：
1.完成「臨床教師職場復原力工作坊 」。
2.比較參與復原力團體後壓力、睡眠障礙、復原力的差異。
3.瞭解課程滿意度情形。
4.完成正念呼吸於臨床的運用「正念呼吸運用在靜脈注射」教學錄影帶。

研究方法：採單組前後測研究設計。執行3週實體課程及2週視訊的復原力團體課程，採問卷調查法，比較團體活動前後的壓力、睡眠及復原力分數的差異，並調查學員對課程的瞭解程度及滿意度。

主要發現：經過5週的正念習團體活動後，情境焦慮量表比活動前增加4.49分($p=.000$)，特質焦慮量表比活動前增加2.29分($p=.028$)，睡眠困擾量表比活動前降低2.02分($p=.000$)，睡眠身心狀態生理激發比活動前增加0.66分($p=.000$)，認知激發比活動前降低1.83($p=.373$)分，復原力比活動前增加12.34分($p=.001$)。顯示情境焦慮、特質焦慮及復原力分數活動後分數增加且有統計上顯著差異，睡眠困擾分數降低且有統計上顯著差異在課程評值中，最大收穫為「可應用在工作及生活上並增加個人知識(71.4%)」，參與動機為「個人興趣及工作需要(54.3%)」，課程內容為「符合需要又有收穫(85.7%)」。19個課程主題，在課程的瞭解程度中完全瞭解前三位依序為「工作中的滋養與耗能活動(45.7%)」、「回到當下，疼惜自己(45.7%)」、「生活正念的探索與實踐(40.0%)」、「動態靜心覺知練習與經驗探問(40.0%)」、，很滿意前三位依序為「日常感恩與慈心祝福(45.7%)」、「建立正念實踐計畫(45.7%)」及「工作中的滋養與耗能活動(45.7%)」。

結論及建議事項：5週復原力團體活動，71.4%認為可應用在工作及生活中，85.7%認為內容符合需要又有收穫，睡眠困擾分數在團體活動後降低，復原力分數在團體活動增加，顯示復原力團體的效益。建議未來應持續辦理，成為常規性訓練，提升臨床護理師面對困境的復原能力。

關鍵詞：護理臨床教師、正念減壓、復原力

運用正念減壓提升護理臨床教師職場復原力

護理部 ┃ 酒小蕙督導長、明金蓮主任、李榮芬督導長、蘇貞云、戴辛翎、林信偵

Abstract

Objectives:
1. Complete the "Clinical Teacher Workplace Resilience Workshop".
2. Compare the differences in stress, sleep disorders, and resilience after participating in a resilience group.
3. Understand the course satisfaction situation.
4. Complete the clinical application of mindful breathing "The application of mindful breathing in intravenous injection" teaching video.

Study method: The pre-test and post-test research design of the single group. Implement a three-week physical course and a two-week video resilience group course, using questionnaire surveys to compare the differences in stress, sleep and resilience scores before and after the group activity, and investigate the students' understanding and satisfaction with the course.

Major findings: After 5 weeks of mindfulness learning group activities, the Situational Anxiety Scale increased by 4.49 points (p=.000), the Trait Anxiety Scale increased by 2.29 points (p=.028), and the Sleep Disturbance Scale was more active Before the activity decreased by 2.02 points (p=.000), the physical and mental state of sleep increased by 0.66 points (p=.000), the cognitive arousal decreased by 1.83 points (p=.373), and the resilience increased compared with before the activity 12.34 points (p=.001). Shows that situational anxiety, trait anxiety, and resilience scores increase after the activity with statistically significant differences, while sleep disturbance scores decrease and have statistically significant differences. In the course evaluation, the biggest gain is "can be applied to work and life and increase Personal knowledge (71.4%)", participation motivation is "personal interests and work needs (54.3%)", and the content of the course is "meeting needs and gaining (85.7%)". There are 19 course topics, and the top three who are fully understood in the course of understanding are "Nourishment and energy-consuming activities at work (45.7%)", "Back to the present, cherish yourself (45.7%)", and "Life Exploration and Practice of Mindfulness (40.0%)", "Dynamic Meditation Awareness Practice and Experiential Inquiry (40.0%)", and I am satisfied that the top three are "Daily Gratitude and Blessing of Kindness (45.7%)" and "Establishment" Mindfulness Practice Project (45.7%)" and "Nourishing and Energy-consuming Activities at Work (45.7%)".

Conclusions and Suggestions: For 5 weeks of resilience group activities, 71.4% think it can be applied to work and life, 85.7% think that the content meets the needs and gains. The sleep disturbance score decreases after the group activity, and the resilience score increases in the group activity, showing the resilience of the group. benefit. It is recommended that it should continue to be handled in the future and become a routine training to improve the resilience of clinical nurses facing difficulties.

Keywords: nursing preceptor,mindfulness-based stress reduction(MBSR),resilience