Coping Mechanisms to Reduce Nurse Burnout

University of Cincinnati College of Nursing
By Emily Booth, Kayley Evans, Kaylie Hooker, Bailey Huffman, Meghan Johnson, Anna Scully, Lauren Turschak

• High levels of burnout can be seen throughout the medical field, especially psychiatric nursing, due to high stress environments.

Purpose:
• Provide psychiatric nurses with coping mechanisms to prevent nurse burnout and increased work stress
• Providing these strategies will not only help the nurse, but also help improve overall patient care

PICO: In the psychiatric nurses at Ridgeway, does receiving individual coping mechanism training change their burnout scores (compared to their scores prior to receiving the training)

Literature Search

Databases:
• CINAHL, EBSCO host, Pubmed

Search Parameters:
• Peer-reviewed
• Published within the last 7 years (2014-2021)

Keywords:
• Burnout, Mental Health Nursing, Psychiatry, Relaxation techniques, Coping mechanisms, Coping
• Mental Health AND Nursing
• Burnout AND Psychiatric Nursing
• Coping Mechanisms AND Burnout

Introduction

Burnout:
• A prevalence rate of burnout being between 30% and 40% among mental health professionals
• High levels of burnout affect over 50% of mental health professionals at an early stage of their career
• Fatigue requires attention because it affects job productivity and workforce health and can ultimately negatively affect patient safety
• Factors such as violent and aggressive patients, patients refusing to undergo treatment and inability to communicate contribute to burnout
• Mental healthcare establishments are perceived as extremely stressful environments to work in when compared to general hospitals
• Administrators should pay more attention to the improvement of the nurses’ self-efficacy and professional nursing practice environment and the reduction of stressors

Coping Mechanisms:
• Effective coping mechanisms and problem-solving skills can be enhanced and implemented to the benefit of themselves and those around them
• Positive thinking has mediating effects on personal resourcefulness among caregivers
• The use of deep breathing techniques has lead to an effective improvement in the management of stress in daily life, and therefore, could exert positive influences on the stress conditions that the staff member must face during the course of his/her career
• The best option for long-term emotional relaxation was mindfulness based programs and emotion-focused coping

Current Evidence

Education Plan

Purpose:
To educate psychiatric nurses on identifying burnout trigger and evidence based coping mechanisms techniques

Learning Objectives:
• Described what burnout is
• List triggers of burnout
• Prevalence severity of burnout on psychiatric units
• Identify health coping mechanisms

Educational Information
• Definition of Burnout: the state of mental, physical, and emotional exhaustion caused by sustained work-related stressors such as long hours, the pressure of quick decision-making, and the strain of caring for patients who may have poor outcomes
• Triggers: acuity level, dealing with verbal/emotional abuse, dealing with disturbed or unpredictable, and lack of confidence
• Coping Mechanism: deep breathing, relaxation techniques, thinking positive, and social support

Recommendations

• A third-party mentor not directly involved in one’s work can help navigate stressors within and outside of work-related stress providing holistic support
• Recognize when coworkers may be experiencing burnout and reach out and offer support
• Prevent others negativity from affecting one’s own mentality
• The staff is a team and assisting each other can improve teamwork
• Be confident in one’s own practice

Implementation and Feedback

Target Audience and Location
• 3/28/2021 1200-1400
• University of Cincinnati Medical Center – Ridgeway Floor 5
• Day Shift Nurses and Managers

PowerPoint Presentation and Pamphlet
• 20-minute presentation referencing pamphlet
• 10 nurses came within a two-hour window

Pre and Post Test:
• First 4 questions were answered by: strongly agree, agree, neutral, disagree and strongly disagree
• Last 5 questions were multiple choices questions based on the information presented from the educational presentation

References