

Compassion Fatigue Resiliency in Emergency Nurses

JUDITH BOYLE, CYNTHIA COHEN, & VALERIE COTTER

EXECUTIVE DNP PROGRAM, JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING, BALTIMORE, MARYLAND

Problem

Compassion fatigue can interfere with the nurse's capacity and/or ability to be kind and compassionate

Aims

- Provide compassion fatigue resiliency training to emergency nurses
- Determine the effectiveness of a compassion fatigue resiliency training program on levels of compassion satisfaction, burnout, secondary traumatic stress, resiliency

Methods

Repeated Measures Design

- Pre-test/post-test

Setting

- One metropolitan emergency department in the Mid-Atlantic region

Participants

- All emergency nurses and/or Forensic Nurse Examiners who work at or provide services at facility

Compassion fatigue resiliency training program

- Multi-faceted, multi-modal
- Two 2-hour sessions
- Addressed five key areas:
 - Self-regulation
 - Intentionality
 - Perceptual maturation
 - Connectedness
 - Self-care

Measures

Demographic survey

Professional Quality of Life Survey version 5

- 30 item Likert scale
- Higher scores reflect higher levels
- Three subscales:
 - Compassion satisfaction
 - Burnout
 - Secondary traumatic stress

Connor-Davidson Resilience Scale

- 25 item Likert scale
- Higher scores reflect higher resilience

Analyses

SPSS 24 using descriptive statistics

Wilcoxon signed-rank test

Course evaluations

Results

Demographic Characteristics N = 28		
Age	Range/Mean (SD)	22-63/37.86 (13.60)
Gender	n (%)	
Female		22 (78.6%)
Male		6 (21.4%)
Ethnicity	n (%)	
African American		4 (14.3%)
Asian		2 (7.1%)
Caucasian		20 (71.4%)
Hispanic		2 (7.1%)
Highest degree held	n (%)	
ADN		6 (21.4%)
BSN		14 (50%)
BS/BA		1 (3.6%)
MSN		4 (14.3%)
MS		3 (10.7%)
Presently pursuing a degree?	n (%)	
Yes		9 (32.1%)
No		19 (67.9%)
Clinical level	n (%)	
Clinical nurse I		6 (21.4%)
Clinical nurse II		19 (67.9%)
Clinical nurse III		2 (7.1%)
FNE only		1 (3.6%)
Work as charge nurse on shift?	n (%)	
Yes		8 (28.6%)
No		20 (71.4%)
Years as RN	Range/Mean (SD)	0.16 – 45.50/10.82 (14.06)
Years as emergency nurse	Range/Mean (SD)	0.16 – 44/8.25 (11.91)

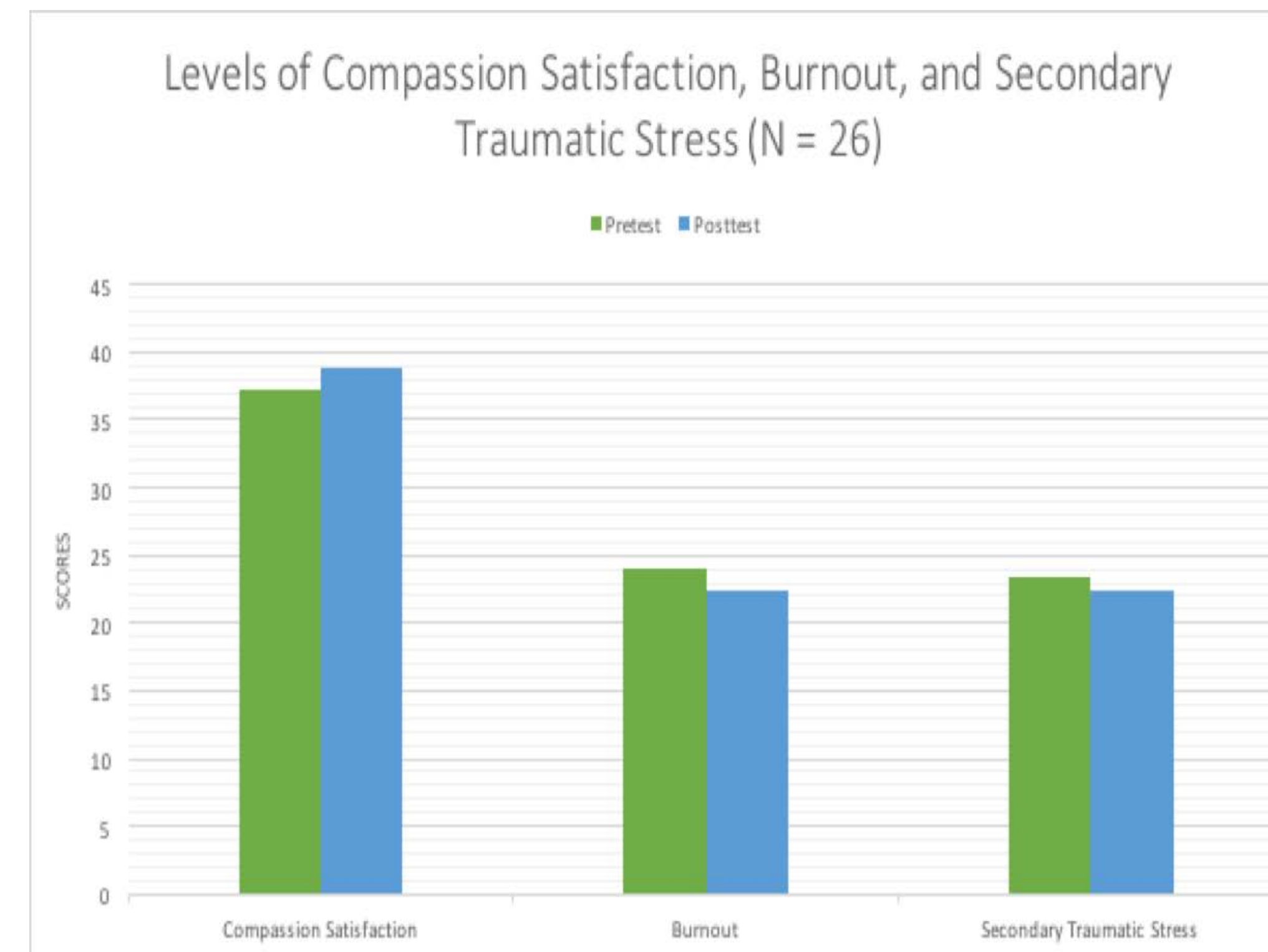
RN = Registered Nurse FNE = Forensic Nurse Examiner

Outcome Data Analysis Results/Wilcoxon Signed Rank Test

Measurement/Outcome N = 26	Z (p value)	r (effect size)	Wilcoxon statistic W (critical value) p=0.05, two tailed test
ProQOL V (Professional Quality of Life Survey version V)			
Compassion Satisfaction (CS)	-2.844 (0.004**)	0.5578 (Large effect)	51 (98)
Burnout (BO)	2.123 (0.034**)	0.4164 (Moderate to large effect)	76 (98)
Secondary Traumatic Stress (STS)	-0.969 (0.333)	0.19 (Small effect)	137.50 (98)
CD-RISC (Connor-Davidson Resiliency Scale)			
Resiliency (CD)	-2.034 (0.042**)	0.3989 (Moderate to large effect)	87 (98)

Pre-Post Intervention Resiliency Scores in National Quartiles

CD-RISC Quartiles	Pre-intervention N 28 n (%)	Post-intervention N 26 n (%)
Q1 – 25% quartile Score – 0 - 73	17 (60.7%)	12 (42.9%)
Q2 – 26-50% quartile Score – 74 - 82	2 (7.1%)	8 (28.6%)
Q3 – 51-75% quartile Score – 83 - 90	6 (21.4%)	4 (14.3%)
Q4 – 76-100% quartile Score – 91 - 100	3 (10.7%)	2 (7.1%)



Discussion

Results similar to those found in literature

- Levels of CS & resiliency increased; BO & STS decreased post multi-faceted intervention
- Levels of BO and STS in emergency nurses were not as high as expected

Limitations

- Small convenient sample N=26
- Short project time-frame
- Inconsistencies in educational sessions may have affected item responses
- Results may not be generalizable/ only one site
- One longer session preferable to two shorter sessions

Conclusions

- Results suggest intervention was effective in increasing levels of compassion satisfaction and resiliency and decreasing levels of burnout
- No statistically significant results detected with regards to secondary traumatic stress, however, mean scores decreased from pretest (M 23.46) to post-test (M 22.31)
- Resiliency levels were surprisingly low
- One training program is not sufficient

Conclusions

- Further research is needed
- Clinical significance was achieved as noted in course evaluations with both quantitative data and qualitative responses

Course Evaluations

Qualitative Responses...

- “Like learning resiliency skills”
- “Well thought out presentation. Obvious time was taken to form a complete multi-media presentation”
- “given guidelines and encouraged us to make a plan. Mentioned several times”
- “The information will be utilized as I move forward in my personal life and career. Working in a high-stress environment results in being in a ‘certain’ level of perceived threat, therefore, by having this training will allow me to have an outlet to help me deal with how I feel and to be resilient”
- “Wonderful presentation”
- “Thank you!”
- “Excellent, allowed me to look into myself/ more fulfilled in life”
- “Love the different exercises and video. Well planned.”
- “Very helpful”
- “Life changing. Well done!”
- “very well done. Made me think – so much I need to do now!”
- “so great to learn this at the start of my career!”
- “This was a super helpful course”



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