An Integrative Literature Review on Self-awareness Education/Training Programs in the Nursing Area

Han, Soolgi[1] · Kim, Sungjae[2]

[1]RN, Department of Nursing, Korea University Anam Hospital, Seoul
[2]Professor, College of Nursing · The Research Institute of Nursing Science, Seoul National University, Seoul, Korea

Purpose: This paper is a review of interventions designed to promote self-awareness in the nursing area. The specific purpose was to analyze the general characteristics of self-awareness intervention studies, intervention contents, and the effects of the studies in order to present basic information for developing self-awareness interventions in the nursing area. **Methods:** Using "nurse/nursing" and "self-awareness" as key words, the researchers searched six electronic databases. The method proposed by Whittemore and Knafl was used. **Results:** Seventeen studies met the inclusion criteria. The most common research design was quasi-experimental. Nine quasi-experimental studies (52.9%), 7 qualitative studies (41.2%), and 1 mixed methodology study (5.9%) were analyzed. Most studies used group intervention and student nurses as participants. The interventions were revealed to be effective in enhancing participants' self-awareness. The reflection method was used in most intervention approaches. **Conclusion:** To provide therapeutic nursing care, having self-awareness is important. Future research with well-designed clinical trials applying self-awareness intervention needs to be conducted to enhance self-awareness in the nursing area.

Key Words: Awareness, Intervention, Nurses

INTRODUCTION

1. Background

Self-awareness is an introspective process to understand and know about one's thoughts, feelings, convictions, and values that is ongoing.[1] It is a kind of capacity to accurately recognize emotional reactions as they happen and to understand one's responses to different people and situations.[2] Self-awareness is considered as one of the key factors determining the communication process quality and caliber of the therapeutic alliance.[2] Therefore, it is believed to be a vital competency of helping professionals including nurses. Enhanced self-awareness enriches the reactions of individuals to various situations they experience; in other words, it means the discovery of different paths in relationships and life.[3] It is a cognitive and affective activity, and forms the foundation for growth and development in many areas. Additionally, it enhances self-related concepts such as self-awareness, self-evaluation, self-esteem, self-efficacy, and self-concept[3-11] and improves professional growth and the quality of patient care.[12] Thus, self-awareness is mentioned in a wide range of areas from clinical practice skills to leadership quality.

With self-awareness, one's own emotional issues can be sorted out and will not be expressed in harmful ways with clients. Additionally, it enables trainees to experience for themselves what it is like to be a client working through personal issues.[13] This helps nurses to understand more about their clients. The more one knows about oneself, the more flexibility one gains to realistically interpret and cope constructively cope in challenging health situations.[2] By doing so, people become aware of numerous personal characteristics.[14] Therefore, with self-awareness, nurses tend to reduce clients' stigma.[15] Self-awareness helps nurses work from their strengths and cope more effectively to minimize personal weaknesses in interactions with others.[2] Additionally, it helps nurses to stop avoid-

Corresponding author: Kim, Sungjae
College of Nursing, Seoul National University, 103 Daehak-ro, Jongno-gu, Seoul 03080, Korea.
Tel: +82-2-740-8803, Fax: +82-2-765-4103, E-mail: sungjae@snu.ac.kr

ing clients and reduces their anxiety, which has an effect on the quality of nursing care.[16]

According to the previous research, increased self-awareness allowed student nurses to promote empathy.[17] Furthermore, it has a positive effect on increasing self-efficacy and autonomy.[4] By enabling self-releasing and refilling behaviors, nurses overcome negative outcomes.[18]

Developing self-awareness allows nurses to make higher quality decisions because decisions are more likely to be based on facts than personal feelings.[2] It allows people to become aware of numerous personal characteristics.[14] It enables one to sort through one's own emotional issues so that these do not affect therapeutic situations with clients. Therefore, self-awareness is the use of self-insights and presence to guide behavior that is genuine and authentic to knowingly create a healing interpersonal environment.[19] Additionally, it is the basic tool to accept clients' emotions and understand their causes.[20]

Self-awareness directly affects self-management and how we professionally respond to others. Professional self-awareness promotes recognition of the need for continuing education, the acceptance of accountability for one's own actions, the capacity to be assertive with professional colleagues, and the capability of serving as a client advocate when the situation warrants it, even if it is uncomfortable to do so.[2]

Nursing is an interpersonal relationship between client and nurse using verbal and non-verbal messages. Therefore, nurses are required to utilize capabilities and skills consciously. It is also known that self-awareness helps nurses to cope effectively with the emotional pressure inevitable in a caring situation and leads to more satisfactory and higher-quality care service.[3,21-23] With enhanced self-awareness, the type of reaction is enhanced in the various situations that nurses experience.[3] Theoretically, as a nurse it is not easy for an individual to realize his or her own feelings.

Although improving and acknowledging self-awareness is important, there is no routine educational program focusing just on self-awareness in nursing curriculums in universities, nor in continuous education programs provided by the Korean Nurses Association. It is assumed that self-awareness education/training was provided as a small portion in psychiatric mental health nursing. Studies related to self-awareness interventions are rare. The self-awareness intervention in this study includes an education or training program on self-awareness. In this study, previous research on self-awareness interventions was reviewed. Therefore, self-awareness intervention studies developed in the nursing area were searched and the in-

terventions that were implemented were analyzed. Using the studies found, the contents, approaches, and effects of the programs were analyzed. Through this, basic information to develop a self-awareness intervention can be obtained.

2. Purpose

The purpose of this integrative review is to describe self-awareness programs designed to improve self-awareness among nurses or nursing students and examine the contents and approaches of these programs. The findings of this study can provide the basic information to develop self-awareness programs for nurses. The specific purposes are as follows.
- Describe the research studies about self-awareness programs
- Analyze the contents and approaches of these self-awareness programs
- Analyze the effect of these self-awareness programs

METHODS

1. Design

An integrative review was used to analyze the self-awareness program research written in Korean or English from 1996 to 2016. Since the Mental Health Law in South Korea was enacted on December 12, 1995, and self-awareness is a basic principle of psychiatric nursing, self-awareness intervention studies written in Korean or English from 1996 were included.

2. Procedure

1) Stages of review

The methodology for integrative review recommended by Whittemore and Knafl[24] that involves 5 stages was used. The first stage is about identifying the problem. The second stage is searching the literature related to the research problems and specifying the inclusion criteria. The third stage is evaluating data among researchers and determining and evaluating the suitability of each study. The fourth stage is analyzing data through interpretation without bias. The last stage is presenting the concept and attributing into a diagram or a table. Each stage of the process is as follows.

2) Problem identification

At the initial stage of the research meeting, the resear-

chers agreed on the purpose and the boundaries of the study. Self-awareness is one of the key factors that nurses should have. Since nursing care is an interaction between nurse and client, it is important to know oneself and accept the client as he or she is. However, no regular education or programs on self-awareness are provided to nurses or student nurses. Therefore, the research problems are as follows: "What is known about self-awareness education/training?"; and "What kinds of self-awareness education/training are present?" The study aimed to identify the core components and the limitations of the programs in order to provide a guide for future studies and interventions designed to improve self-awareness among nurses and nursing students.

3) Literature search

The literature search was performed by the first author and the co-author independently. A computerized search using Web of Science, Medline, PubMed, Research Information Sharing Service (RISS), Koreanstudies Information Service System (KISS), and DBpia was undertaken. Key words used to search for relevant literature included self-awareness AND nurse OR nursing. Hand searching for journals with a focus on self-awareness programs was also undertaken.

(1) Inclusion criteria
- Studies published from January 1, 1996 to July 31, 2016
- All interventions related to self-awareness intervention
- Participants of the study are registered nurses or students majoring in nursing

(2) Search outcomes
A total of 1,694 studies were searched. Based on the inclusion criteria, and after eliminating overlaps and screening of titles, abstracts and keywords, 17 publications were

retained (Fig. 1).

4) Data evaluation

According to Whittemore and Knafl[24], applying one specific assessment tool to the quality of the study may not be appropriate. When the evaluation criteria are too broad, the specialty of the study cannot be retained. However, when criteria differ from one study to another, the data analysis will be complex. Therefore, applying clear inclusion and exclusion criteria is important. In this study the first author, a doctoral student majoring in Psychiatric Mental Health Nursing, and the co-author who is a faculty member of Psychiatric Mental Health Nursing, checked the date of the publication, name of the journal., research design, intervention method and type, duration, and tools used in the study to fill out a matrix and evaluated the quality of each study. The evaluation of the studies was performed independently. Through active discussion between the two authors, discrepancies were resolved. As a result of the quality evaluation, 17 studies were selected as appropriate and analyzed for the final review.

5) Data analysis

To reach an integrated result, Whittemore and Knafl[24] mentioned that providing a matrix is needed to see what categories apply to each study. The collected data were categorized according to the analysis method or the research design, characteristics, etc. In the matrix, all the information in the categories must be mentioned and must allow repeated comparisons. For the intervention studies, it is important to distinguish the differences and similarities, describe the variables, and find intervention factors to make logical connections. Therefore, this study mentioned the matrix of the research analyzed, as shown in Table 1.
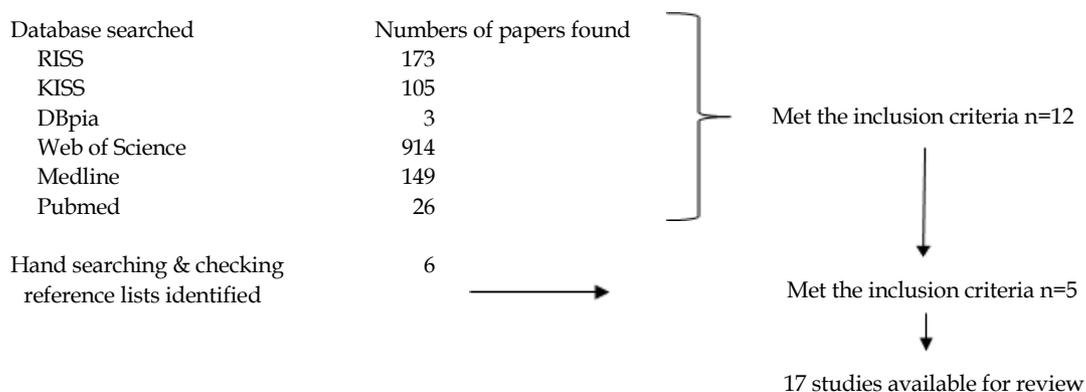
Database searched	Numbers of papers found	
RISS	173	
KISS	105	
DBpia	3	Met the inclusion criteria n=12
Web of Science	914	
Medline	149	
Pubmed	26	
Hand searching & checking reference lists identified	6	Met the inclusion criteria n=5
		17 studies available for review

Fig. 1. Result of search strategy.

Table 1. Chronological Summary of Reviewed Papers (*N*=17)

Author (year)	Design / Subject	Intervention	Outcome Measure	Findings
Hasanpour-Dehkordi & Solati (2016)	Quasi-experimental study / Nurse students	Context based learning method, collaborating training, and traditional training	· Student's behavior of respect and responsibility · Communication skills and critical thinking · Self-awareness and self-evaluation · Student's attitude consisting of students role · Lecturers' role and students' learning level · The efficiency of the unit	· Context based learning and collaborative approaches were useful in terms of increased respect, self-awareness, self-evaluation, communication skills and responsibility as well as motivation and learning score in comparison to traditional method
Lestander et al. (2016)	Qualitative study / Nurse students	High fidelity simulation	· What has touched · Thoughts/feelings that raised by event · Knowledge after intervention · The use of intervention as nurse and effect on patient safety	· Feeling stressed, inadequate, and unskilled · Never compromising patient safety · Planning the work and prioritizing · Understand and implement nursing knowledge · Appreciating colleagues, good communication, and time for thoughtfulness · Gaining increased self-awareness · Beginning to understand the profession
Wanda et al. (2016)	Qualitative study / Nurse students	Flash card	· Use the cards as a way of sharing experiences of reflective practice and reflection and the meaning	· Expanding view of nursing practice · Safe place · A light in the dark · Self-awareness booster · Learning through experience
Pai (2015)	Quasi-experimental study / Nurse students	Self-reflection and Insight program	· Holistic Nursing Competence Scale · Self-Reflection and Insight Scale · Perceived Stress Scale · Clinical Teaching Quality Scale	· Effectively increases nursing student's self-reflection, clinical competence, and decreases practice stress · Nursing core competencies are enhanced which improve self-awareness and decrease stress
Westin et al. (2015)	Qualitative study / Nurse students	Didactic Strategies	· Learning experiences · What was important for their learning · Experiences of different didactic strategies that has support their learning	· Focusing on the patient perspective and paying attention to others · Learning from discussion and reflections · Training for the professional role and becoming more courage · Gaining insights and increasing self-awareness
Demir et al. (2014)	Quasi-experimental study / Nurse students	Mentoring program	· Student Information Form · Mentoring Assessment Form · Locus of Control Scale · Ways of Coping Inventory	· Support the mentees for problem solving, adapt to university environment, self-awareness, self-confidence, and establishing of positive relations with their mentors. · Increase internal locus of control parallel with social support behavior and active coping with stress
Vitello-Cicciu et al. (2014)	Qualitative study / Nurse	Leadership development program	· Was the content leader new? · Did content offer a better understanding? · How to manage emotions more effectively. · The important things you learned. · The behavioral changes as leader · Enhance ability to express or hear divergent viewpoints · How it help to set priorities and goals. · An experience using the content	· Self-awareness though self-reflection · Use self-regulation to manage one's emotion · Emotionally aware of others · Value the MBTI · Seek diverse feedback · Engage in active listening · Have crucial conversation

Table 1. Chronological Summary of Reviewed Papers (Continued)   (*N*=17)

Author (year)	Design / Subject	Intervention	Outcome Measure	Findings
Ganzer & Zauderer (2013)	Qualitative study / Nurse students	Structured preclinical workshop	· Perceptions about the psychiatric mental health clinical practicum	· Positive insights on the efficacy of preparedness and open communication · Gain self-awareness, confidence, active
Unal, S. (2012)	Quasi-experimental study / Nurse students	Self-awareness and communication techniques course	· Rathus Assertiveness Schedule · Coopersmith Self-Esteem Inventory · Student information form	· Increased assertiveness, self-esteem · Practice enhances self-awareness, communication skills, assertiveness and self-esteem
Ahmed & Elmasri (2011)	Quasi-experimental study / Nurse	Self-awareness education program	· Nurses characteristics data form · Self-efficacy Scale · Sociotropy Autonomy Scale	· Increase self-efficacy and autonomy · Highly significant correlation between total of self-efficacy and total of sociotropy autonomy
Oflaz et al. (2011)	Qualitative study / Nurse	Structured psychodrama session	· Recall a certain memory and select object · Talk about the personal story and personify the feeling through role reversal, the past and connection to their daily life, and reflections	· Helpful to improve the self-awareness and prove to be a useful educational tool. · Helpful in understanding nurses themselves and in exploring the perspective of others in practice.
Scheick (2011)	Mixed methodology / Nurse students	STEDFAST	· Element S: Self-concept examination	· Learned self-awareness skills likely caused changes in self-awareness, aliveness, and self-control
Healy & Sharry (2010)	Quasi-experimental study / Nurse students	Assessing and promoting health	· Obtained students opinions and comments of the workshop	· Useful to nursing students in developing self-awareness of their lifestyle practices in relation to health.
Engin & Cam (2009)	Quasi-experimental study / Nurse	Self-awareness education program	· Nurses characteristics data form · Self-efficacy Scale · Sociotropy Autoomy Scale	· Increase self-efficacy, sociotropy-autonomy personal characteristics, and self-awareness of one's own feelings and thoughts.
Park et al. (2009)	Quasi-experimental study / Nurse students	Nursing communication curriculum	· Communication quotient · Life position inventory	· Effective in improving communication ability. · Increased general communication ability. · Being positive among self-communication increased
Williams et al. (2009)	Qualitative study / Nurse students	Reflective journaling	· Ongoing dialogue about the process of the course · Reflection on relation to the clinical area and development of relationship with others	· Becoming aware and feeling the pain · Worldview, personal view, and patient view of persons with mental illness · Personal growth
Kim (2006)	Quasi-experimental study / Nurse students	Self-awareness program	· Self-concept · Self-perception · Self-esteem	· Enhance self-concept and self-esteem · Increase positive self-perception

6) Presentation

To promote better understanding of the effects and the contents of the self-awareness programs, the integrative review was performed as is shown in Tables 1 and Table 3.

RESULTS

1. Study Setting and Samples

Among the studies searched, 17 studies met the inclusion criteria. Self-awareness interventions have been studied for a long time but not many studies have been done. Recently self-awareness interventions have been actively studied but about 1 to 3 papers are published per year. Of those, 9 were quasi-experimental studies (52.9%), 7 were qualitative studies (41.2%), and 1 study (5.9%) used a mixed methodology. Among 17 studies, 13 studies' participants were student nurses, and only 4 studies' participants were nurses. There were 10 types of approaches to increase participants' self-awareness. Frequently used approaches were the reflection method, self-awareness programs, and the psychodrama/action method. A summary of these findings is given in Table 2.

Table 2. General Analysis of Reviewed Papers   (*N*=17)

Variables	Content		n (%)
Published years	2016~2015		5 (29.4)
	2014~2013		3 (17.6)
	2012~2011		4 (23.5)
	2010~2009		4 (23.5)
	2008~2006		1 (5.9)
Research design	Quasi-experimental study		9 (52.9)
	Qualitative study		7 (41.2)
	Mixed methodology		1 (5.9)
Research subjects	Nurse		4 (23.5)
	Student nurse		13 (76.5)
Approach	Reflection method		6 (35.3)
	Self-awareness program		2 (11.8)
	Psychodrama/action method		2 (11.8)
	Assessing and promoting health		1 (5.9)
	Context based learning method, collaborating training, and traditional training		1 (5.9)
	Communication program		1 (5.9)
	Leadership development program		1 (5.9)
	Mentoring program		1 (5.9)
	Self-awareness and communication technique course		1 (5.9)
	STEDFAST Self-aware mindfulness development model		1 (5.9)
Outcome Measure	Intra-personal factor	Self-related concepts (self-awareness, self-evaluation, self-esteem, self-efficacy, self-confidence and self-concept)	8 (18.6)
		Feelings/emotions	4 (9.3)
		Reflection	3 (7.0)
		Sociotropy-autonomy	2 (4.7)
		Assertiveness	1 (2.3)
		Critical thinking	1 (2.3)
		Holistic nursing competence	1 (2.3)
		Learning level	1 (2.3)
		Locus of control	1 (2.3)
		Responsibility	1 (2.3)
		Stress	1 (2.3)
		Others	7 (16.3)
	Inter-personal factor	Behavior	2 (4.7)
		Communication	2 (4.7)
		Coping	1 (2.3)
		Respect	1 (2.3)
		Others	6 (14.0)

2. Interventions and Contents

Interventions related to self-awareness were analyzed, as shown in Table 3. The interventions provided to nurses were self-awareness education programs (11.8%), a leadership development program (5.9%), and structured psychodrama (5.9%). Interventions with student nurses were mostly performed within the curriculum. Therefore, most interventions were performed for 12 to 14 weeks. Since these were delivered to students through curriculum-based teaching, it can be assumed that one semester would be between 12 to 14 weeks.

The interventions included looking back on their lives, emotions, and thoughts. However, these were expressed in different ways with different contents. Among 17 studies, 6 used the reflection method (35.5%) with participants. The common contents of the reflection method are that researchers used reflective methods to encourage participants to think about their own behavior, thoughts, emotions, etc., in addition to thinking about what effects these had on others. Writing report and journals, performing simulations, and workshops are included as methods

Table 3. Analysis of Intervention   (*N*=17)

Author (year)	Approach	Intervention period	Contents		
Hasanpour-Dehkordi & Solati (2016)	Context based learning method, collaborating training, and traditional training	Not mentioned	· Context based learning method: testing situation, self-directed study, integration of new information, deep thinking	· Collaborating Training: forming, storming, norming, performing, and adjourning	· Traditional Training: teacher-oriented training per conventional routine
Lestander et al. (2016)	High fidelity simulation (HFS)	1 semester	· HFS day: 3 HFS, practical nursing performance (45 min), debriefing (45 min)	· HFS day: individual written reflection · First day post HFS: verbal group reflection	· One week post HFS: Individual written reflection
Wanda et al. (2016)	Flash card	6 weeks, 2 hrs/week	· 2 hours, 6 weeks	· 5 Ds: doubt, description, dissection, discover, and decision	
Pai (2015)	Self-reflection and Insight program	21 credit, 1,120-hour course	· Clinical practice program: self-reflective clinical care workshop.	· Guidelines for 8 core nursing competencies	· Self-reflective learning exercise
Westin et al. (2015)	Didactic strategies	2 semesters	· Writing a report		
Demir et al. (2014)	Mentoring program	14 weeks	· Physiological needs: accommodation, nutrition, and scholarship · Safety needs: information about the school, awareness of student rights. Use of health services & center. Clinical practice · Self-esteem: self-confidence	· Cognitive needs: information about lecturers, lessons and motivation Effective study methods Organize the mentee's work schedule. Stress regarding lessons. Use of the library, computer and internet · Social needs: Social activity and friendship. Problems experienced in relationship	· Self-actualization: coping with stress, solving mentee's problems, Awareness of mentee's personality traits · Profession: Mentee's views and anxiety regarding the profession. Introduction regarding nursing profession, job possibilities
Vitello-Cicciu et al. (2014)	Leadership development program	4 sessions	· AONE nurse manger leadership partnership learning domain framework		
Ganzer & Zauderer (2013)	Structured preclinical workshop	1 workshop	· The workshop included opportunities for role-playing in interactive scenarios using high-fidelity simulation as well as media presentations and movie clips		
Unal, S. (2012)	Self-awareness and communication techniques course	14 weeks, 3 hrs/week	· Week 1: Getting to know each other. Introduction & pre-test. Self-awareness and communication, types of emotion. Homework · Week 2: homework presentation, social skills & individual work and homework · Week 3: homework presentation, nonverbal behavior, and homework · Week 4: homework presentation, feelings and thoughts I, and group work & homework · Week 5: homework	· presentation, feelings and thoughts II, individual work, and homework · Week 6: homework presentation, film, and homework · Week 7: first mid-term, homework presentation, listening, perception and interpretation, and homework · Week 8: homework presentation, listening, perception and interpretation, and homework · Week 9: homework presentation, assertiveness, false beliefs affecting assertive behavior. Homework	· Week 10: homework presentation, rights and beliefs in assertiveness, making a request, being able to say no, film, and homework · Week 11: homework presentation, nurse-patient communication, communication in special conditions, and homework · Week 12: homework presentation, practice of communication skills · Week 13: seminars · Week 14: seminars & Final test

Table 3. Analysis of Intervention (Continued)   (*N*=17)

Author (year)	Approach	Intervention period	Contents		
Ahmed & Elmasri (2011)	Self awareness education program	15 weeks, 10 session, 30~45 min/session	· Introduction to awareness Anxiety · Trust	· Dependence · Flexibility · Loneliness · Helplessness	· Loss · Anger · Guilt · Power
Oflaz et al. (2011)	Structured psychodrama session	3 session, 90~100 min/session	· Warm-up: recalling a certain memory and selecting an object	· Enactment: talk about the personal story and personifying the feeling through role reversal	· Sharing: talk about the past and connection to their daily life · Closing: talk about the session and reflections
Scheick (2011)	STEDFAST	1 semester	· S: Self-Assess · T: Therapeutic Role · E: Empathy	· D: Detached Reflection · F: Facilitated Debriefing · A: Alert Empathy	· S: Self-Aware Mindfulness · T: Therapeutic Use of Self
Healy & Sharry (2010)	Assessing and promoting health	2 semesters	· Phase 1: Student self-assess their own knowledge and lifestyle practices around smoking, alcohol, exercise and diet with the aid of a health assessment form	· Phase 2: Students work in pairs to obtain baseline records of pulse, blood pressure and respirations. Then a basic fitness test which posttest measures are recorded	· Phase 3: Students are asked to complete a stress index scale where stress is measured incrementally using a Likert scale. · Phase 4: Relaxation process.
Engin & Cam (2009)	Self-awareness education program	24 sessions, twice/week	· 12 Topics: awareness, anxiety, trust, dependence, flexibility, hope, loneliness, helplessness, loss, anger, guilt, power	· The program involved sharing the feelings, thoughts, beliefs, and difficulties. Developing the nursing process for a patient	· Writing the feelings shared and make a decision about next group discussion
Park et al. (2009)	Nursing communication curriculum	12 weeks, once/week, 100 min/session	· Session 1: self-awareness for the need of communication, orientation · Session 2: self-rated questionnaire & lecture · Session 3: the type and the classification of communication and mall group discussion, role play, and presentation · Session 4~5: lecture · Session 6: review communication skill, and watch the videotape of non-therapeutic & therapeutic communication skill	· Session 7: small group discussion, role play of presented situation, and video tape record the process by using e-Station Session 8: analysis, evaluation, and feedback of recorded videotapes · Session 9: large group discussion about self-awareness, encounter, effective communication factor, meaning, value of negative expression etc, question & answer; discussion	· Session 10: understand self and others in aspects by MBTI · Session 11: communication in a large group and practice of communication in a large group; presentation of assigned individual counseling and self-analysis · Session 12: presentation of assigned individual counseling and self-analysis was continued and self-rated questionnaire
Williams et al. (2009)	Reflective journaling	1 semester, 15 weeks	· Reflective journaling		
Kim (2006)	Self-awareness program	6 session, 100 min/session	· Session 1: program orientation Practice of Action Methods · Session2 : Transactional self understanding I	· Session 3: Longitudinal self understanding I · Session 4: Longitudinal self understanding II	· Session 5: In-depth self understanding · Session 6: Comprehensive self understanding

used to perform the intervention.[7,10,25-28] Two studies used self-awareness programs that had 11 to 12 topics in 10 to 24 sessions.[3,4] The topics were awareness, anxiety, trust, dependence, flexibility, loneliness, helplessness, loss, anger, guilt, power, and hope. Two studies used a psychodrama/action method[11,29] that involves the understanding of self by using elements from psychodrama.

3. Outcomes

The effects of the intervention were evaluated through the outcome measures. The outcome measure could be categorized into two parts: an intrapersonal outcome measure and an interpersonal outcome measure. Intrapersonal factors included self-related concepts, feelings/emotions, reflection, sociotropy-autonomy, assertiveness, critical thinking, holistic nursing competence, learning level, locus of control, responsibility, stress, and others. Among intrapersonal factors, outcome measures were mostly concerning self-related concept (18.6%), self-awareness, self-evaluation, self-esteem, self-efficacy, self-confidence, and self-concept. Interpersonal factors included behavior, communication, coping, respect, and others. Among them, behavior (4.7%) and communication (4.7%) were mostly measured.

All of the reflection methods increased the self-awareness of the participants. Additionally, personal growth was mentioned.[7,10,25-28] Self-awareness interventions showed positive effects on self-efficacy and autonomy.[3,4] Psychodrama/action methods enhanced understanding of others and self-related concepts.[11,29] Comparing context-based learning methods, collaborating training, and traditional training, it was concluded that the context-based learning method and collaborating training increased respect, self-related concept, communication skills, and responsibilities in comparison to the traditional method.[6] The mentoring program helped mentees with problem solving, adapting to the university environment, self-related concepts, and relations to others. Additionally, internal locus of control and coping skills increased.[5] The leadership development program increased self-related concept and improved communication skill.[30] The self-awareness and communication technique course increased self-related concepts, communication skills, and assertiveness.[9] The Self-Assess, Therapeutic Role, Empathy, Detached Reflection, Facilitated Debriefing, Alert Empathy, Self-Aware Mindfulness, and Therapeutic Use of Self (STEDFAST) self-aware mindfulness development model allowed participants to change their self-concepts.[8] Assessing and promoting health helped student nurses to develop self-awareness

in their lifestyle practices in relation to health.[31] The nursing communication curriculum was effective in improving communication ability.[32]

DISCUSSION

This paper analyzes the characteristics, contents, and effects of self-awareness interventions as an integrative review paper. By gathering the information according to the results, this review could provide guidance for developing self-awareness intervention programs in the future.

One of the first characteristics of this paper is that most of the studies' participants were student nurses. For nurses, most interventions were provided with specific topics presented.[3,4,30] Additionally, recent self-awareness interventions have used student nurses as participants. A wider variety of types of interventions were provided to student nurses. Although the importance of self-awareness among nurses was mentioned in the research, there are still very few studies done for nurses. When self-awareness is developed, it enables nurses to create a therapeutic environment that promotes an interpersonal relationship with the patient, success, professional growth, and quality of patient care.[12] Therefore, on-going education aimed at enhancing self-awareness needs to be provided to nurses. The education could be provided as job education or as continuous education for nurses at hospitals or by the Korean Nurses Association. Although the number of self-awareness intervention studies has recently increased, even more self-awareness intervention studies of nurses are recommended in the future.

Second, the contents and the interventions were not clearly mentioned. Moreover, the intervention period varied and the number of sessions ranged from one-time workshops to 24 sessions. Since the unit of the intervention period sessions was mentioned in different ways, the period could not be compared accurately. When assuming one semester as a 12 to 16-week intervention, about half of the studies delivered the intervention for 12 to 16 weeks. Additionally, several studies did not describe the specific contents of the intervention.[27,28,30] Therefore, these interventions leave the question about how to perform the same intervention in other populations.

The types of approaches were varied with different names of interventions. Although the method and the names were different, all of the interventions included reflection through various methods. Self-awareness needs continuous self-evaluation and conscious effort, and reflection provides an opportunity to look back and analyze that helps further development.[12] Not only is reflection an

effective way to gain self-awareness but psychodrama or the action method are also as effective. By using the action method, one could learn about oneself more deeply,[11] see and experience role models,[12] and have the opportunity to discover different viewpoints.[29] Among the studies reviewed, not all approaches mainly focused on increasing self-awareness. For example, the study using the context based learning method, collaborating training, and traditional training[6] compared learning, attitude, behavior, and self-awareness levels among these three different types of approaches. Furthermore, in the study on assessing and promoting health, self-awareness was more related to health awareness.[31] Therefore, the approaches should be about improving self-awareness among the participants of the study.

The outcome measures to assess the effects of the interventions were categorized into two parts. One is intrapersonal factors and the other is interpersonal factors. Intrapersonal factors include self-related factors (self-awareness, self-evaluation, self-esteem, self-efficacy, and self-concept), feelings/emotions, reflection, etc. Interpersonal factors are behavior, communication, coping, respect, etc. Among these factors, self-related factors were mostly evaluated. Although self-awareness is an important factor in the interpersonal relationship between nurse and patients,[12] the studies did not focus much on the interpersonal factors. Moreover, when self-awareness improves, professional growth takes place,[19] which affects the outcome of patient care. However, in the studies reviewed, only one study mentioned the professional growth of nurses.[30] Since self-awareness affects interpersonal relationships, competency, satisfaction, feelings and emotions, communication, holistic manner, professional level, quality of patient care, etc.,[12] the outcome measures of future studies are recommended to include more factors when evaluating the effects of self-awareness interventions.

This paper has certain limitations. The studies included in this paper were limited to those published from 1996. However, there might be more studies on self-awareness published earlier. Additionally, by limiting the papers to those published in English and Korean, the studies included in this paper are limited. It is recommended that future research includes self-awareness interventions published before 1996 and papers published in other languages.

CONCLUSION

Although the importance of self-awareness among nur-

ses is well known, studies on self-awareness interventions for nurses are in a primitive stage. Therefore, this study will help to develop concrete contents and intervention periods for self-awareness interventions through an integrative review. Finally, the review helps to identify a future research agenda. Although most of the studies revealed that self-awareness interventions enhanced self-awareness among the participants, advanced research designs need to be implemented since the study designs were very primitive. Furthermore, when developing interventions, it is suggested that the reflection method be included. The reflection method was mostly used, and even though interventions used other approaches, studies included reflection as part of the contents of other interventions.

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