



# The Implementation and Use of Mindfulness to Reduce Compassion Fatigue and Attrition Rates with Faculty in an Urban School Setting

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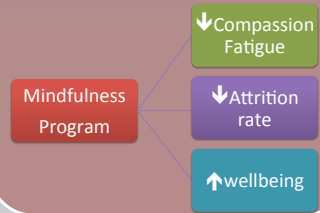
## Background:

➢ Setting was an Urban School housing pre-k to 12 where students have ↑ levels of toxic stress due to living in an environment of poverty, abuse, and violence

## Problem:

➢ Faculty/staff have a high attrition rate due to ↑ Compassion fatigue from continuous exposure to toxic stress

## Intervention and Goals:



## Intervention: 3 major components

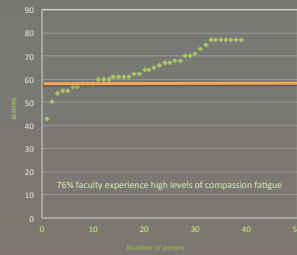


## Data Collection:

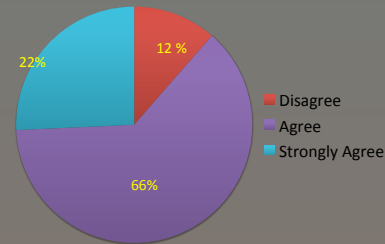


## Major Findings:

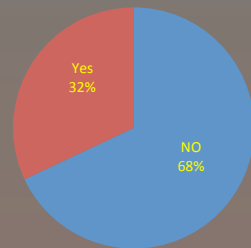
Does Compassion Fatigue Exist?: **YES!**



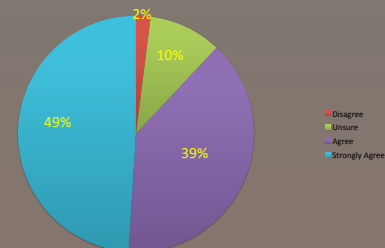
Does Mindfulness Practice Reflect Positive Emotions?: **YES**



Awareness of Mindfulness?: **NO**



Is Mindfulness a feasible intervention? **YES**



## Conclusions

- Compassion Fatigue is a prevalent phenomenon among teachers at an urban school
- Mindfulness is a relatively unknown intervention and can be inexpensively taught and implemented
- Mindfulness can create feelings of well-being
- Attrition rates and associated costs from compassion fatigue may be reduced from mindfulness programs

## Epilogue:

Mindfulness activities are being conducted before staff and leadership meeting. Mindfulness web portal will go live in September 2014

Attrition rates were reduced from 13% (9) (2013) to 5% (4) (2014). Cost savings: \$40,000

ProQo-IV testing was repeated in 6 months with a 34% return rates. Results showed: no scores indicating high level of compassion fatigue or burnout

Mindfulness is being introduced into the classroom