INPLASY PROTOCOL

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Review Stage at time of this submission: Formal screening of search results against eligibility criteria.

Conflicts of interest:
None declared.

Multimodal stress interventions focused on nursing students in the new normal after the COVID-19 pandemic: Systematic review

Romero, NSV[1]; Pancardo, DCT[2]; Juárez, GG[3]; Mendoza, ALR[4].

Review question / Objective: The purpose of this study is to present a synthesis of knowledge about the effects of carrying out theoretically and pedagogically supported multimodal interventions in the stress management of nursing students in the new normality, favoring their health. physical and mental, reducing the symptoms of post-traumatic stress, distress , anxiety and fears.

Eligibility criteria: Studies that include in their participants Nursing undergraduate students over 18 years of age, who have had multimodal interventions for stress management, anxiety on their return to the new normality, after the COVID-19 pandemic.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 27 April 2023 and was last updated on 27 April 2023 (registration number INPLASY202340097).

INTRODUCTION

Review question / Objective: The purpose of this study is to present a synthesis of knowledge about the effects of carrying out theoretically and pedagogically supported multimodal interventions in the stress management of nursing students in the new normality, favoring their health. physical and mental, reducing the symptoms of post-traumatic stress, distress , anxiety and fears.

Rationale: Stress is a common fact of lifestyles, especially students of health careers. It cannot be avoided, any change to which the student must adapt represents stress. Negative events, injury, illness or death of a patient, are stressful events, as well as positive events, such as a childbirth, bring with it the stress of the event, new responsibilities. Stressful experiences come from basic sources: the environment, the body and the student's thoughts. That is why through multimodal interventions using tools such as music therapy, aromatherapy and psychoeducation , cognitive-behavioral management, biofeedback processes , among other therapies, studies have been carried out to verify their effectiveness in reducing academic stress, favoring significant learning. that will accompany them throughout their career and future professional life. It is necessary to carry out a literature review that allows to identify the changes in the mental and physical health of the students after applying the different techniques for stress management.

Although there are systematic reviews on the subject, they do not include articles published on Ibero-American platforms or gray literature, in addition to the fact that most reviews only include one therapy.

Condition being studied: The importance of promoting in the student community of the nursing career the preventive paradigm of mental disorders since its formation (distress , anxiety, depression among others) arises from the review of statistical figures due to the increase in cases of anxiety derived from the pandemic of the spread of SARS-COV-2 , which It has affected the country's population in different ways and dimensions that go beyond contagion . In the new normality, all activities returned to face-to-face with sanitary measures that only a part of the population respects. The fear of getting infected, as well as the insecurity due to not having the practices they carried out in laboratories and clinical fields, has permeated each nursing student, triggering stress, anxiety, distress and sometimes ideas of desertion, the training processes,

of socialization and interpersonal interaction practices were broken, which led to alterations in the moods of Nursing students.

Therefore, it is necessary to have a synthesis of knowledge considering the triggers of stress, the objective measurement through instruments to incorporate them in the long-term follow-up.

METHODS

Search strategy: The search was carried out on the scientific document platforms PubMed , Cochrane Library; Scopus ; Web of Science ; SciELO ; LILACS, until March 16, 2023. The language filter was applied, limiting the results to articles published in English, Portuguese or Spanish. Additionally, a citation extraction will be carried out to locate more articles, as well as a search in the TesiUNAM repertoire and the identification of articles in other sources.
The search strategy used was
((STRESS, PSYCHOLOGICAL)) AND (STUDENTS OR NURSING CARE OR STUDENTS HEALTH OCCUPATIONS
STUDENTS HEALTH OCCUPATIONS AND NURSING CARE.
STUDENTS IN THE AREA OF HEALTH AND ACADEMIC STRESS.
(STRESS, PSYCHOLOGICAL) AND (STUDENTS, HEALTH).

Participant or population: 18 year old students.

Intervention: Academic stress with multimodal interventions.

Comparator: None.

Study designs to be included: Experimental, observational studies.

Eligibility criteria: Studies that include in their participants Nursing undergraduate students over 18 years of age, who have had multimodal interventions for stress management, anxiety on their return to the new normality, after the COVID-19 pandemic.

Information sources: The platforms consulted for the search for documents were PubMed ; Cochrane Library; Scopus ; Web of Science ; SciELO ; lilacs. Additionally, the TesiUNAM repertoire and other data sources will be used.

Main outcome(s): The included studies had to measure the effects of the interventions on Nursing students, for which they were evaluated before and after the multimodal intervention: chological stress.
1 - Anxiety
2 - Perceived stress
3 - Selfconcept
4 - Self-esteem
5 - self-perception
6 - Personal satisfaction
7 - Confirmatory factor analysis.
8 - Reliability.

Additional outcome(s): None.

Data management: Two investigators will independently review the database to select studies to be included in the review based on the inclusion criteria. When a discrepancy is noticed, a third person will intervene.

Quality assessment / Risk of bias analysis: The Cochrane risk of bias tool will be used for quality assessment.

Strategy of data synthesis: A systematic review table will be developed considering the elements of the PICO acronym.
Revman version 5.4.1 software will be used for the possibility of carrying out a meta-analysis. The random effect mode will be used to estimate the effect size.

Subgroup analysis: Subgroup analyzes will be carried out to identify the causes of heterogeneity and the variation in effect size between the different instruments used to assess stress and anxiety, as well as the implementation period.

Sensitivity analysis: Sensitivity analysis would be performed if the pooled result had a high risk of heterogeneity.

Language restriction: Only studies in English, Spanish and Portuguese will be chosen.

Country(ies) involved: Mexico.

Other relevant information: None.

Keywords: Academic stress, multimodal, cognitive-behavioral management, alternative therapies, Nursing students .

Dissemination plans: At the end of the review, it will be published in a peer-reviewed journal, and the results will be presented at a dissemination event.

Contributions of each author:
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