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Poster: Creating Voice in School Nurses through Increasing Self-efficacy

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Creating Voice in School Nurses through Increasing Self-Efficacy

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Abstract

This project focused on the results of an intervention designed to create voice and increase self-efficacy by providing school nurses with an interactive educational opportunity that focused on social modeling and persuasion, responses to stress reaction experiences and attainment and application of evidence based practice, all skills of self-efficacy. Through video observations, creating presentations with data and talking points and giving each other feedback, school nurses were able to increase self-efficacy and develop voice to articulate the role and practice of school nursing.

Problem

Isolated practice, lack of communication, expertise and self-efficacy and access barriers to evidence-based practice (EBP) information, including information on self-efficacy itself, contribute to an inability of school nurses to reflect self-efficacy in practice.

Purpose

To create voice in school nurses through increasing self-efficacy utilizing an interactive education module.

Theoretical Framework: Bandura Self-Efficacy Theory

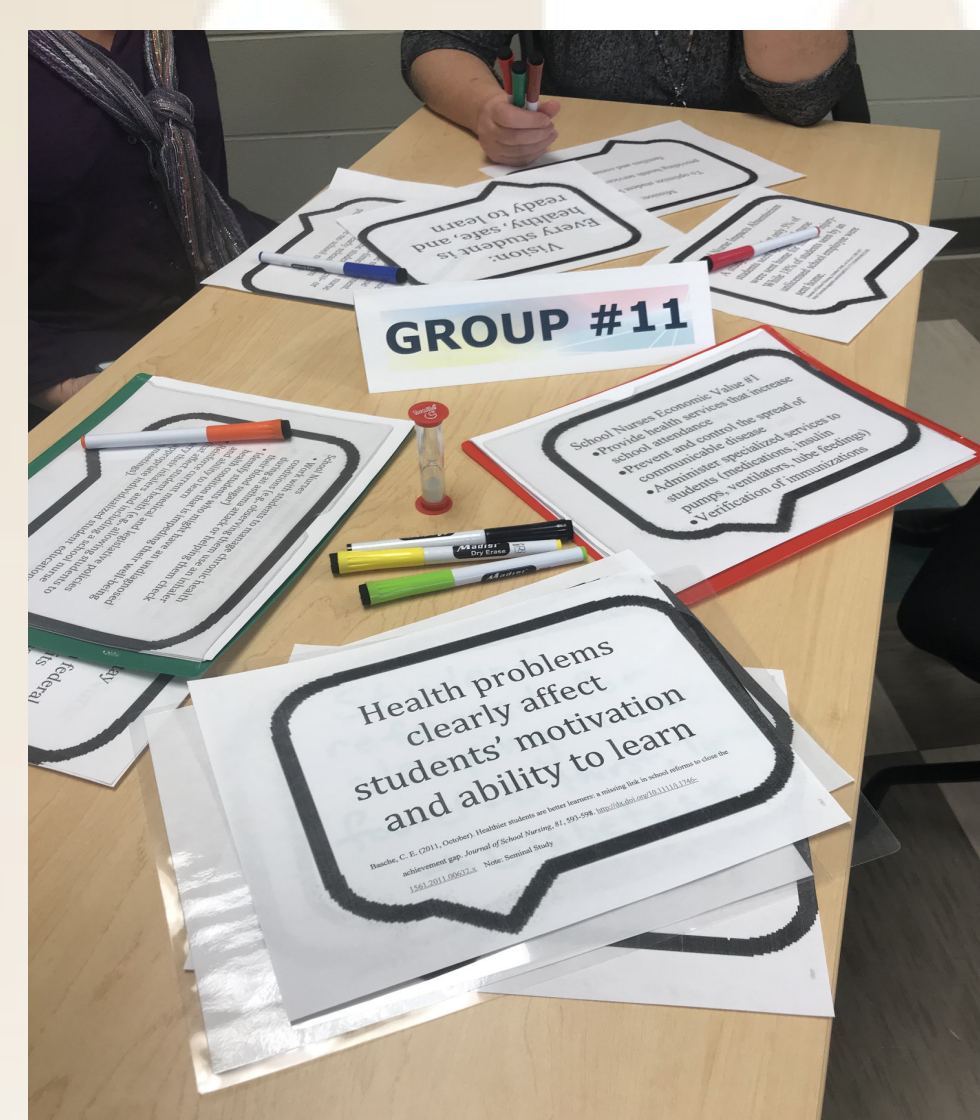


Assumes ability

- To teach individuals to change self-beliefs
- To achieve established goals, expectations, or outcomes.

Determines

- Course of action
- Degree of effort exerted
- Perseverance to continue in the face of obstacles and barriers.



Background

Self-efficacy

- School Nurses practice in relative isolation.
- Many do not communicate expertise and self-efficacy
- A lack of social modeling, social persuasion and mastery combined with isolated practice limits the possibility of increasing self-efficacy.
- School nurses verbalize lack of confidence providing communication with difficult or angry people.

Voice

- School nurses must have the skills to communicate and advocate for best practice.

Evidence Based Practice

- Barriers to evidence-based practice (EBP) information, including information on self-efficacy itself exists within the practice of school nursing.
- Educational opportunities to learn about evidence-based health care in the school setting and self-efficacy are limited, contributing to the lack of needed school nurse voice in school settings.
- Due to lack of self-efficacy school nurses often communicate by quoting policy or utilizing authoritarian direction rather than articulating EBP information that demonstrates nursing knowledge and expertise.

Clinical Needs Assessment

SWOT Analysis

School Nursing Services in Columbus City Schools, conducted February 2, 2018.

- Weaknesses included
 - Working in isolation
 - Resistance to change
 - Lack of ability to define and defend EBP

CCS Professional Development Evaluation, 2017.

- School nurses verbalize lack of confidence providing communication with difficult or angry people

Educational opportunities to learn about evidence-based health care in the school setting and self-efficacy are limited, contributing to the lack of needed school nurse voice in school settings

Project Design

Educational module on articulating school nurse role and practice using interaction and simulation

- Provide current research, data and evidence
- Create opportunities for:
 - Vicarious experience- video, watching others present
 - Social persuasion-internal group feedback
 - Reduced stress reactions- role play
 - Mastery- performance

Measurement of self-efficacy before and after an interactive educational intervention using a pre and post survey.

Significance to Nursing

Quality health care in schools requires knowledge of the educational system and EBP related to a myriad of health conditions present in students who attend school.

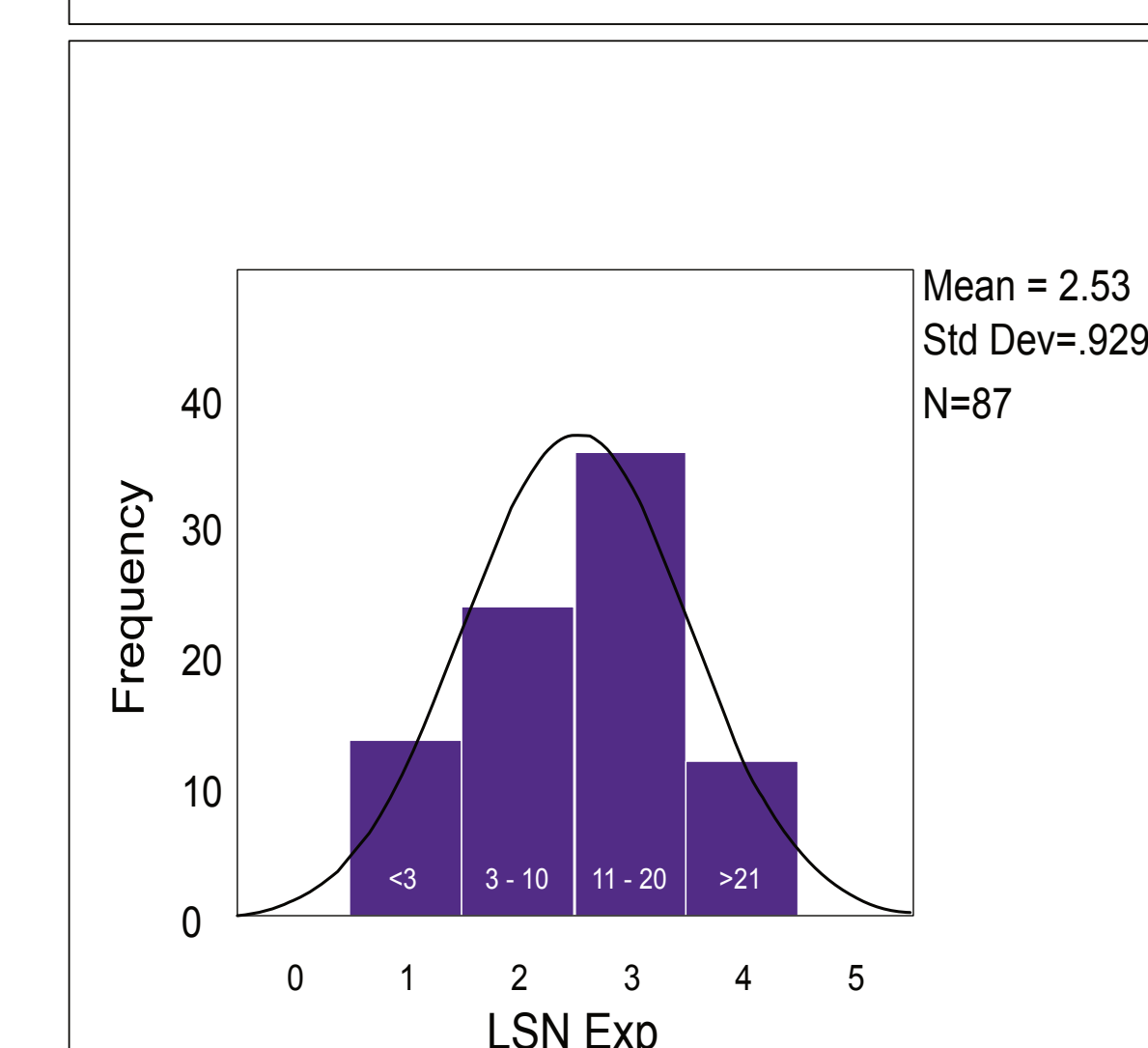
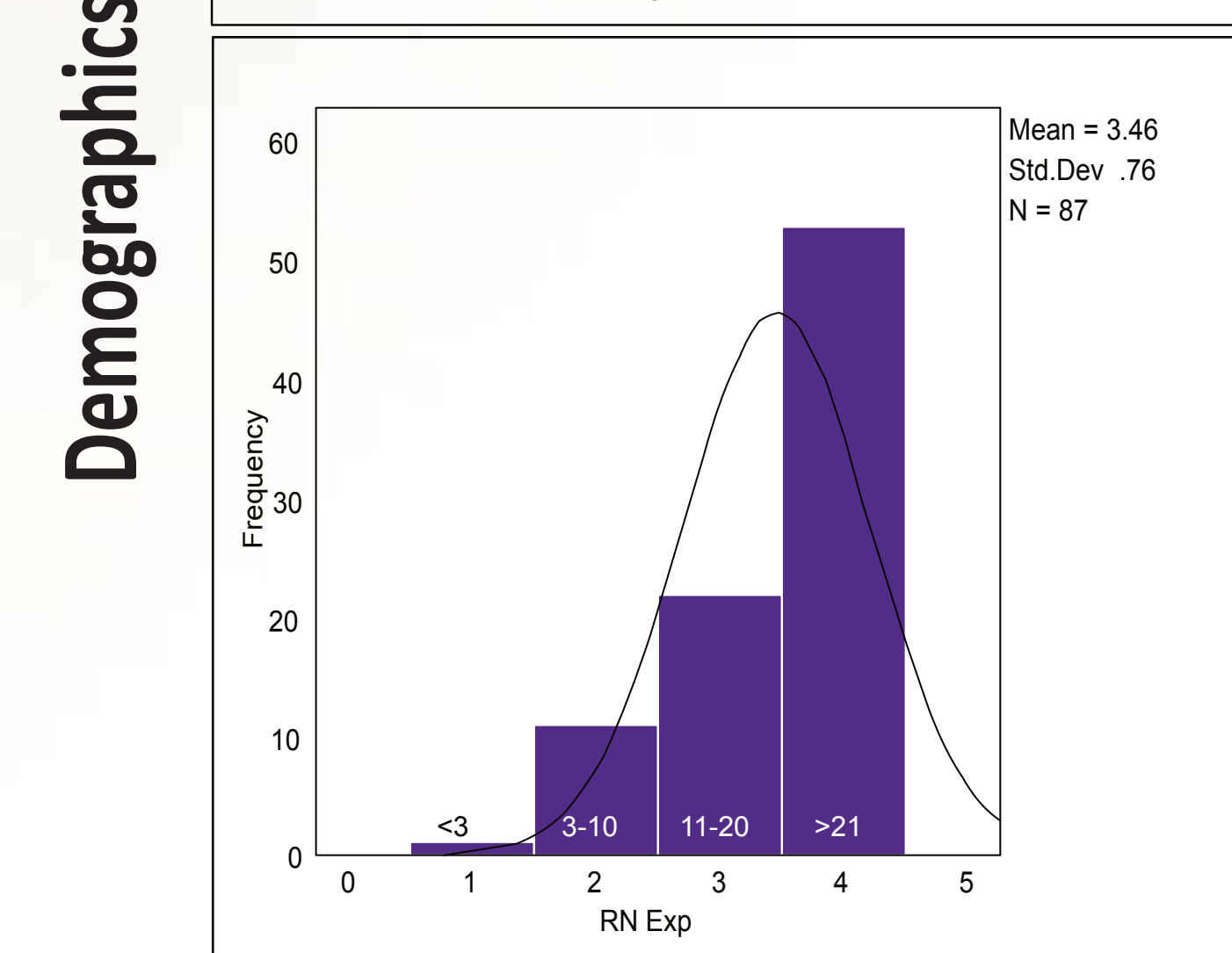
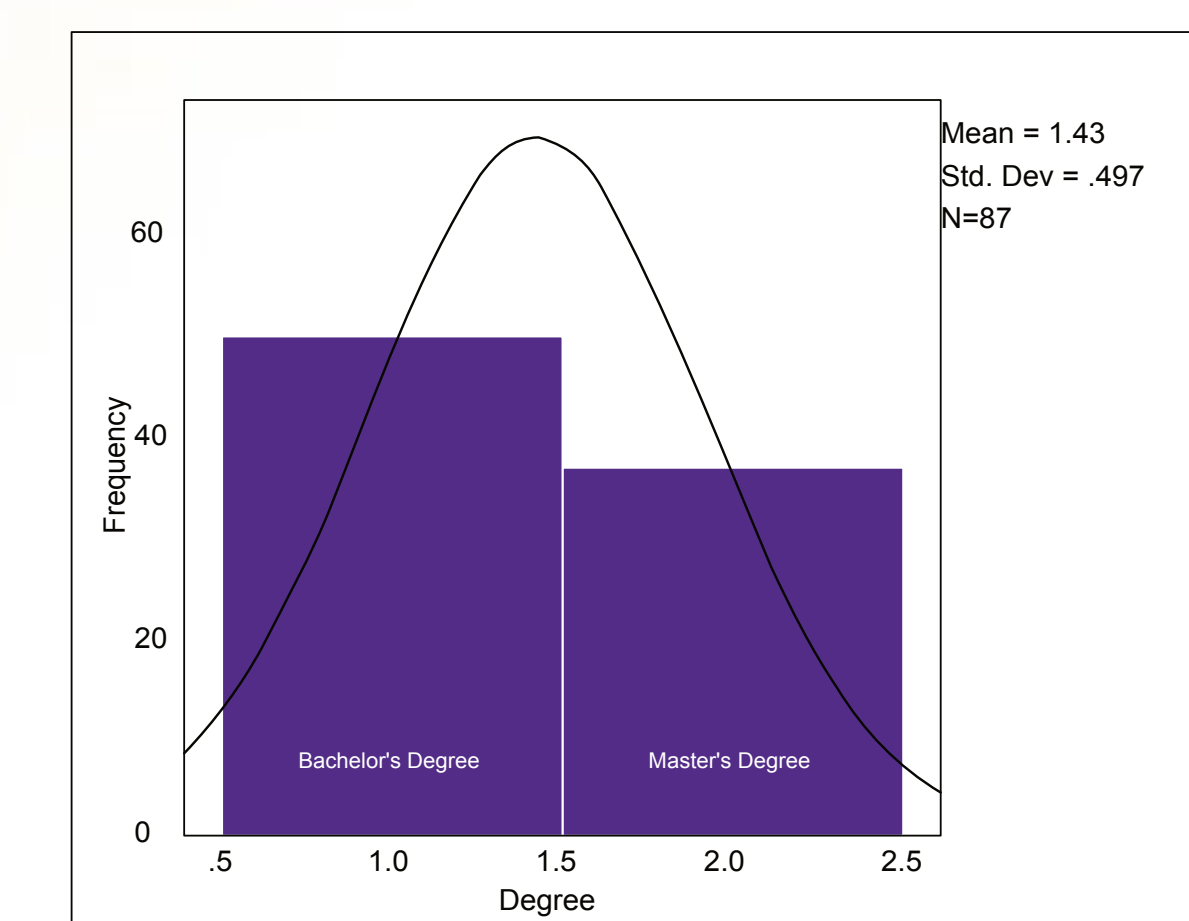
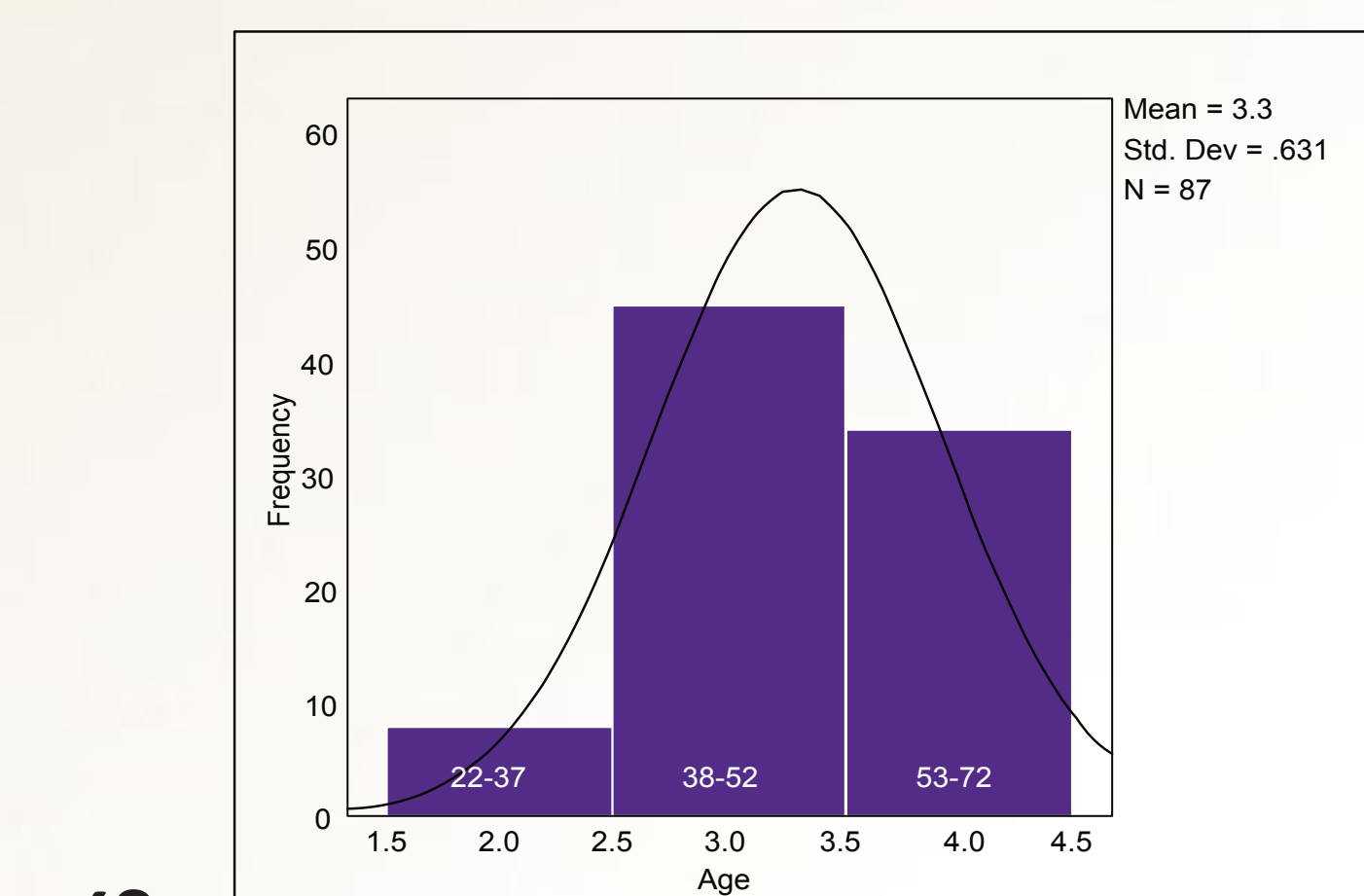
The school nurse's self-efficacy creates the:

- Ability to communicate EBP information
- Build programs, educate students and families
- Provide safe and effective care

Lack of formal professional development for self-efficacy in school nurses negatively impacts their voice

Increasing self-efficacy creates voice and therefore, the ability of the school nurse to assist students and families navigate various concerns and health issues.

Implementation of expert practice is strongly related to valuing EBP and the knowledge to do so.



There was no statistical significance found between generational age, years of experience, or highest degree.

Results: ANOVA Analysis

Descriptive Statistics

	Mean	Std. Dev	N
TtlPRE	64.2278	13.05408	79
TtlPOST	72.8734	11.49177	79

Strengths

- Resolved Barriers
- Bandura's Theory
- Sample size
- Convenience of survey

Limitations

- One Midwestern School district
- Adapted Survey- not previously published
- Voiced perception of less confidence after module

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power	
Factor 1	Spherically Assumed	2467.351	1	2467.35	54.171	.000	.451	54.171	1.000
	Greenhouse-Geisser	2467.351	1.000	2467.35	54.171	.000	.451	54.171	1.000
	Huynh-Feldt	2467.351	1.000	2467.35	54.171	.000	.451	54.171	1.000
	Lower-bound	2467.351	1.000	2467.35	54.171	.000	.451	54.171	1.000
Error (Factor 10)	Spherically Assumed	3006.149	66	45.548					
	Greenhouse-Geisser	3006.149	66.000	45.548					
	Huynh-Feldt	3006.149	66.000	45.548					
	Lower-bound	3006.149	66.000	45.548					

Conclusion

Self-efficacy in articulating the role and practice of school nursing increased for participants in this study evidenced by the large effect size and statistical significance allowing each school nurse participant to create his or her voice. The results of this study support Bandura's theory of self-efficacy and that self-efficacy can be learned using mastery experience, vicarious experience through social models, social persuasion and reduced stress reactions. Additionally, the results of this study support the literature identifying simulation and interactive educational modules as effective teaching methods to affect change in self-efficacy in health care professionals. The lack of statistical correlation of the increase in self-efficacy to age, experience as either a RN or LSN and highest degree supports the premise that teaching self-efficacy to school nurses has been a deficit in professional development and education that can be remedied by an interactive educational module.

The intent of this project was to develop an interactive educational module to teach articulation of the role and practice of school nursing and measure the effect of the module on self-efficacy of school nurses and thus the ability to assist students and families navigate various concerns and health issues. The hard copy pre and post survey with a Cronbach's alpha of 0.96 was completed by school nurses (n=79) at a professional education event. Data analysis, using Greenhouse-Geisser showed a large effect size- partial Eta (or η^2) of 0.451 and a high statistical significance of p=0.000 and therefore an increase in self-efficacy after participation in the intervention.

References



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