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 self-efficacy by providing school nurses with an interactive educational opportunity that focused on social modeling and persuasion, responses to stress reactions, communication evidence-based practice, all skills of self-efficacy. Through video observations, creating presentations with data and talking points and giving each 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 educational module.

Theoretical Framework: Bandura Self-Efficacy Theory
Assumes ability
- To teach individuals to change self-beliefs
- To choose established goals, capacities, or outcomes.

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

Clinical Needs Assessment
SWOT Analysis
School Nursing Services in Columbus City Schools conducted February 2, 2018. What is included:
- Working in isolation
- Resistance to change
- Lack of ability to define and defend EBP

- 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 school nurse voice in school settings.

Significance to Nursing
Quality healthcare in schools requires knowledge of the educational system and EBP related to a myriad of health conditions present in students who attend school. School nurses' self-efficacy creates:
- 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 practices is strongly related to voicing EBP and the knowledge to do so.

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

Limitations
- One Midwestern school district
- Adapted Survey - not previously published
- Validated perception of less confidence after module

Results: ANOVA Analysis

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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, self-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 defect 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 to 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 squared of 0.45) and a high statistical significance of p<0.000 and therefore an increase in self-efficacy following the intervention.

References

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