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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 self-efficacy by providing school nurses with an interactive educational opportunity that focused on social modeling and persuasion, responses to stress management, information on self-efficacy itself, and evidence-based practice, all skills of self-efficacy. Through video observations, creating presentations with data and taking notes and giving each feedback, school nurses were able to increase self-efficacy and develop voice to articulate the role and practice of school nursing.

Background
Self-efficacy
- School nurses practice in relative isolation.
- Many do not communicate expertise and self-efficacy.
- Lack of social modeling, social persuasion, and anxiety combined with isolated practice limits the possibility of increasing self-efficacy.

School nurses demonstrate lack of confidence providing communication with difficult or angry people.

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

Evidence Based Practice
- 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 teach established goals, operations, or outcomes.

Determines
- Course action.
- BEP-related contexts.
- 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.
- Weaknesses included:
  - Working in isolation.
  - Resistance to change.
  - Lack of ability to define and defend EBP.
- School nurses demonstrate lack of confidence providing communication with difficult or angry people.

Breathing 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: an articulating school nurse role and practice using interaction and simulation
- Provide current research, data and evidence.
- Create opportunities for:
  - Vicarious experience-videotape, watching others present.
  - Social persuasion-internal group feedback.
  - Reducing 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 healthcare in schools requires knowledge and ability to communicate EBP information, including information that assists students and families navigate various concerns and health issues.

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

Strengths
- Resolved barriers
- Bandura’s Theory
- Sample size
- Concern for survey

Limitations
- One Midwestern school district
- Adapted survey not previously published
- Voiced perception of less confidence

Results: ANOVA Analysis

Descriptive Statistics

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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, 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 squared (η²) 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

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