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The use of instructional strategies that build self-confidence

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Novice nurses must be knowledgeable and confident in their clinical skills when providing effective care to highly complex patient populations. To recruit, retain, graduate and prepare nursing students adequately, nursing educators are integrating confidence-building teaching strategies such as, high-fidelity patient simulation (HFPS). This descriptive, correlational quantitative study examined whether a relationship existed among African American senior nursing students' perceptions of the instructional strategies of various ways of learning, active learning, expectations, and collaboration used with HFPS, and their association with perceived confidence in learning as measured by the National League for Nurses' Educational Practices and Student Satisfaction and Self-Confidence in Learning Questionnaires. The study examined age and grade point average. Data were collected from two nursing schools with a nonprobability convenience sample of 83 participants. Participants' perceptions of the use and importance of the four instructional strategies used in HFPS was measured using two Likert-type scales that ranged from 1 (strongly disagree) to 5 (strongly agree) and 1 (not important) to 5 (very important). Results showed that all four instructional strategies used in HFPS had a useful and important role. Demographic data provided insight into specific age groups and instructional strategies that reflected a statistically significant relationship with self-confidence.