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**Nursing faculty competencies self-assessment scale development: Investigating the face validity and content validity of scale items based on focus group interviews**Yoshiko Doi<sup>1</sup> and Yasuko Hosoda<sup>2</sup><sup>1</sup>Osaka Medical College, Japan<sup>2</sup>Osaka Prefecture University, Japan

**Background:** The competency levels of university faculty are an important factor in attaining university educational goals.

**Objective:** To investigate the face validity and content validity of self-evaluative scales assessing nursing faculty competencies via focus group interviews.

**Methods:** A focus group interview of four nursing education researchers with university faculty experience was conducted. The face validity and content validity of scale constructs and items (101 items related to learning support competencies, 22 items related to research competencies, eight items related to social contributions competencies and 13 items related to organizational operation competencies) were investigated. The research was conducted in December 2013.

**Results:** Scale item led to deletion of four items related to promotion of students proactive learning and two items related to fostering of human relations with student from learning support competencies. 13 items were added to learning support competencies, bringing the total to 108 items. In research competencies, two items regarding proactive research initiatives were deleted and three items regarding supporting student research were transferred to learning support competencies, which brought the total to 17 items. Within social contributions competencies, two items related to social activities using resources and support reflecting the learning needs of local-community residents were added, bringing the total to 10 items. Within organizational operation competencies, three items regarding performance of roles within an organization were added, bringing the total to 16 items.

**Conclusion:** Scale items investigated from the perspective of experts are considered to ensure face validity and content validity.

**Biography**

Yoshiko Doi has completed her Masters in Nursing Services from Graduate School of Nursing, Osaka Prefecture University, Habikino, Japan. She has clinical experience and nursing education experience. Presently she is working as an Associate Professor, Faculty of Nursing, Osaka Medical College, Japan.

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