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Patient education: Evaluation of the nursing attachment styles questionnaire to assess changes in learning across three timed measurements

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The purpose of this educational intervention was to determine if the Nursing Attachment Styles Questionnaire (NASQ) would assess changes in learning across three timed measurements. NASQ measures the secure, anxious and avoidant constructs. In previous studies, exploratory principle axis factor analysis reported findings supporting the three NASQ constructs as common factors. The participants were senior level students in a Bachelor of Science Nursing (BSN) program enrolled in an Acute Nursing Care course. The purpose was to create a patient education intervention for senior level students in a BSN program based on faculty lectures, faculty laboratory demonstration and student demonstration of skill in a simulation laboratory.

Timed Measurements:

1st Assessment: Pre-test

Intervention 1: Faculty lectures, faculty laboratory demonstration, assignment of small group research paper and communication script.

2nd Assessment:

Intervention 2: Students assumed the role of a Registered Nurse in a simulation including the patient and family members. Faculty members spoke via a microphone as the voice for patient.

3rd Assessment:

A significant result $(F_{(2,34)}7.738, p=0.001)$ was found on the NASQ-Anxious common factor. The data in the Pair-Wise Comparison tables revealed significant differences between Time 1 and Time 2 $(p=0.006)$, and Time 1 and Time 3 $(p=0.003)$. The means scores decreased during the three timed assessments. Coefficient alpha reliability estimates for NASQ-Secure and Time 1 was 0.845, for Time 2 was 0.960 and for Time 3 was 0.953. Reliability estimates for NASQ-Anxious and Time 1 was 0.904, for Time 2 was 0.929, for Time 1 was 0.950. Reliability estimates for NASQ-Avoidant and Time 1 was 0.927, for Time 2 was 0.946 and for Time 3 was 0.957. Using SPSS 25 regression analysis, the ANOVA table reported a significant effect $(F=20.773, p=.001)$. The overall regression was significant $(r=0.697, r$-squared$=0.486)$. Competitive Greatness was the dependent variable and the NASQ common factors were the predictor variables.

Biography

Dale M Hilty is an Associate Professor at the Mount Carmel College of Nursing, USA. He has received his PhD in Counseling Psychology from the Department of Psychology at The Ohio State University. He has published studies in the areas of psychology, sociology and religion.

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