38th ASIA- PACIFIC

Nursing and Medicare Summit

OCTOBER 03-04, 2018   OSAKA, JAPAN

Patient education: Evaluation of the self-efficacy to assess changes in learning across three timed measurements

Dale M Hilty, Jody Gill-Rocha and Kathryn Ross
Mount Carmel College of Nursing, USA

Dandavino et al. in 2013 made a strong argument for measuring General Self-Efficacy (GSE) simultaneously with Specific Self-Efficacy (SSE). GSE measures provide insight into an individual's belief that he or she is competent at managing challenging, unique, complex or new or unusual situations across a variety of circumstances. SSE is context specific or unique. GSE is positively correlated with SSE and experiences of mastery that support the development of GSE are generalized to SSE. 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:

Instrumentation

Schwarzer & Jerusalem's (1995) GSE scale was used as general measure of self-efficacy in the first study. In the second study, the GSS scale was revised to function as a specific measure. Since the educational intervention focused on the topic of patient education, at the beginning of each of the originally written 10 questions, the researchers added the words: "With regard to patient education."

Study 1 (N=35)

Schwarzer & Jerusalem's (1995) scale was used (without revision) as general measure of self-efficacy (GSE). Since the GSE scale was administered during the 2nd and 3rd Assessments, a dependent t-test (SPSS 25) was used to analyze the data. The statistical analysis revealed a non-significant finding (p=.106).

Study 2 (N=37)

Schwarzer & Jerusalem's (1995) scale was used (with revision) as general measure of self-efficacy. The words (i.e., "With regard to patient education") were added to each question of the GSE scale). Since the GSE scale was administered during all three assessments, an ANOVA repeated measures test (SPSS 25) was used to analyze the data. The statistical analysis revealed a significant overall (omnibus) finding (p=0.01). The pairwise comparisons reveal a significant difference between the 1st and 2nd assessment (p=0.034) and the 1st and 3rd assessment (p=0.005).

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.

dhilty@mccn.edu