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Patient education, evaluation of the self-esteem to assess changes in learning across three timed measurements**Dale Hilty, Jody Gill-Rocha and Kathryn Ross**
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According to Dimitriadou, Koukourikos, & Pizirtzidou (2014), self-esteem is a construct impacting registered nurses and nursing students. In the Boey's (1998) study nurses with low self-esteem, are fatigued from stress and physical problems and symptoms of neurosis versus nurses with high self-esteem that are resistant to stress and enjoyed a good state of physical and mental health. Self-esteem is a major problem in the nursing profession. Nurses with healthy self-esteem perform better in their work (patient care), while nurses with low self-esteem are less likely to do so. Nurses with low self-esteem can develop immature behaviors in the workplace. A strong indication of low self-esteem is the inability or unwillingness of effective communication with patients or the use of inappropriate modes of communication (e.g., talking behind the backs of the people. Research results suggest that although the majority of students begin their education with self-esteem to normal levels when completing the level of self-esteem corresponds to lower average. The students experience was often negative and had an impact on how they feel about themselves not only as nursing students as well as individuals, because they undermined their self-esteem in their education through intimidation. This educational intervention was designed and implemented prior to the availability of the Venskus & Craig (2017) study. The purpose of this study was to examine Rosenberg (1985) global self-esteem scale as both a general and specific measure.

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:

Study 1 (N=35)

Rosenberg (1985) global self-esteem scale used (without revision) as general measure of self-esteem. Since the scale was administered during the 2nd and 3rd Assessments, a dependent t-test (SPSS 25) was used to analyze the data.

Study 2 (N=37)

Rosenberg (1985) global self-esteem scale used (without revision) as general measure of self-esteem. The words (i.e., "With regard to patient education") were added to each question of the GSE scale). Since the scale was administered during all three assessments, an ANOVA repeated measures test (SPSS 25) was used to analyze the data.

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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