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Being a best nursing student can be, continuous self-improvement, and linear regression analysis

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Purpose & Hypotheses: It is hypothesized that nursing student performance in educational and clinical settings are significantly different while comparing continuous self-improvement (CSI) versus non-continuous self-improvement (NCSI) constructs.

Theoretical Framework: CSI students use three-dimensional processing in the classroom and clinical settings. The three dimensions are: "X"=outcome, "Y" application of critical thinking and concepts from theory (i.e., external), and "Z" deep level learning, knowledge and personal growth (internal). CSI nursing students focus on continuous self-development rather than course lecture and textbook material. NCSI students are two-dimensional ("X"=outcome, "Y" application of critical thinking and concepts from external theory).

Method: The wooden pyramid of success questionnaire (WPSQ) was used to differentiate CSI and NCSI nursing students. CSI and NCSI students have completed the big 5 personality factors, conflict handling scales, anger constructs, academic grades, patient education constructs, attachment style constructs, engagement and disengagement scales, affective domain constructs, and compassion constructs.

Results: Using the WPSQ to separate CSI and NCSI students into groups, statistically significant differences have been found related to personality, conflict handling, anger, grades, patient education, attachment, engagement, disengagement, affective domain, and compassion. Significant differences range from $p=.001$ to $p=.03$.

Biography

Dale M Hilty has completed his PhD in Counseling Psychology at The Ohio State University, Department of Psychology. He has published studies in the areas of psychology, sociology and religion. Between April 2017 and April 2018, his ten research teams published 55 posters at local, state, regional, national, and international nursing conferences. He has taught undergraduate level courses for approximately 25 years.