Faculty Led Preparation Impacts Nursing Students’ Performance Anxiety, Self-confidence and Self-efficacy in Clinical Case Testing

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Purpose/Significance
Students experience unnecessary anxiety and doubts about their self-efficacy when preparing for clinical case evaluations. Historically, prior to students’ clinical case study workshop (CCSW) evaluation, students reported a lack of adequate preparation and exhibited the following behaviors: seeking faculty demonstration, instruction and reassurance. This poster highlights literature supported strategies for faculty to take a lead in reducing student anxiety and enhancing self-efficacy.

Background
Clinical Case Study Workshops (CCSWs)
CCSWs are an evaluation modality unique to first year nursing students in a collaborative nursing degree program. CCSWs evaluate the comprehension, application of knowledge, skills, and critical thinking related to foundational nursing competencies.

CCSWs include two components:
Part 1: Satisfactory case demonstration allows students to enter their first clinical placement experience
Part 2: Submission of a corresponding written care plan

Available preparation resources: Open labs (Nursing Lab Specialist assistance) & Peer led labs

Method: Faculty Led Preparation
New strategy to reduce student anxiety and enhance self-efficacy:
Additional faculty led lab including instruction, case scenario practice and demonstration, and feedback.

Future Direction
Based on the literature and our preliminary research observation, it is clear that more research on the topic of nursing student anxiety and self-efficacy in relation to clinical evaluation, will shed some light on the research gaps.

Anecdotal comments reflect reduced student anxiety and improved confidence in CCSW test performance.

References

Factors that Impact Students’ Clinical Testing Experience supported by Literature