

Coaching toward Career Persistence



**A GLOBAL COLLABORATIVE STRATEGY TO
BUILD CAPACITY WORLDWIDE**

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Purpose



- To test an online pedagogical strategy built on previous research that assesses professional formation toward professional resilience and career persistence;
- To describe an online tool for local and global coaching for career persistence, and for collaborative faculty initiatives to build nurse career persistence world wide.

Method



- Interpretive phenomenology and theory integration
- Sample: 35 BSN senior practicum students
- IRB, Informed consent, confidentiality
- Private, individual student blogs (Google Blogger)
- Semi structured questions based on previous findings from study of new graduate nurses and a study of experienced nurses
- Post course data analysis, investigator reliability

Blogging, not journaling?



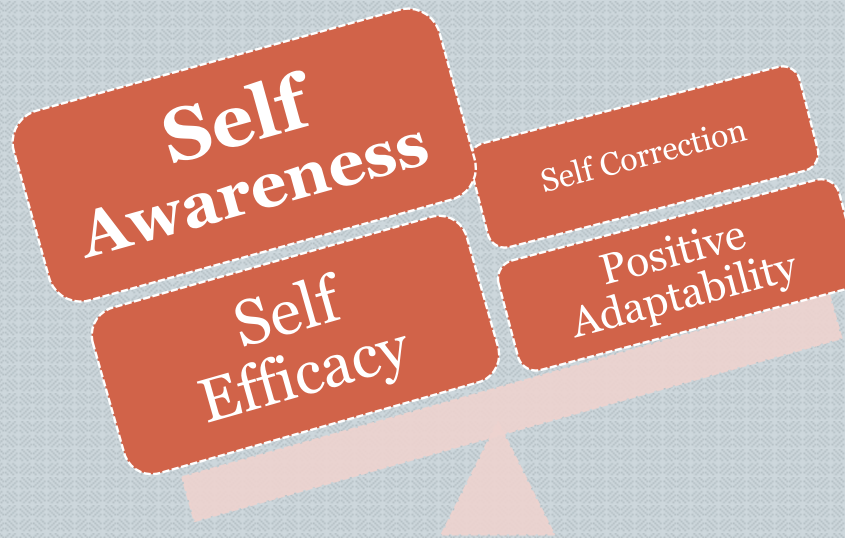
- ‘Participatory media’ for tech-savvy students
 - (computers, cloud, smart phones, campus, home, mobile hotspots)
- Continuous progress record
- Restricted, safe site
- No expectation of APA formatting

Findings



Student Reflections

Most and least frequencies



Self Awareness



- ❑ Students' blog comments reflected self awareness in a variety of ways

“I still have a lot more to learn and a long way to go. I know my thinking is all logical and in the right direction, but I really need to work on interventions to solve problems.”

Self Efficacy



- ❑ A sense of confidence, accomplishment, and ability to succeed by the end of practicum experiences with preceptors

“I felt like I turned the corner after someone told me that I need to step up my assertiveness and be more outspoken....About one weekend ago, I got the feeling of ‘I can do this. I can be a nurse.’ For the first week of clinicals, I was questioning if I could really be a nurse and take care of the patients under my care.”

Positive Adaptability



- ❑ Some students illustrated the ability to adapt positively to their environment

“Instead of dwelling on this day, I decided to take a break, ... and not think about school for a few hours.... I decided that these were my clinical hours and they are what I make of them ... and (to) have a positive attitude....I realize that in anything I do there will be discouraging days, but it helps to focus on the positives and what can be controlled (rather) than to dwell on the negatives.”

Self Correction



- ❑ Few students illustrated their ability to self correct behaviors or thoughts

“My nerves in caring for patients never went entirely away, as there is always something new for me to experience in L&D. I can tell that I am still scared when something abnormal is happening to one of my patients and I can feel my mind start to panic. (But now) I know I have been able to contain the thoughts inside my head.”

Analysis



- One-way online semi structured questions yielded authentic reflective evidence of self awareness and self efficacy,
- *But less so* for self correction and positive adaptability
- No element of peer collaboration for discussion and analysis
- Social interaction is vital to cognitive development (Vygotsky, 1978)
- “Social interaction is a key component of situated learning”

(Kayler & Weller, 2007, p136)

Pedagogy Implications



- 1. Safe reflective learning by tech-savvy students, despite great distance and time differences.
- 2. Social learning, constructivism, and collaboration guided by Theory of Self Authorship (Baxter Magolda, 2009) , a cyclical, non-linear journey of appreciation of multiple perspectives, epistemological strength, and reframing relationships
 - From external influences as structure for meaning to developing internal voice
 - Trusting internal voice; making a distinction between reality and reaction to it
 - Synthesizing beliefs, identity, and relationships into one's core being
 - Living one's convictions
 - Sense of internal security
- 3. Building self efficacy supports growth of professional resilience
 - As Bandura (2001) noted in studies of efficacy, "Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties" (p. 10).
- 4. Professional resilience creates greatest potential for career persistence

Conclusion



- Clinical experiences provide the raw experiential challenges for reflections
... we have those
- Blogs among peers provides a place for asynchronous dialogue
.... we have those, too
- Small groups of 10‘ish’ ... environment of social learning;
monitored by pairs of collaborating faculty
- Faculty monitor & collaboratively pose ‘situated questions’ to
groups as needed, but students vet the issues and solutions
 - “Situated questioning ... serves as diagnostic tool, a way to see how students are thinking, and a way to guide students toward a sense of salience ...” (Benner, Sutphen, Leonard, & Day, 2010).