Assessing Professional Self-Perception of Mongolian Nurses

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Abstract

There is concern regarding the public perception and the professional self-perception of Mongolian nurses. Education and professional development empower nurses by increasing their competencies and self-perception. Research on nursing in Mongolia is lacking. Would education on the use of a clinical pathway in the care of a patient undergoing procedures in the cardiac catheterization lab improve the professional self-perception of a convenience sample of nurses? The method is a quasi-experimental study conducted at Intermediate Hospital in Mongolia with time-series pre- and immediate post-surveys followed by three- and six-month post-surveys.

Introduction

• Nursing in Mongolia
  - Mongolia is a lower-middle-income country with per capita income of the equivalent to $995 or less per year.
  - Mongolian nurses have limited education, including no textbooks in their own language and equipment.
  - Limitations in education reduce clinical performance, job satisfaction, and quality of patient care.
  - A nurse's professional attitude frames the skills they impart to patients.

• Nursing Professional Self-Perception
  - Nursing Professional Self-Perception reflects how nurses regard themselves as professionals.
  - Nurses may be "blind" to their limitations.
  - In the United States, nurses' self-perception and self-confidence are related to the level of nursing education. Nurses educated at higher levels of nursing are perceived as more professional.
  - Nurses worldwide have struggled with the concept of being marginalized and considered an approved group that leads to the development of low self-esteem which can negatively affect patient care.

Purpose/Objective

- The purpose of this DNP project was to assess the professional self-perception of Mongolian nurses and determine if education could improve their professional self-perception.
- The overall goal was to conduct the research in Mongolia, process it with the students, and share the way the public perceives nurses.
- Based on this research, plans will be made for future collaborations with the Mongolian Ministry of Health to improve education opportunities in the hospitals as well as the nursing school.

Clinical Question

Would an intervention of education, including the use of a clinical pathway translated into the Mongolian language for the care of a patient undergoing procedures in the cardiac catheterization lab, improve the professional self-perception of hospital-based Mongolian nurses in Ulaan Baatar, Mongolia?

Theoretical Framework

- Community-Based Participatory Research
  - Built on community-based research to determine mutual goals and building relationships prior, during, and after the intervention to promote sustainable interventions, but most important to impart and maintain a relationship for future collaboration.
  - Integrates for knowledge gained with action for improvements, including procedures and policy change.
  - Selected to develop a model of international nursing partnerships based on equity, evidence-based practice, and cultural humility.

Methodology

- Participatory
  - Partnership for research was developed with the Chief Nursing Officer of Intermediate Hospital, Ulaan Baatar, Mongolia.
  - Aims of research was conducted with the CNO who requested that an educational intervention be developed to improve nurses' care for the patients undergoing procedures in the catheterization lab.

Sample and Data Collection

- Convenience sample of nurses trained by the CNO to attend the educational class.
- Demographic characteristics of the sample were collected and the NVPS-5 was administered prior to and immediately after the educational intervention and three months and six months later.

Survey Tool

Nursing Professional Value Scale (NVPS-5)

- 28 Likert-type items rated with a score of 1 to 5
- Possible scores range from 28 to 140 with higher scores indicating stronger professional value orientation
- Cronbach’s alpha = 0.80

Results

Motivation to Select Nursing

Positive Motivations Overall 65%
- "I wanted to be a nurse because nurses take care of the patient’s heart/blood".

Negative Motivations Overall 10%
- "I didn’t pass for medical school, so I will be a nurse and do my best now."

Negative Motivation Becomes Positive Outcome
- "My primary career was to become a doctor. I didn’t have a high enough score to enter and still love to have this profession."

Implications For Further Study

- Nurses in Mongolia have a high professional nursing self-perception, and the vast majority in this study were under the age of 46 and have been practicing nursing for less than ten years. This reflects positively on the nature of Mongolia and their future.
- Unstructured, six-month interval educational intervention, 74% of nurses attending training and five-day should be educational intervention with a set of gift of after. A "blow-in" model of continued education would be sustainable.
- Nursing education, whether the academic or continuing education setting is important to the professional self-perception of nurses in Mongolia and improve patient safety and outcomes.
- International nursing organizations continue to work to improve nursing professional self-perception globally, particularly in low- and middle-income countries.