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The Power of Psychological Capital in Nursing Students Participating in a Renal Health Literacy Simulation

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Purpose:

90 million Americans have been identified to have low levels of health literacy (Devraj & Gordon, 2009). Specific to renal disease patients, low levels of health literacy are common (Ricardo et al., 2014); nurses play an essential role in evaluating the patient's health literacy and adapting their teaching accordingly. In order to overcome inequities in healthcare, nurses must be engaged in their practice. Spence, Laschinger, and Fida (2014) found that among new graduate nurses a lack of psychological capital is correlated with a decrease in workplace engagement, increase in stress, and the sad reality of burnout. Recognizing the need to evaluate the effects of stress and psychological capital on future healthcare providers, a renal health literacy simulation was implemented to provide students an opportunity to practice a variety of complex concepts: chronic kidney disease, low health literacy, and patient education. The researchers then sought to understand if there is a statistically significant difference in psychological capital (hope, self-efficacy, resilience, and optimism) and perceived psychological stress in the undergraduate students measured at three points throughout the complex simulation experience.

Methods:

Utilizing Luthans' framework of psychological capital (2006), the positive psychological approach emphasizes the foundational components of psychological capital. 40 Junior-level nursing students completed the simulation in the Borra College of Health Science Simulation Lab. A standardized patient (a middle-aged Caucasian male) with poor health literacy was used in the simulation. The 10-question Perceived Stress Scale (PSS10) and the 24-question PsyCap were utilized as assessment tools in this quantitative, mixed methods study. The plus-delta model (a standardized debriefing tool) was implemented for a 20-minute debriefing and included the input of the standardized patient.

Results:

With a p-value of <0.05 , statistical analysis indicated that incorporating an evidence-based debrief model along with the perspective of the standardized patient enhanced the factor of students' overall psychological capital. Individual components of psychological capital that were found to be statistically significant following debriefing were hope ($p<0.01$), efficacy ($p<0.01$), and resilience ($p<0.05$). These changes were seen from Time 1 (pre-simulation) to Time 3 (post-simulation, post-debriefing).

Conclusion:

Utilizing an evidence-based debriefing model and incorporating the standardized patient's feedback positively impacted the overall psychological

capital from Time 1 (pre-simulation) to Time 3 (post-simulation, post-debriefing) but did not have a statistically significant effect on perceived stress. Indicating an increase in specific components of psychological capital (hope, efficacy, and resilience), these findings suggest the need for future complex simulations in nursing school curriculum. From this, future opportunities are warranted to increase awareness of the importance of positive psychological capital and the effect nursing educators can have on future nurses, as well as the future of healthcare.

Title:

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Keywords:

Health Literacy, Nursing Student Renal Simulation and Positive Psychological Capital

Abstract Summary:

This quantitative study considered perceived stress and positive psychological capital (hope, efficacy, resilience, and optimism) through a health literacy renal simulation. Examining 41 nursing students' responses throughout the experience, these factors were further understood; subsequently, deficits can be identified in novice nurses' careers leading to future engagement as healthcare providers.

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Author Summary: Abigail Johnson is a student nurse at Dominican University (expected graduation May 2020). This is her first research experience; she hopes to build upon this in order to serve under-resourced communities through further nursing research with pediatric families.

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Author Summary: Melanie Myszka is a senior nursing student at Dominican University (Class of 2020). She is excited to have her first research experience be here at Congress 2020. She hopes that this experience will help her with future research and to help her reach out and impact the health of the rural communities she grew up in.