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

Abigail Johnson and Melanie Myszka
Elizabeth T. MacNeil School of Nursing
Dominican University, River Forest, IL, USA

Background
- Specific to renal disease patients, decreased health literacy is common; these low levels are tied to an increase risk of morbidity and mortality (Ricardo et al., 2014).
- An essential tool of the nursing curriculum, simulation provides students and educators an opportunity to practice and enhance patient relationships, utilize clinical judgement, and foster critical thinking (Kelly et al., 2016).
- Spence, Laschinger and Fida (2014) found a lack of psychological capital is correlated with a decrease in workplace engagement increase in stress, and burnout in new graduate nurses.

Materials and Methods
- Utilizing Luthans’ framework of psychological capital (2014), the positive psychological approach emphasizes the foundational components of psychological capital.
- 41 Junior-level nursing students completed the simulation in the Borra College of Health Science Simulation Lab. A standardized patient was used in the simulation: a middle-aged Caucasian male with poor health literacy.
- The 10-question Perceived Stress Scale (PSS10) and the 24-question PsyCap were utilized as assessment tools in this quantitative, repeated measures study.
- The plus-delta model—a standardized debriefing tool (Allen et al., 2018) was implemented for a 20-minute debriefing and included the input of the standardized patient.

Results

<table>
<thead>
<tr>
<th>Concept</th>
<th>Time 1 M (SD) (pre-simulation)</th>
<th>Time 2 M (SD) (post-simulation/pre-debrief)</th>
<th>Time 3 M (SD) (post-debrief)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Stress</td>
<td>18.90 (6.35)</td>
<td>19.68 (6.71)</td>
<td>19.10 (6.41)</td>
<td>0.18</td>
</tr>
<tr>
<td>Psychological Capital</td>
<td>108.45 (11.00)</td>
<td>106.43 (16.82)</td>
<td>112.18 (15.63)</td>
<td>0.000**</td>
</tr>
</tbody>
</table>

Figure 3: Psychological Capital Subcategories (Hope, Efficacy, Resilience, and Optimism) for Nursing Students throughout the simulation (n=40).

Discussion
- There is a need for future complex simulations in nursing school curriculum. Specific to the low health literate population, this is essential.
- Additionally, future opportunities are warranted to increase awareness of the importance of positive psychological capital for the individual student, as well as the effect nursing educators can have on future nurses and the future of healthcare.

References
- References upon request