Evaluation of an Athletics Model to Develop Values for Professional Practice

Amy Shay & Karen Beckstedt Montoya
The Problem with Professionalism

- All disciplines
- Professional Organizations Standards
- Health care workforce needs
- Professional Integrity of Nursing
Generational versus Cultural

Western society does not necessarily provide in-coming students with the experiences or guidance upon which to model moral competence.

The Problem with Professionalism

- Professional values education centered around presentation of abstract ideals, concrete examples of unprofessional behavior, and sanctions for violation.

- Focus on the consequences of failure rather than the pursuit of professionalism.


Athletics-inspired approach
Translation from Athletics to Academia

Guiding Premise
Values define character; character is reflected in behavior

Framework
- AACN Professional Values - excellence, caring, respect, communication, altruism, teamwork

Professional Values Program for Nursing (PVPN)
Theoretical Framework

- **Social Learning Theory:**
  Observation – opportunities to learn
  Positive/Negative Reinforcement - recognition

- **Team-Based Learning:**
  Individual/Group accountability – team
  Group interaction – class, clinical, community
  Motivation – competition, peer influence
PVPN Components

- Identify
- Practice
- Recognize

- Settings: classroom, clinical, community
- Values: excellence, caring, respect, communication, altruism, teamwork
Identify

- Nursing profession
- Professional Values
- Team member

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Practice
Recognition

January 7, 2013

Dear [Recipient]:

I take this opportunity to congratulate you and your fellow members on receipt of the Professional Values Program competition. The Professional Values Program recognizes your dedication to leadership, commitment, respect, professionalism, integrity, and excellence in the classroom, laboratory, and clinical settings during this academic quarter.

Congratulations, and thank you for your commitment to the goals of the University of Cincinnati College of Nursing.

Sincerely,

[Name]
Deputy Dean, M.S.N., R.N.-BC
College of Nursing
University of Cincinnati
UC East Nursing Students Get Their ‘Game On’ by Behaving Professionally

Taking a play from their head football coach’s playbook, faculty at the University of Cincinnati College of Nursing have created a values education strategy, called the “Professional Values Program for Nursing” that challenges nursing students to demonstrate professionalism—and recognizes students for their efforts.

“Our nursing program is very competitive, and we know that our students are very bright, but being intelligent isn’t all there is to it. Student nurses also need to know how to behave professionally,” says assistant professor of nursing Amy Shay, who along with nursing instructor Karen Beckstedt got the inspiration for the program from Bearcats head coach Butch Jones after hearing him speak about his Bearcat Olympics program at Football Faculty Appreciation Night in March of 2011.

“That evening Karen and I were not sitting anywhere near each other and later learned that we both were thinking, ‘He’s on to something’ and how do we apply it to our nursing students,” says Shay.

What the Bearcat Olympics and the nursing program have in common is quite simple: actions and accountability. For example, at UC football players are divided into teams and awarded points for demonstrating specific actions in the classroom, on the field, and in the community. The teams with the most points are rewarded with special gear or recognition, such as a team photo displayed in plain sight of their peers and of course, the bragging rights as winner.

For both nursing and football, it’s about “teaching those values that define character and then showing...
Program Evaluation

- Student perception of the program
- Student understanding of professional behavior
- Measuring change in professional values over time
### Student Survey

<table>
<thead>
<tr>
<th>N= 226</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This program has improved my understanding of the expectations of the college of nursing related to professional behaviors.</td>
<td>80%</td>
</tr>
<tr>
<td>2. This program improved my ability to work with others as a team.</td>
<td>78%</td>
</tr>
<tr>
<td>3. This program increased my potential for success in the College of Nursing.</td>
<td>71%</td>
</tr>
<tr>
<td>4. This program has enabled me to better recognize professional behavior in myself and in others.</td>
<td>83%</td>
</tr>
<tr>
<td>5. Participating in this program will help me succeed in the workplace following graduation.</td>
<td>76%</td>
</tr>
</tbody>
</table>
“That which is honored is cultivated”

*Plato*
## Content Analysis

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percentage of Group</th>
<th>Student Centered Context</th>
<th>Patient Centered Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being willing to help others</td>
<td>(25%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Being supportive and encouraging</td>
<td>(17%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Having a positive attitude</td>
<td>(12%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Being caring</td>
<td>(10%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Being an effective communicator</td>
<td>(9%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Being a leader</td>
<td>(9%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Being prepared</td>
<td>(8%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Being hard working and productive</td>
<td>(5%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Being poised under pressure</td>
<td>(5%)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## Content Analysis

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Percentage of Group</th>
<th>Student Centered Context</th>
<th>Patient Centered Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing knowledge</td>
<td>(34%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Working as a team</td>
<td>(20%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrating excellent patient care and skills</td>
<td>(18%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Exceeding expectations</td>
<td>(14%)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td>(10%)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participating in community service</td>
<td>(4%)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Healthcare Career Seeker Inventory (HCSI)

- Work ethic
- Ability to function in a team
- Understanding patient satisfaction
- Flexibility
- Positive attitude
- Valuing diversity
- Open to new learning


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PVPN HCSI scores Cohort Comparison Between Groups for each measurement
PVPN Cohort 1 - Within Group Comparison of T1 and T2 scores
PVVPN Cohort 2  Within Group Comparison of T1 and T2 scores
### t-test

<table>
<thead>
<tr>
<th>t-test</th>
<th>Cohort 1 N=20</th>
<th>Cohort 2 N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Ethic</td>
<td>0.0156*</td>
<td>0.6615</td>
</tr>
<tr>
<td>Energy</td>
<td>0.4238</td>
<td>0.7892</td>
</tr>
<tr>
<td>Teamwork</td>
<td>0.4904</td>
<td>0.6378</td>
</tr>
<tr>
<td>Customer Focus</td>
<td>0.9094</td>
<td>0.5593</td>
</tr>
<tr>
<td>Compassion</td>
<td>0.3711</td>
<td>0.9319</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.1849</td>
<td>0.216</td>
</tr>
<tr>
<td>Multitasking</td>
<td>0.3148</td>
<td>0.9529</td>
</tr>
<tr>
<td>Diversity</td>
<td>0.2328</td>
<td>0.5624</td>
</tr>
<tr>
<td>Openness to Learning</td>
<td>0.4959</td>
<td>0.7530</td>
</tr>
</tbody>
</table>
Conclusions and Implications
“It takes more than ‘genius’ to be a good nurse...”

Florence Nightingale
References


