Self-Efficacy and Competence for Clinical Skills in Nursing Education
Huston-Shaikh, Corina PhD, RN, CFNP

Background
Understanding the importance of self-reported self-efficacy can help nurse educators improve strategies for developing clinical skills competence in nursing education.

Problem / Purpose
• Currently, self-efficacy, or the student’s sense of capabilities regarding a situation, is not addressed when evaluating clinical skills competence in nursing education.
• Self-efficacy has been used in minimal research in relation to clinical nursing education (Townsend & Scanlan, 2011).
• The purpose of this study is to explore the relationships that may exist between self-efficacy and clinical skills competence among a multicultural group of new nursing graduates.

Methodology
• The Self-Efficacy in Clinical Performance Scale (Cheraghi, Hassani, Yagmai, & Alavi-Majed, 2009).
  • Data was collected for self-efficacy that relate to: Self-efficacy in assessment skills, self-efficacy in diagnosis and planning skills, self-efficacy in implementation skills, and finally self-efficacy in evaluation skills.
  • The Casey-Fink Readiness for Practice Survey was developed to examine the nursing student’s level of comfort in performing clinical skills independently.
  • Specific areas examined include: Communication skills, decision-making skills, problem-solving, team leadership, and strategies to learn clinical skills.
• Inferential statistics - to compare the variables of self-efficacy and competence for clinical skills for more than two samples of cultural groups using ANOVA statistical procedures.
• Linear regression - for analysis of relationships between the two variables within the sample using a correlation coefficient.
• Demographic data - to correlate the variables of self-efficacy and competence for clinical skills among different cultural groups of new nursing graduates.

Results
• There was a significant, strong, positive relationship between self-efficacy and clinical skills competence among new nursing graduates. As self-efficacy increased, there was a corresponding increase in clinical skills competence.
• There was no significant difference between the self-efficacy of Caucasian nurses and Minority nurses.
• There was no significant difference between the clinical skills competence of Caucasian nurses and Minority nurses.
• This study supports previous research which recognizes self-efficacy as a critical aspect to be objectively measured in clinical skills evaluation.

References

Contact Information
chustonshaikh@mccn.edu