EXPLORATION OF TRANSCULTURAL SELF-EFFICACY STRENGTH AND NCLEX-RN SUCCESS IN A CONCEPT BASED CURRICULUM

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Overview and Introduction

• Predictors of NCLEX success – GPA, SAT, Outcome TESTING

• **Emphasis** - Cognitive and Practical domain evaluations

• Limited Information of the Contribution of the Affective Domain
  • Essential for holistic learning and role development

• **Transcultural Self-Efficacy Tool (TSET) for Self-Efficacy Strength (SES)**
  • Valid and Reliable measure of DOMAINS of learning
Concept Based Curriculum

- CBC is organization and application of learning strategy with increasing complexity for critical thinking and reflection
  - Do we use REFLECTION-IN-ACTION in our pedagogy adequately?
- CBC curricular delivery uses active engagement in learning
- CBC facilitates student application of concepts in a variety of settings
- CBC encourages student to “organize and apply essential thinking structures to increasingly complex nursing situations”
  - (Hendricks & Wangerin, 2017, p. 138)
Transcultural Self-Efficacy Tool (TSET)

• 83 item TSET
  • Measures Self-Efficacy Strength (SES)

• 3 SUBSCALES for Domains of Learning Cultural (SES)
  • 25 items for Cognitive
  • 28 items for Practical
  • 30 items for Affective*

• Good Reliability and Validity

• Progressive increases in Cognitive and Practical Domains

• Affective Domain usually scores higher and little increase in score
TSET – Self-Efficacy Strength – SES

(Jeffreys, 2010)

- Based upon Cultural Competence Confidence Model (p. 47)
- Multi-dimensional processes learning and building Self-Efficacy
  - Actual Performance
  - Vicarious Experiences through sharing stories
  - Verbal Persuasion and Coaching
- EFFICACIOUS is GOOD – Scoring 3.0 – 8.0
- INEFFICACIOUS – LOW SES – Scoring 1.0 – 2.0
- SUPREMELY EFFICACIOUS – Scoring 9.0 or greater
TSET Scores Over Time

• 2 cohorts of pre-licensure students assessed at 4 points of time
  • Pre and Post TSET scores compared over time junior/senior years

• Cognitive and Practical domains
  • Paired t-test had statistically significant increases in TSET scores over time

• Affective Domain
  • Paired t-test had statistically significant increases in TSET
  • Less increases seen in Affective Domain – TSET initially high
  • Matches progression of learning – across all three domains of learning

• Analysis to NCLEX success with first time testing
TSET Scores Over Time

Scoring 3-8 is considered Medium Self-Efficacy-Level (SEL)
TSET and NCLEX Success

• Logistic Regression applied to explore relationship of changes in TSET subscale scores over time and first time NCLEX success
  • Controlling for cohort, gender, and race/ethnicity of participants

• No significant contribution of TSET Cognitive or Practical scores to NCLEX success

• TSET-Affective was marginally significant ($p < .08$) on the NCLEX pass rate
  • ($\beta = 0.818$)

• Exploration of potential contribution to affective domain
TSET-Affective Domain of Learning and Self-Efficacy Strength (SES)

• **Cultural Competence is multi-dimensional** and the contributions of the AFFECTIVE domain of learning cultural care may be under-estimated in preparing professional nurses

• **Affective Domain Encompasses:**
  • Self-awareness and appreciation of others’ worldviews
  • Attitudinal changes and acceptance of differences
  • Recognition of values, roles, social structures, and ethnocentric views
  • Engaged in the learning process – co-creating knowledge
Reflection – Meta-Cognition

- Critical Reflection-IN-Action – Creates **TRANSFORMATIONAL** Learning
  - Students reflect upon their experiences and actions **PRAXIS** applies knowledge from experience

- **Assumptions of Reflection in Learning**
  - Reflection is a purposeful activity to explore perceptions of experiences
  - Reflection is a complex process “feelings and cognition are closely interrelated and interactive” (Hills & Watson, 2011, p. 111)

- **Creates Transformation in perception**
Reflection – Transformational Change

• Reflection is done because something has happened to “make us aware of ourselves” and will impact our future.

• 3 Stage Process of Transformation in Perspective in the learner
  1. Become critically aware of our perceptions and why we felt that way
  2. Re-formulate assumptions for new perspectives and views
  3. Actions in future are based upon the new understanding of self

• Creates a change in how the learner views their world or themselves

• Transformational change with this learning experience will be retained and able to be transferred to other situations
Enhancing Affective Domains of Learning and Student Success

• Faculty connecting with students and engages them in a caring relationship increasing their self-confidence

• Emancipatory Pedagogy in a Caring Science Curriculum
  • Creating a safe environment for learning
  • Facilitating the discovery of personal meaning

• “Learning is deeply personal” - LEARNER must be engaged in the process of discovering the meaning of information or experience

• Carative Process promotes and accepts expressions of positive and negative feelings (Hills & Watson, 2011, p. 222)
Emancipatory Pedagogy

• Relational Inquiry Process
  • Student and Teacher engaged in a caring relationship co-creating knowledge

• Transformation of Consciousness
  • New insights and new knowledge create a deeper understanding
  • Insights about the personal meaning of how to care for another

• Personal Knowledge Development
  • Caring for another is demonstrated with engaged dialogue

• Co-creating nursing knowledge in a climate that promotes self-directed, self- motivated, and life-long learning
Student Engagement and the Affective Domain

Student Engagement: A Principle-Based Concept Analysis (Bernard, 2015)

• “Valuing oneself as well as the learning experience are requisite components of engagement”
  • self-investment is foundational for personal growth (p. 3)

• Student Engagement is focused on the affective domain of learning where students need to “make sense of information”
  • Emotional interest rather than cognitive interest predicts engagement
  • Cooperative learning environment promotes acquisition of knowledge and future inter-professional collaboration as a health care team member

• Value of qualitative evaluation identifying Student Engagement
Story Theory by Smith and Liehr (2014)
Faculty Share their Stories with Students

Story Theory has 3 Major Concepts

1. Intentional Dialogue
   Guides students to engage with another using PRESENCE

2. Connecting with Self in Relation
   Sharing the story creates a personal connection
   Establishes the environment to be present

3. Creating Ease
   Focused presence CREATES EASE in the situation

Story Theory can enhance the AFFECTIVE DOMAIN of Learning
ENHANCEMENT of Affective Domain

• Teaching Strategies ...
  • Brien, Legault, and Tremblay (2008)
  • Ward (2015)
  • Ulrich, Gillespie, Boesch, Bateman, and Grubb (2017)
  • Zimmerman and Phillips (2000)

• Evaluation Strategies to facilitate discovery of personal meaning
  • Engage students in learning process to discover their personal meaning
  • ONLINE Discussions, Journaling, Personal Reflections, Post Conferences

• Reflective Self-Assessment of Learning – Review of past research
Affective Learning is Self-Questioning
Brien, Legault, and Tremblay (2008)

• Assessed affective learning after EoL Simulation with Journals

• FATCOD Scale Frommelt Attitudes Towards Care of the Dying
  (Frommelt, 1991)
  • Affective domain is difficult to assess with observable indicators
  • Uncertain impact on future actual practice

• Students need time for Reflective Learning and expressed value in learning about the dying process
  • ...I now realize how much suffering a person’s death causes their loved one

• Developed understanding of the realities of the professional role
Hearing Voices Simulation by Ward (2015)

• Medical Condition Regard Scale used with simulation activity with clients with mental illness (MCRS by Christison, Haviland, & Riggs, 2002)

• Comments reveal learning of therapeutic communication
  • I will be more understanding and patient with this population
  • I have a greater appreciation for the “struggles” in patients
  • I will be more sensitive to their unique situations

• Simulation is an effective method to evaluate affective domain

• Students express feelings that they would not want to work with this population in the future
Role-Play Simulation of Nurse Bullying
Ulrich, Gillespie, Boesch, Bateman, and Grubb (2017)

- Reflective accounts of students’ feelings in 4 different roles...

1. AGGRESSOR – awkward and uncomfortable
2. TARGET – overwhelmed and bullied
3. NURSE BYSTANDER – helpless but afraid to intervene
4. PATIENTS – neglected and loss of trust

- Allowed students to feel the emotions, identify the non-verbal behaviors, recognize the impact promoting team-work in the environment
Affective Learning Project: Critical Thinking and Caring Practice

• Cultivation of sensitivity to self and to others (Caritas of Watson, 1979)
  • Recognition of feelings leads to self actualization and sensitivity
  • Considered reflective practice or **PRAXIS**

• **Affective Project** – critical analysis of impact of chronic illness
  • Students took a wheelchair to shopping center to explore adaptation and living with chronic illness and with limited mobility

• Deep understanding of the lived experience being in a wheelchair and the rehabilitative process
Conclusion and Discussion

• Difficult to objectively evaluate affective learning and the future practice influence for holistic care
  • NCLEX success as an outcome indicator of program effectiveness

• **Affective domain is foundational in developing...**
  • Students to “evolve within themselves, as themselves within a caring community that honors and witnesses their illumination and their growth” Concept Based Curriculum needs further exploration
  • Sharing stories

• Limitations

• SUGGESTIONS for FUTURE Research