

**Title:**

Self-Efficacy: Perspectives From Alternate Nursing Students

**Allison K. Swenson, MSN, BSN, ADN**

Francine B. Jensen, MSN, ADN, BS (Zoology)

*Department of Nursing, Utah Valley University, Orem, UT, USA*

**Session Title:**

Poster Presentations

**Slot (superslotted):**

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

**Keywords:**

Admission, Alternate and Self-efficacy

**References:**

Jardine, D. A., Dong, T., Artino, A. R., Durning, S. J., Waechter, D. M., DeZee, K. J., Cruess, D. F., & Giililand, W. R. (2012). Alternate list matriculants: Outcome data from those medical students admitted from the alternate list. *Military Medicine*, 177(9:2), 7-10. Stewart, J., & Heaney, A. (2013). Admission rhetoric and academic self-efficacy: The importance of first communications for conditionally admitted students. *Journal of College Admission*, (219), 26-31.

**Abstract Summary:**

The effect of being accepted into an Associate Degree Nursing program after being placed on the alternate admission list is explored from the student perspective.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Faculty and administrators will be able to identify potential student perceptions of the admission process that may negatively impact students self-efficacy.	Student reactions of their experiences of first being alternates and then being admitted to a nursing program will be examined.
Faculty will identify perceived barriers students may face based on being labeled an alternate when beginning a nursing program.	Student attitudes are shared concerning being labeled alternates when beginning a nursing program.

**Abstract Text:**

The purpose of this qualitative research study is to consider how potential nursing students are affected by the processes used to gain admittance in to an associate degree nursing program. Over the years, various admissions strategies have been utilized across the United States to admit students to nursing programs. Many programs have traditionally admitted nursing students whose grade point averages in pre-requisite courses were superior. On the other hand, some programs have augmented strictly statistical measures of acceptances with an interview process, in an attempt to broaden acceptance criteria beyond TEAS (Test of Essential Academic Skills) scores and grade point averages. Whatever method is utilized to choose entrants, when students who are accepted into the program are unable to matriculate, vacant spaces are filled by those on a waiting lists. Does being labeled an “alternate” have an effect on students who are then admitted into competitive nursing programs? Exploring what this experience is like for students who are admitted from statuses as alternates, will enlighten the knowledge base about their experiences during nursing school. When students are labeled as alternates and ultimately admitted, their self-efficacy and pre-conceived notions in regards to their sense of belonging, strength of qualifications or perceived worthiness may be affected. These students may often compare themselves to their peers in negative ways. In addition, findings explore perceptions of being labeled “an alternate” that may linger beyond school into the self-efficacy of newly registered nurses. The implications of this study may identify unknown biases that students perceive about their qualifications to be successful in both nursing school and potentially beyond into the workforce. The findings from this study will be used to improve and guide the interview and admission processes for associate degree nursing programs. This will also allow administrators to make a more conscious approach with students, beginning at the initial contact in a more purposeful and encouraging manner to foster self-efficacy for improved student success.