

Title:

The Effects of a Writing Workshop on Perceived Writing Self-Efficacy of Undergraduate Nursing Students

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Session Title:

Writing Self-Efficacy

Slot:

H 10: Monday, 30 October 2017: 2:45 PM-3:30 PM

Scheduled Time:

2:45 PM

Keywords:

Nursing education, Writing self-efficacy and Writing skills

References:

Bickes, J. T., & Schim, S. M. (2010). Righting writing: Strategies for improving nursing student papers. *International Journal of Nursing Education Scholarship*, 7(1), 1-11

Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.thefutureofnursing.org>.

Latham, C. L. & Ahern, N (2013). Professional writing in nursing education: Creating and an academic-community writing center. *Journal of Nursing Education*, 52(11), 615-620.

Martinez, C. T., Kock, N., & Cass, J. (2011). Pain and pleasure in short essay writing: Factors predicting university students' writing anxiety and writing self-efficacy. *Journal of Adolescent & Adult Literacy*, 54(5), 351-360.

Troxler, H., Vann, J. J., Jacobson, J. C., & Oermann, M. H. (2011). How baccalaureate nursing programs teach writing. *Nursing Forum*, 46(4), 280-288. doi:10.1111/j.1744-6198.2011.00242.x

Abstract Summary:

A quasi-experimental single group Pre/Post-test study was conducted to examine the impact of a professional writing workshop on perceived writing self-efficacy scores in students enrolled in a RN/BSN program. The study results provided insights into the benefits of an educational intervention, specific to professional writing skills, for nursing education.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Discuss the importance of developing effective teaching strategies to promote improved writing self-efficacy	The development and implementation of a four-hour writing workshop was effective in improving student perceived writing self-efficacy.
Understand the correlation between writing self-efficacy and writing performance.	The literature review supports self-efficacy has a direct effect on writing performance.

Abstract Text:

Introduction: There is a growing concern within nursing education regarding the writing skills of nursing students. The expectation is students will enter a program with the necessary skills to

produce quality written assignments. However, current trends reveal many students enter nursing programs with limited writing experiences (Latham & Ahern, 2013). Nurse educators report students lack skills in basic sentence structure and grammar, the ability to find credible literature to support content included in writing assignments (Latham & Ahern, 2013), and the ability to utilize American Psychological Association's (APA) guidelines to format writing assignments (Troxler, Vann, & Oermann, 2011).

Writing self-efficacy is an individual's belief in their ability to write. A decrease in writing self-efficacy has been linked to a decrease in writing performance (Martinez, Kock, & Cass, 2011). Because of the correlation between self-efficacy and performance, nursing education needs to address the issue of writing self-efficacy among students. The purpose of the study was to examine the impact of a professional writing workshop on the perceived writing self-efficacy scores in students enrolled in a RN/BSN university program.

Significance: Nursing education has been called to prepare students to successfully achieve outcomes preparing them to practice in a complex healthcare system by ensuring nurses engage in lifelong learning, lead in collaborative efforts with other members of the healthcare team, and be change leaders for the advancement of health (Institute of Medicine, 2010). According to Stevens et al. (2014), formal writing skills allow nurses to be more participative in discussion regarding evidence based practice. Bickes & Schim (2010) explain the ability to clearly communicate complex ideas through writing is an essential skill for all nurses in professional practice. Because perceived writing self-efficacy may directly affect writing motivation and performance, teaching strategies focusing on student self-efficacy may help to improve student success and enhance nursing engagement within the professional role.

Method/Results: A quasi-experimental single group Pre-test/Post-test study was conducted to examine the impact of a professional writing workshop on perceived writing self-efficacy scores in students (N=22) enrolled in a Registered Nurse to Bachelor of Science (RN/BSN) university program. The Post Secondary Writerly Self-Efficacy Scale (PSWSES) was utilized to measure perceived self-efficacy before and after the workshop. A paired sample t-test was conducted to evaluate the impact of the workshop. Results of the test indicated there was a statistically significant increase ($p < .000$) in PSWSES scores after completion of the workshop. The results of this study provide insights into the benefits of an educational intervention, specific to professional writing skills, for nursing education.