

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

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Introduction/Problem

- Deficient writing skills
- Time Constraints
- Low Self-efficacy
- Decrease in self-efficacy → Decrease in performance
- Negative attitudes and beliefs

(Newton & Moore, 2010; Latham & Ahern, 2013; McMillian & Raines, 2010; Martinez, Kock & Cass, 2011; Sarkhoush, 2013, Graham, Schwartz, & MacArthur, 1993)

Background

- Written communication skills
- Nursing Education Responsibility
- Nursing voice not well represented
- Graduate students have same issues

(Tesh, Hyde, & Kautz, 2014; Quitadamo & Kurtz, 2007; Institute of Medicine, 2010; American Association of Colleges of Nursing (AACN), 2008; Long, 2013)

Research Question



- Does attending a professional writing workshop in the RN/BSN program at a small, private university in the southwest have an impact on students' perceived level of writing self-efficacy?

Theoretical Framework

Bandura's Self-efficacy Theory

- An increase in self-efficacy can influence performance

– Four sources that influence self-efficacy

- Enactive mastery (personal successes)
- Vicarious experience (witnessed successes)
- Verbal persuasion (encouragement)
- Emotional arousal (stress/anxiety)

(Bandura, 1977, 1994)

Literature Review Highlights

- Self-efficacy
- Writing instruction in nursing curricula
- Importance of writing in nursing

(Bandura, 1977, 1994; Bandura, Adams , 1977; Robb, 2012; Jalaludden et al, 2015; Troxler, Jacobson, & Oermann, 2011; Dewar, 2012; Chandler, Roberts & DeMaraco, 2005, Hunker, Gazza, & Shellenbarger (2014)

Methodology/Design

- Quasi-experimental
- Analysis/comparison of pretest/posttest
- Convenience sample (N=22)
 - RN/BSN Program
 - 81.5% (22/27) completion rate

Limitations/Threats to Validity

Limitations

- Small convenience sample
- Writing workshop
- Instrument

Threats to Validity

- History
- Testing

Sample Characteristics

Table 1

Demographics of Sample

		Total ($N=22$)	
		Number	Percent
Age	18-25 years	10	45.5
	26-36 years	6	27.3
	37-47 years	4	18.2
	48-58 years	2	9.1
Gender	Female	20	90.9
	Male	2	9.1
Ethnicity	Caucasian	19	86.4
	Hispanic	1	4.5
	Other	2	9.1
Years as an RN	Less than 1 year	10	45.5
	1-5 years	6	27.3
	5-10 years	3	13.6
	More than 10 years	3	13.6
English first language	Yes	21	95.5
	No	1	4.5
Highest education level	Diploma RN	15	68.2
	Associates Degree in Nursing	6	27.3
	Bachelor's Degree other than in nursing	1	4.5

Instrument

Post Secondary Writerly Self-Efficacy Scale (PSWSES)

- Schmidt & Alexander (2012)
- 30 Questions
- Measures perceived writing ability
- Applies the four sources of self-efficacy
- Cronbach's Alpha: 0.931

Please Assess Your Capabilities:

Never Always
0%.....100%

Items	Example: I can identify incomplete, or fragmented, sentences	66%
1.	I can identify incomplete, or fragmented sentences.	_____ %
2.	I can invest a great of effort and time in writing a paper when I know the paper will earn a grade.	_____ %
3.	I can articulate my strengths and challenges as a writer.	_____ %
4.	I can find and incorporate appropriate evidence to support important points in my papers.	_____ %
5.	I can be recognized by others as a strong writer.	_____ %
6.	When I read a rough draft, I can identify gaps when they are present in the paper.	_____ %
7.	I can maintain a sense of who my audience is as I am writing a paper.	_____ %
8.	I can write a paper without feeling physical discomfort (e.g., headaches, stomach aches, back aches, insomnia, muscle tension, nausea, and/or crying).	_____ %

Question		Strongly Disagree Strongly Agree						
		1	2	3	4	5	6	7
21.	I feel confident in my ability to utilize the American Psychological Association (APA) guidelines when writing.							
22.	I feel confident in my ability to find and interpret credible resources to support my writing.							
23.	I believe professional writing skills improve nurses' ability to participate in evidence-based practice (EBP).							
24	I believe writing assignments help improve critical thinking skills							

Writing Workshop Outline

1. Hour One

- a. Learning Objective: Discuss the importance of writing for nurses as it applies to critical thinking and evidence-based practice (EBP).
- b. Learning Objective: Identify and discuss the differences between conversational tone and scholarly tone while writing professionally.
 - i. Use of slang
 - ii. Run-on sentences
 - iii. Use of thesaurus

2. Hour Two

- a. Learning Objective: Apply basic and advanced concepts of grammar, sentence structure, and punctuation to professional writing.
 - i. Grammar
 - ii. Sentence Structure
 - iii. Punctuation

3. Hour Three

- a. Learning Objective: Discuss methods to assist in generation of ideas and organization of thought when developing a writing project
- b. Learning Objective: Demonstrate ability to locate and interpret credible research literature to support content in professional writing.
 - i. Online databases (credible versus non-credible)
 - ii. Literature search

4. Hour Four

- a. Learning Objective: Summarize concepts of the American Psychological Association (APA) format as it applies to nursing professional writing.
 - i. Title Page
 - ii. Headings
 - iii. Citations
 - iv. References

Data Analysis

- SPSS version 23
 - Descriptive statistics for demographics
 - Normal distribution
 - Paired t-test/eta-squared

(Pallant, 2013)

Paired Sample T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttesttotal	1708.8636	22	231.83087	49.42651
	pretesttotal	1465.1364	22	337.40738	71.93550

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttesttotal - pretesttotal	243.72727	181.53609	38.70362	163.23868	324.21586	6.297	21	.000

Interesting Findings

	Mean		Std. Deviation	
Pair 14: I can write a paper without experiencing fear				
Pre-test	55.45		29.96	
Post-test	76.82	(+ 21.37)	21.24	(- 8.72)
Pair 8 I can write a paper without feeling physical discomfort				
Pre-test	63.63		30.64	
Post-test	80.82	(+ 17.19)	20.60	(- 10.04)
Pair 19 I can find and use resources that help me with my writing				
Pre-test	75.13		21.58	
Post-test	92.05	(+16.92)	8.68	(- 12.9)

Lowest mean scores on Pre-test	Mean
Question 14 I can write a paper without experiencing fear	55.45
Question 17 I can find ways to concentrate when I am writing	62.5
Question 8 I can write a paper without feeling physical discomfort	63.64

Lowest mean scores on Post-test	Mean
Question 5 I can be recognized as a strong writer	74.6
Question 14 I can write a paper without experiencing fear	76.82
Question 8 I can write a paper without feeling physical discomfort	80.82

Meaning and Implications of Results

- Self-efficacy scores improved
- Supports effectiveness of intervention
- Improved self-efficacy → Improved performance
- Educator responsibility

Recommendations

- Conduct study in Introduction course
- Expand length of workshop
- Follow-up post-test

(Stevens et al., 2014)

Future Research

- Study replication
- Diploma/Associates Degree nursing
- Demographic influences
- Improved self-efficacy → Improved performance?
- Beliefs and attitudes of nurse educators

(Borglin & Fagerstrom, 2012)

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