Improving the Quality of Care of Older Adults through Self-Efficacy: A Pilot Study*
Natalie R. Baker, DNP, CRNP, GS-C, CNE, FAANP
Kala K. Blakely, DNP, CRNP, CNE, FAANP
*Educational grant funded by the GAPNA Foundation

Background & Framework

- Faculty utilize evaluative modalities to assess students’ mastery of NP competencies but seldom assess students’ self-efficacy
- Bandura’s Social Cognitive Theory
  - Self-efficacy important element in assessing one’s belief that activities can be performed
- Specific aim: Evaluate NP students’ self-efficacy in treating community dwelling older adults and establishing validity of self-efficacy tool developed for NP students.

Two Self-Efficacy Scales Utilized

- General Self-Efficacy Scale
  - 10-item scale (scored from 10-40*)
  - Frequently used in healthcare research
- Caring for Community Dwelling Older Adults Self-Efficacy Scale (CCDOASES)
  - 9-item scale (scored from 9-36*)
  - Developed for study
*Higher scores indicate higher perceived self-efficacy

Methods

- **Step 1. Pre-Surveys**
  - Completed both self-efficacy scales prior to distribution of assignment details
- **Step 2. Completion of Unfolding Case Study**
  - NLN Advancing Care Series “Red” Yoder
- **Step 3. Post-Surveys**
  - Completed both self-efficacy scales 1-7 days after submission of unfolding case study assignment

<table>
<thead>
<tr>
<th>Unfolding Case Study Rubric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Monologue: Medical Diagnoses</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Monologue: Treatment Plan for Medical Diagnoses</td>
<td>15</td>
</tr>
<tr>
<td>Introductory Monologue: Psychosocial Issues</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Monologue: Treatment Plan for Psychosocial Issues</td>
<td>15</td>
</tr>
<tr>
<td>Second Monologue: New Medical Diagnosis</td>
<td>5</td>
</tr>
<tr>
<td>Second Monologue: Treatment Plan for New Medical Diagnosis</td>
<td>10</td>
</tr>
<tr>
<td>Transitional Plan: Level of Care Identified</td>
<td>5</td>
</tr>
<tr>
<td>Transitional Plan: Interprofessional Team Identified</td>
<td>15</td>
</tr>
<tr>
<td>Transitional Plan: Indicators that Warrant Changes in Plan</td>
<td>10</td>
</tr>
<tr>
<td>APA/Grammar</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results & Implications

- **n = 20 students**
- **General Self-Efficacy Scale**
  - Average score increased from 31.55 to 33.65
  - **11 students (55%) had increase in score**
  - Most improved individual scale item was “Thanks to my resourcefulness, I know how to handle unforeseen situations.”
- **CCDOASES**
  - Average score increased from 25.15 to 30.2
  - **16 students (80%) had an increase in score**
  - Most improved individual scale item was “Increase in confidence developing a transitional treatment plan after hospitalization.”
- **Unfolding Case Study assignment increased the self-efficacy among NP students transitioning into role of health care provider**