GRAND RAPIDS COMMUNITY COLLEGE

WINTER 2012 SABBATICAL REPORT

Name:  Laurie A. Arnswald
Job Title/Department:  Professor, Nursing Programs
Phone: 616-234-4574
Email Address:  larnswal@grcc.edu

Summary of Activities during the Sabbatical Leave

The two main purposes of my sabbatical leave were: 1) to complete the DNP capstone research project needed for graduation and 2) to complete the teaching practicum required for the nurse/health educator certificate. I completed my research project and graduated with my Doctor of Nursing Practice (DNP) at Madonna University in Livonia, Michigan on April 28, 2012. I also completed the teaching practicum and received a graduate certificate as a Nurse Health Educator.

Attached to the end of this report is the abstract of my DNP capstone research project. As planned, the setting for my project was the educational setting using the nursing course NUR 102, Psychosocial Nursing Foundations. The project shifted, however, from evaluating the use of Wimba Pronto Blackboard technology to evaluating an experimental educational experience that used content from Pender’s Health Promotion Model, teaching strategies from Bandura’s theory of self-efficacy and Benner’s recommendations for nursing education. During the fall 2011 semester, I conducted the experimental educational experience and collected the data. During winter 2012, I analyzed the data collected and wrote the final research paper. To graduate in May 2012, the paper needed to be completed and submitted for publication by March 31, 2012. I submitted my paper as a research brief for publication to the Journal of Nursing Education. I also gave a podium presentation of my research on April 27, 2012 at the conference: Celebrating DNP Scholarship; Transforming Practice and Policy, held in Dearborn, MI.

The electives I chose as part of DNP program were to satisfy the requirements for the nurse/health educator certificate. To review, this certificate required taking three courses: teaching learning principles and strategies; curriculum design and evaluation; and the scholarship of teaching practice. It was during this third course that a teaching practicum was required. The required number of hours for the practicum was 45 hours. The second purpose for the sabbatical was to complete the course requirements of third required course which included the teaching practicum. The course at Madonna in which my practicum occurred was Nursing 3820, Holistic Mental Health Nursing Care. My practicum activities included conducting 2 - three hour lectures, evaluating my teaching effectiveness using a pre and post exam and a critical incident questionnaire, develop and conduct a classroom activity designed to promote clinical reasoning skills, and assist in the clinical instruction by accompanying a clinical group to their clinical site.
The clinical site was the Community Re-Entry Program located in Detroit. This program was part of a community outreach through Detroit Central City Community Mental Health. The students worked with a prison population who were being treated as out-patients within a mental health organization. At the clinical site, I assisted students in applying mental health concepts and theory to their interactions with the clients. It was a very interesting clinical experience for not only the students but for me as well. I have not had the experience of working with clients in the prison population before this clinical. In our nursing programs at GRCC, we have not used the prison population or programs associated with the prison system. Because of my positive experience in this practicum, I plan to explore the programs for this population in the Grand Rapids area for possible clinical experiences.

I believe that by supporting me to complete my DNP with this sabbatical I am now significantly better prepared to provide leadership in preparing nursing students for careers in the complex field of healthcare. As a doctoral-prepared nurse educator, I will use my practice and education expertise to adequately prepare the next generation of nurses. By supporting my doctoral education, GRCC has helped address the nursing shortage of nurses at the doctoral level. Also, by supporting my completion of the Nurse Health Educator certificate, I now have significantly more knowledge and practice essential to providing leadership in ongoing course and curriculum revisions within the nursing programs. I will use the DNP and Nurse Health Educator competencies in my faculty position to promote excellence in teaching and the highest standards of nursing education. I plan to guide the nursing programs in developing innovative methodologies and teaching strategies.

The NUR 102 course has now been revised for the Fall 2012 semester based on both the research findings and discussions with colleagues involved in the course instruction. I have shared the results of the research with the faculty directly involved in the course. I also shared the research project last fall 2011 with the entire nursing faculty during a faculty meeting and I hope to inspire creative thinking about teaching and learning strategies, course revisions and conducting research.

I wish to thank GRCC for giving me this opportunity to fully devote my energy and efforts to reaching my educational goals. I very much appreciate how the sabbatical allowed me to give the final experiences in the doctoral program my full attention and gain all that was possible during this time.
Abstract

THE IMPACT OF PARTICIPATION IN AN EDUCATIONAL EXPERIENCE ON NURSING STUDENTS’ HEALTH PROMOTION PRACTICE, LIFESTYLES AND COUNSELING SELF-EFFICACY

Laurie A. Arnswald, DNP, RN, PMHCNS-BC
Nancy A. O’Connor, PhD, RN, ANP-BC
Jim O’Neill, PhD.
Diane Burgermeister, PhD, RN, PMHCNS

Background/Significance. Health promotion is a process focused on health rather than illness and is a growing trend in health care; yet, nursing remains a disease management practice.

Purpose. The purpose of this study was to gain an understanding of how nursing education can prepare students to engage in health promotion work by addressing the identified barriers to health promotion practice. Specifically, the researchers (a) examined the impact of participation on the dependent variables (DV) of lifestyles, confidence in health promotion counseling and health promotion practice and (b) determined efficacy sources correlated to confidence in counseling.

Method. The study used a convenience sample of 71 Midwest community college nursing students. Students were randomly assigned to two sections in a beginning nursing course. The innovative experimental educational experience used content from Pender’s Health Promotion Model, teaching strategies from Bandura’s theory of self-efficacy and Benner’s recommendations for nursing education. The control group used standard health promotion educational practice including motivational interviewing. Data was collected at the beginning and end of the course using the Health-Promoting Lifestyle Profile II, the Health Promotion Counseling Self-Efficacy Scale and a reflective journal submitted by students following three clinical encounters to determine practice behaviors.

Findings: A one-way multivariate analysis of covariance (MANCOVA) found the experimental group higher on all DVs, Wilks’s Λ = .104, $F(4,62) = 133.48, p < .00$. Significant sources of efficacy were independent study ($β = .288, p < .05$) and observing peer/teacher role models demonstrating counseling strategies ($β = .574, p < .03$).