

Courage to Change: Empowering Nursing Educators to Ignite Self-Efficacy During Tumultuous Times

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Objectives

- Identify issues that present barriers to optimal instruction and attainment of student outcomes in didactic, lab, and clinical settings.
- Identify the potential impact of lack of faculty/leadership response to urgent needs.
- Describe and apply evidence-based strategies to promote self-efficacy and optimal outcomes in real-life scenarios.



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What is **ONE WORD** to describe your attitude post-pandemic?

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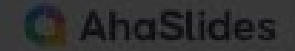
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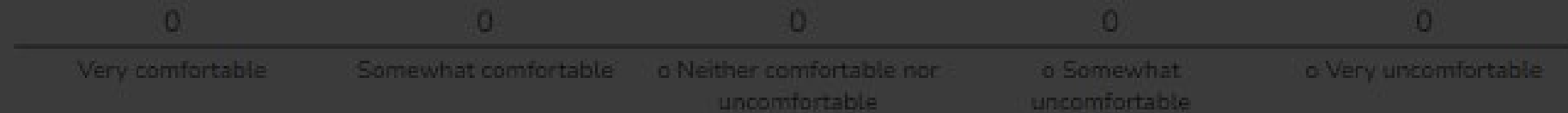


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How comfortable are you when managing student issues?

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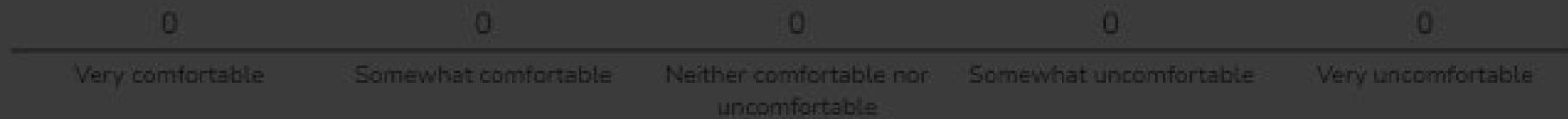


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How comfortable are you when managing issues with fellow faculty?

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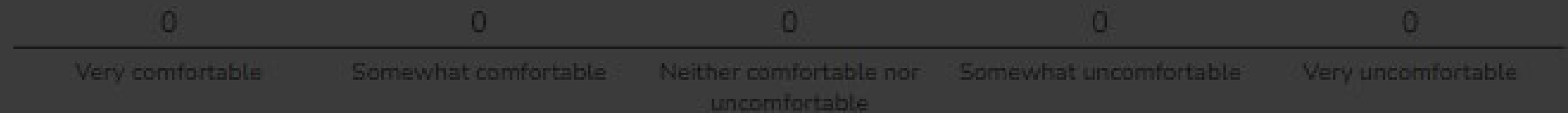


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How comfortable are you when managing issues with nursing leadership?

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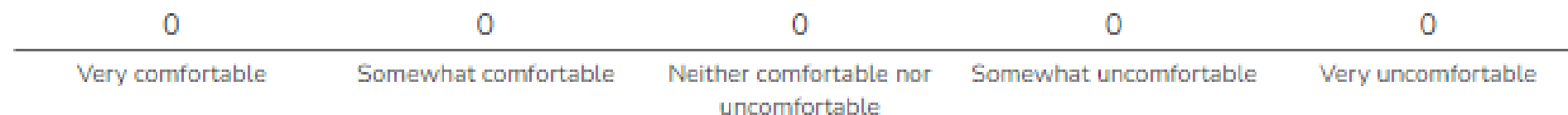


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How comfortable are you when managing issues with institution leadership outside of nursing?



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- **What are some of the other barriers you face that hold you back?**



Faculty Report...

Administrative mandates to accept all applicants

Progression of all enrolled students

Declining licensure pass rates

Inability to hire qualified faculty

Lack of nurse educator role models

Inability to secure clinical sites

Incivility issues

Multiple responsibilities which may not be clearly defined (Role ambiguity)

Being asked to do “more with less”

Physical and mental exhaustion



A word about self-efficacy (Bandura, 1977)

- A critical self-belief that relates to individuals' perceptions of their capabilities to successfully undertake the actions required to complete a task
- The expectations of personal efficacy, rather than the level of the skill, determine whether certain behaviors are initiated, how much effort is invested, and long the effort is sustained in the face of obstacles and aversive experiences



Self - Efficacy and Teachers

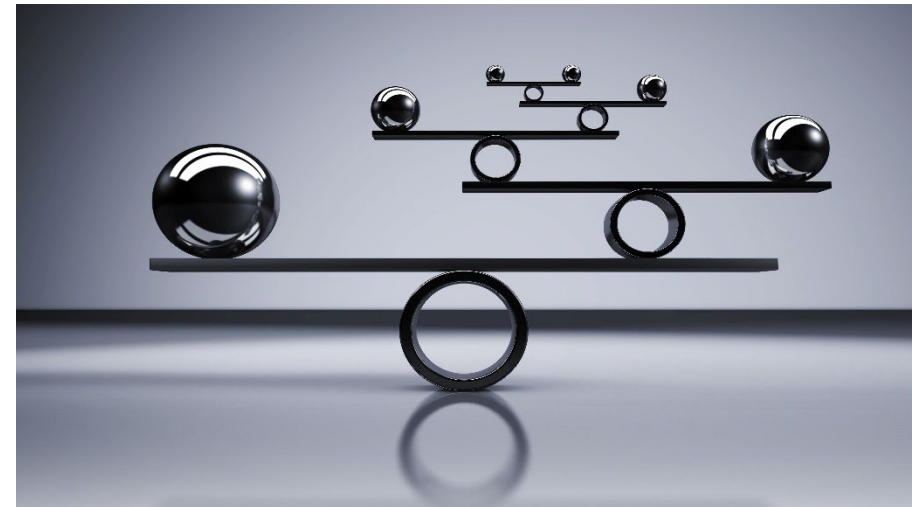
“Teacher self-efficacy for classroom management is an important component of teachers' identity with implications for their teaching quality” (Lazarides et al., 2020)

“Teacher candidates who feel better able to manage classroom disturbances also report fewer disturbances (Dicke et al., 2014)

“Positive self-beliefs represent the central resource that drives teacher perceptions of stressors and the strategies they employ attempting to manage them” (Parker et al., 2012)



- Empowering strategies are essential in preparing nurses to be change agents in our dynamic, complex health care arena



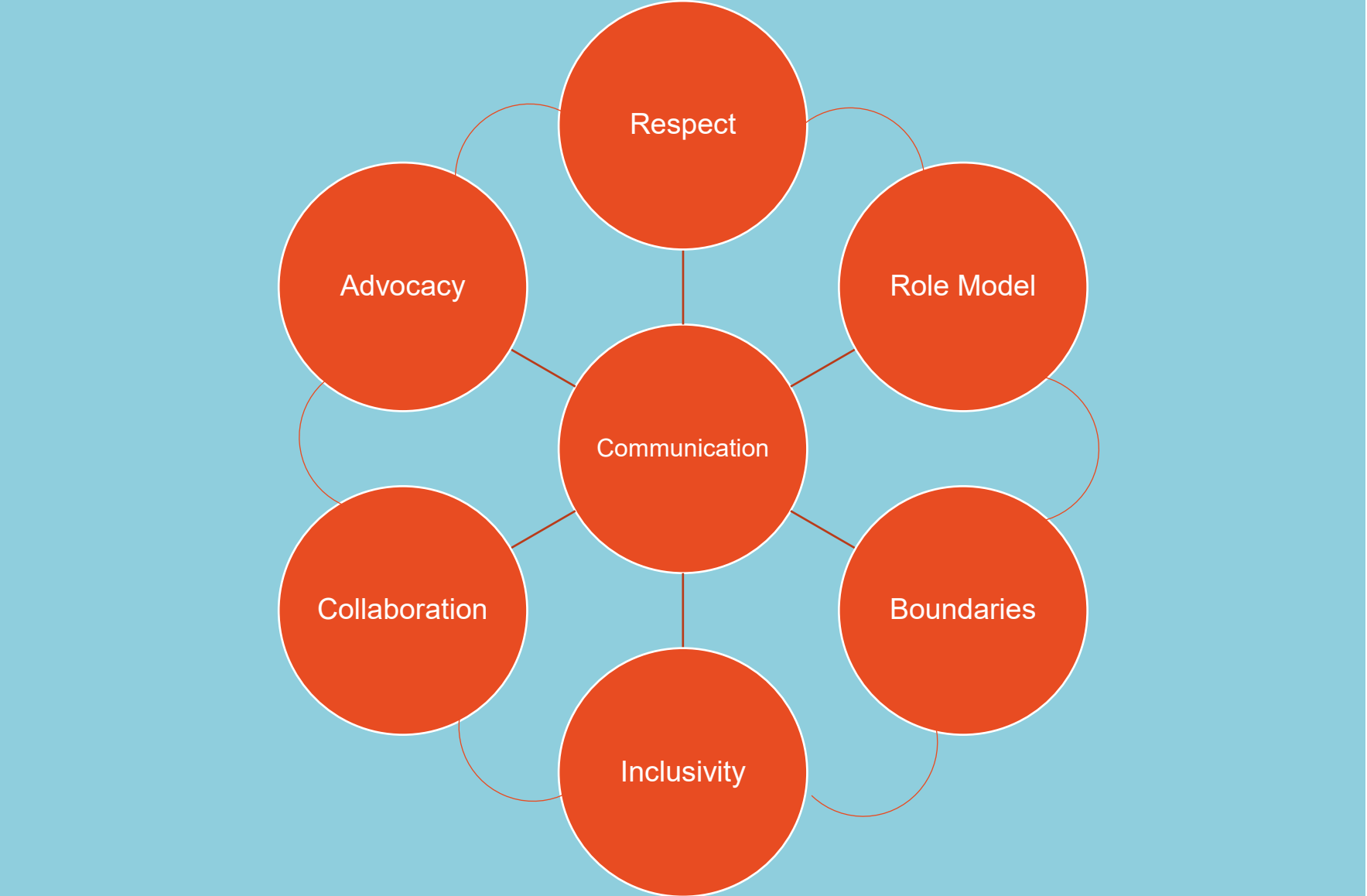
Coping with stress is not enough...how do we **change** the narrative?



-Requires deliberate and mindful response



What is one area in your work environment where **CHANGE** is necessary?



What About Change?

Use a framework: Example:

- Kotter's Model for implementing change (8 steps)
 1. Create a shared sense of urgency
 2. Create the team/coalition
 3. Develop the vision/strategy for change
 4. Communicate the change vision
 5. Remove obstacles
 6. Identify the short term "wins"
 7. Build change- create ongoing sustainability
 8. Anchoring new approaches in the culture



(<https://www.kotterinc.com/8-step-process-for-leading-change/>)



Strategies

Mindful pause

What's the goal

Confer with a colleague

Maintain objectivity- not personal

Stay positive

Ask for help

Exercise, healthy habits

Take a breath

Relaxation techniques/guided imagery

Get organized



Let's Get Started



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Reflections



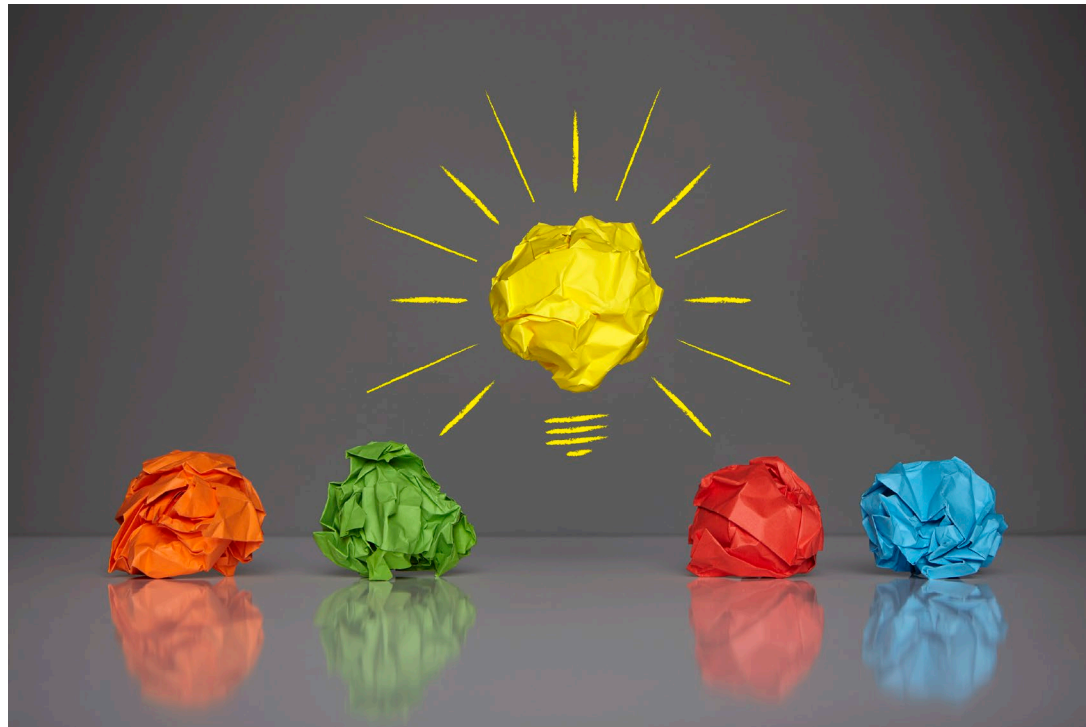
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profession

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Be the change you want to see in this world

(Author Unknown)



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