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Educational Interventions to Decrease Anxiety and Increase Self-Confidence in NP Students' Learning How to Document a SOAP Note

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Appropriate documentation of a patient history and physical exam is a core competency for nurse practitioner (NP) programs. This study aimed to investigate NP students' self-confidence and anxiety while learning how to document a patient history and physical exam. A NP student survey that included the Nursing Anxiety and Self-Confidence with Clinical Decision Making (NASC-CDM©) scale was used pre and post a revised Advanced Health Assessment course. Two independent samples of NP students participated before ($n = 100$) and after ($n = 59$) the intervention was implemented. Using a non-paired t-test, a significant increase in NP students' self-confidence was found pre- ($M = 114.9$, $SD = 22.4$) to post-intervention ($M = 122.3$, $SD = 19.5$), $p < .05$. A decrease in reported anxiety was found, but this result was not significant. Implementing teaching tools such as a Subjective, Objective Assessment and Plan template and video patient scenarios increased NP students' self-confidence in learning how to document a patient history and exam.

Biography

Nina A Zimmermann is a board-certified adult nurse practitioner and Director of the NP Program & Assistant Professor of Nursing at Maryville University in St. Louis. She obtained her MSN in Nursing Education at Barnes-Jewish College in 2005, post-masters, ANP Certificate at Maryville University in 2009 and doctoral degree in Higher Education Leadership at Maryville University in May, 2019. Nina has 25 years of nursing experience and has published & presented nationally. She is currently an officer of the Omicron Chapter of STTI Nursing Honor Society. Her clinical practice is a primary care clinic at the Sunnen Corporation in St. Louis, MO.

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