



The Impact of Professional Identity, on Professional Self-Efficacy and Resilience Among Practice Nursing Students - A cross sectional study

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Abstract:

This paper discussed the relationship among professional identity, psychological resilience and professional self-efficacy in baccalaureate nursing students. A descriptive cross-sectional study was used to collect data from graduate nursing students between November and December 2017 in China. 133 nursing students was recruited from Zhengzhou University who were practice at two Tertiary hospitals in Zhengzhou Henan province.

They completed questionnaires including the Professional Identity Questionnaire for Nursing Students (PIQNS), Connor-Davidson Resilience Scale (CD-RISC-10), and Professional Self-efficacy Questionnaire for Nurse Students (PSQNS). PSQNS has a direct effect on professional identity among practice nursing students (standardised coefficient Beta: 0.601, $p < 0.01$). In addition, we verified that professional identity has a significant correlation to graduate nursing students' professional self-efficacy ($r = 0.639$, $p < 0.01$) and resilience ($r = 0.339$, $p < 0.01$). Graduate nursing students' professional identity was not satisfactory and one strategy to improve this is to internalize professional self-efficacy into the education process. Nursing educators should focus more on the formation of the students' professional identity and professional self-efficacy as a contributing factor to it.

Biography:

Min Xv has completed her Bachelor's degree at the age of 19 years from Zhengzhou University and Studying for a Master's degree at School of Nursing, Zhengzhou University, China. She is the class president, plays on the basketball team. She has published 3 papers in Chinese journals and



has been made 2 oral presentations and 1 poster at academic conferences in China. She won first class scholarship for three years in a row. She participated in more than 3 projects of the Department of Education in Henan Province, China.

Recent Publications:

1. Arieli, D., 2013. Emotional work and diversity in clinical placements of nursing students. *J Nurs Scholarsh* 45, 192-201.
2. Lopez, V., Yobas, P., Chow, Y.L., Shorey, S., 2018. Does building resilience in undergraduate nursing students happen through clinical placements? A qualitative study. *Nurse Educ Today* 67, 1-5.
3. Crombie, A., Brindley, J., Harris, D., Marks-Maran, D., Thompson, T.M., 2013. Factors that enhance rates of completion: what makes students stay? *Nurse Educ Today* 33, 1282-1287.
4. Min Xv et al; *Mental Health Nursing*, 2020 Jan 4.
5. Min Xv et al; *Nursing Education and Research*, 2017 Apr 27.

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