A Comparison of Professional Value Development in Nursing Students from Pre-licensure Programs

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Purpose
Identify development of professionalism in pre-licensure (ADN, Diploma & BSN) nursing students

Literature Review
• “Values modified & expanded during educational process”
  Weis & Schank, 2000, p. 202
• ADN & BSN students did not significantly differ on overall mean total NPVS scores
  Martin, Yarbrough, & Alfred, 2003
• ADN with statistically significant higher scores than BSN on 5/11 NPVS subscales
  Martin, Yarbrough, & Alfred, 2003
• Accelerated BSN & traditional students consistently uphold professional nursing values
  Astorino, 2006
• BSN students demonstrate statistically significant increases in total NPVS mean scores between entry into & exit from program
  Leners, Roehrs & Piccone, 2006

Theoretical Framework

Benner
• Novice to expert continuum
• Nursing students need to be active participants in role formation process
• Process supports student’s transformation of ways of knowing & being
  Benner, 1984, Benner et al, 1995

Methodology
• Design: Nonexperimental
• Sample characteristics: N=351
  – Beginning Level: 69 ADN/ 97 Diploma/ 39 BSN
  – Senior Level: 51 ADN/ 60 Diploma/ 35 BSN
  – 17 Baby Boomers; 68 Gen X; 265 Gen Y
  – 301 Caucasian; 22 African American; 26 Other
• Tool: Nursing Professional Value Scale-Revised
  – NPVS-R is a 26-item Likert Scale
  Weis & Schank, 2009

What are the differences in Nursing Professional Value Scale-Revised (NPVS-R) scores between senior level nursing students in ADN, Diploma, & BSN programs?

Pairwise t-test (after ANOVA analysis): Diploma participants with statistically significant (p<0.003) on average overall scores as compared to ADN participants.

Diploma participants with statistical significance on:
  - 4/5 NPVS-R factors as compared to ADN
  - 1/5 NPVS-R factors as compared to BSN

ANOVA & Pairwise t-test Analysis of Seniors’ Average Overall Score

<table>
<thead>
<tr>
<th>Student Type</th>
<th>n</th>
<th>Mean</th>
<th>p-value</th>
<th>Pairwise comparison</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>51</td>
<td>3.99</td>
<td>0.09</td>
<td>ADN vs. BSN</td>
<td>0.09</td>
</tr>
<tr>
<td>Diploma</td>
<td>60</td>
<td>4.38</td>
<td></td>
<td>ADN vs. Diploma</td>
<td>0.0001*</td>
</tr>
<tr>
<td>BSN</td>
<td>35</td>
<td>4.19</td>
<td>0.02</td>
<td>BSN vs. Diploma</td>
<td></td>
</tr>
</tbody>
</table>

* P-value significant at < 0.05 level.

**P-value significant at the < 0.017 level.

T-test Analysis of Average Overall Score by Program Type between Student Levels

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Program Level</th>
<th>n</th>
<th>Mean</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>Entering</td>
<td>69</td>
<td>4.16</td>
<td>0.10</td>
</tr>
<tr>
<td></td>
<td>Graduating</td>
<td>51</td>
<td>3.99</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>Entering</td>
<td>87</td>
<td>4.07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduating</td>
<td>40</td>
<td>4.38</td>
<td></td>
</tr>
<tr>
<td>BSN</td>
<td>Entering</td>
<td>39</td>
<td>4.03</td>
<td>0.16</td>
</tr>
<tr>
<td></td>
<td>Graduating</td>
<td>35</td>
<td>4.19</td>
<td></td>
</tr>
</tbody>
</table>

*P-value significant at the < 0.017 level.

What are the socio-demographic variables that are related to the overall NPVS-R nursing student scores?

ANOVA analysis does not reveal statistical significance (p=0.05).

How do the differences compare between NPVS-R scores of beginning & senior level nursing students within ADN, Diploma & BSN programs?

T-test analysis: statistical significance in average overall score of Diploma participants (p<0.0001).
Senior Diploma participants with statistical significance on 4/5 NPVS-R factors (p<0.003).

Discussion
– Inconsistent development of professional values across study population.
– Statistical significance reveals Diploma participants with highest level of development.
– Average scores in caring, trust & professionalism factors often increased. Activism & Justice Factor scores did not.

Recommendations
– Develop model pre-licensure curriculum.
– Actively engage students in valuable work.
– Enhance reflective faculty practices.

References
Weis, D., & Schank, H. (2001). The revised nurse’s professional values scale (NPVS-R) as a tool to measure professional nursing values. Journal of Nursing Scholarship, 33(2), 201-204.