Increasing Student Registered Nurse Anesthetists Clinical Self-Efficacy Using Peer Mentoring

Megan Christine Bass

Abstract
The purpose of this project is to determine if clinical self-efficacy is increased in SRNAs at The University of Southern Mississippi after participation in the peer mentoring program. The project was a one-group pre and posttest design in a sample of SRNAs who received peer mentoring. To evaluate the students’ perceived clinical self-efficacy before and after the peer mentoring educational intervention, the Rowbotham and Schmitz Student Self-Efficacy scale (SSE) (2013) was adapted and administered to second-year SRNAs (N=17). Clinical performance, skill and knowledge development, social interaction with clinical faculty, and coping with clinical stress are the four areas evaluated by the adapted SSE scale. The study revealed that there was a significant difference in the pre SSE scores (M=34, SD=3.32) and post SSE scores (M=37.88, SD=2.93); t(16)= -5.13, p=0.0001. Findings from this study determined that peer mentoring is an effective mechanism to increase clinical self-efficacy in this group of SRNAs.