

The impact of teaching professional self-concept on clinical performance perception in nursing students

[Iran Jahanbin](#), [Zohreh Badiyepeyma](#), [Farkhondeh Sharif](#), [Sareh Keshavarzi](#)

Abstract

The nurses' self-concept can be defined as information and beliefs that nurse have about their roles, values, and behavior which help individuals function at a higher level and use their learning experiences optimally. This study aimed to determine the effect of professional self-concept teaching on clinical performance perception of senior nursing students. A preliminary study was conducted to confirm the validity and reliability of the nurse selfconcept questionnaire (NSCQ) and 6-dimension scale of nurse performance (6-DSNP). The participants consisted of 72 senior nursing students, sixty of whom agreed to participate in the study and complete the questionnaires. Then, the students were randomly categorized into case (n=24) and control (n=36) groups. The case group participated in the professional self-concept workshops for two days. Immediately (T2) and three months after the intervention (T3), the questionnaires were filled by both groups. The 6-DSNP score of the participants attending the workshop was significantly higher than that of the subjects in the control group ($p < 0.0001$). Therefore, professional selfconcept teaching can significantly affect the clinical performance of nursing students. Therefore, incorporating professional self-concept teaching into the nursing program can be effective for their clinical performance, and help nursing students have positive attitudes towards their competencies.