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Intensification of Renal Nurses' Self-Esteem: A Pilot Study

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Abstract

Introduction: Renal nurses should have counselling and communication skills with patients, to deal with stressful situations at work. A prerequisite for the acquisition of these skills is renal nurses' self-knowledge. This study aims to present the effectiveness of an ongoing training program to renal nurses related to self-esteem.
Methodology: A quasi experimental research, which has a theoretical background from the Rational-Emotive Behaviour Therapy of A. Ellis and from the transformative learning of J. Mezirow. The program attended 31 renal nurses working in district hospitals.
Results: During evaluation of the training activity it was quite successful at the cognitive effect that occurred to the participants. In emotional and in behavioural level, almost 80% of participants improved their attitude towards the absurd ideas that formed their self-esteem by 90%.
Conclusion: All who attended the program improved their attitude regarding their absurd ideas-beliefs, something that reduced person's self-esteem, making further negative consequences for their psychosomatic health.

Key words: Psychosomatic Health-Wellness, Self-concept, Self-esteem, Interpersonal Communication, Consulting Psychology.

Introduction

Health professionals very often have to face situations pressing to their own self system (Dimitriadou 2008; Tsiros 2009; Malliarou et al. 2010), that if they cannot face them with success, then, they might not be able to help the patient they attend. Essential condition for the acquisition of these dexterities is the acquaintance of the health professional with his own self system (Self-Concept, Self-Respect,

Self-Effectiveness) (Coopersmith 1967; Loizou 1998), a need that has not occupied them during the stage of their basic education (Burgess 1976; Clark 1978; Ellis 1980; Garret et al. 1976; Sobol 1978; Welch 1980). Improving the image of nursing should increase recruitment and retention of nurses in the profession (Strasen 1989). Nursing leaders can bring about an increase in professional self concept by developing, firstly, "strong positive self concepts and then role model the thinking and behavior of professional leaders...", and secondly, by devoting "our time, efforts, and resources to assist our nurses to develop strong positive self concepts..." (Arthur 1995).

Health professionals' self-respect has negative affinity, in level of significance 95%, with the burnout syndrome and consequently her reinforcement does act so much preventively what therapeutic in the confrontation of the syndrome (Tsiros 2009; Moustaka et al. 2010).

It is quite common in nursing literature to read comments about self-concept or self-esteem, not only with regard to the individual but also to the profession (Arthur 1995). According to the American Nurses Association, the entire profession of nursing exists to serve and improve society's health. Thus, to become a nurse, individuals must master a body of knowledge surrounding numerous health aspects. While acquiring the unique knowledge, skills, and values of their profession, nurses form perceptions of personal adequacy in their role, known as professional or nurse self-concept (Hensel 2011).

Many authors in nursing literature make concerned statements regarding self concept such as: "the nurse must graduate with self-confidence and self-esteem which will enable performance at the standard expected..." (Ellis 1957; Ellis 2001; Ellis 2004; Olson 1984) makes the assumptions: "that self-confidence and self esteem decrease as nursing courses progress; that new graduates lack self-esteem and that self confidence and self-esteem are important predictors of success in nurses after graduation" (Arthur & Randle 2006).

Aim

The aim of this research was the evaluation of effectiveness, in level of knowledge, attitudes and dexterities, a program of continuing professional training in renal nurses by referring the reinforcement of their self-respect level.

Methodology

The sample of this pilot study constituted 31 renal nurses working in dialysis units of hospitals in the Region of Peloponnese, which attended voluntarily an educational program of six experiential workshops of three hour duration each. In all of them were University graduates 28 women and 3 men, mean age 31 ± 11.57 years (mean± SD).

The program in question was realized in the frame of renal nurses' training that works in dialysis units of multiple district hospitals. The special objectives of this training program were, within the time interval of five three hour sessions, benefit of new knowledge, improvement of existing attitudes and acquisition and/or improvement of dexterities essential in the reinforcement of self-respect of each nurse with final objective the consequently continuity exercise on his behalf of effective interpersonal communication and advisory on patients that accept his care.

The educational method that was applied was combination of educational techniques: the enriched lecture, questions and answers, discussion, teams of work inside class and homework, according to the principles of the Adults' Education scientific space (EKEPIS 2006), and more specifically that of Transformative Learning in Adulthood of Mezirow (Mezirow 1990; Mezirow 1991; Mezirow 2007). For the better consolidation of the taught material it was distributed in all participants a handbook with original notes.

Initially the experiential workshop, begun with the investigation of absurd ideas that oppress the life and debate in these the corresponding reasonable thoughts. As absurd are considered those ideas that despite their moral or other value are not confirmed by the reality, affecting thus negatively in the level of self-respect that according to James (Tsiros 2009) is defined as the quotient of successes to the expectations of an individual. Afterwards the participants learned how they change the stressful sentiments in more well-matched for the case sentiments. It was investigated how many depended is the way that they think and learn the principles, with which becomes the treatment of depended way of thought. Participants were practiced in realizing and exercised the option for the right of choice in life.

They also worked on the dexterities of forgiveness, gratitude, harmony, intensification, return in good and detachment from the dependence. For the complete evaluation of this educational intervention on the part of trainees they were given in all participants before and after tests.

Data constituted the answers of nurses in three anonymous questionnaires of investigation of attitudes and a questionnaire of final evaluation of training results.

To measure the level of the nurses' self-esteem the "Scale to investigate self-esteem and burnout strains Education and Health" was used (Tsiros & Papapetrou 2009).

To investigate how dependent from others is the participants' way of thinking, a second specially designed questionnaire with 25 questions was distributed and for evaluating the program, the Educational Intervention Assessment Scale for Adults was used (Tsiros & Papapetrou 2009). All three questionnaires have been weighed in the Greek population of 64 nurses and Cronbach index is above 0.7. For the data analysis the statistical package SPSS was used. (Vamvoukas 1988; Ryan & Bernard 2000; Graneheim & Lundman 2004, Pope & Baker 2005).

Ethics and Deontology Issues

A written consent from each nurse was ensured for attendance in this educational program after explanation of aim and all process. Also a written authorization was ensured from the hospitals' responsible bodies.

Results

According to the content of Table 1 was observed that:

- The percentage of differentiated answers ranged between 4% and 43%.

- The bigger rate of differentiation as for the participating sample (that is to say 20%) presented in their answers differentiation of answers in percentage rate 21%. This differentiation is justified, as the questionnaire investigates ideas-attitudes (and no constant knowledge) of subjects referring on very general issues. When, however, this generalized attitudes are applied in concrete circumstances of daily life, then they involve the proportional result in the degree that is observed perseverance and stability in their adoption.

- From here results also the value of suitable advisory intervention, which acts so much in preventive what in therapeutic level, something that is examined afterwards.

Dependency level of thinking

According to the content of Table 2, the narrow majority (55%) of respondents do not have depended way of thought. The 40% shows moderate addict thinking, while hardly the 5% appears to have very depended way of thought. Hence, marginal minority (45%) appears to present some form depended way of thought. This dependence decreases considerably the advisory and educational role of nurse, with obvious reduction of his effectiveness in the daily clinical practice.

To tackle the non-conscious thinking addict, that leads the individual to depend from other and to follow the transition to higher self-esteem, the advisory method that was followed it proposed a conscious shift from irrational beliefs to a more reasonable interpretations of reality.

Effectiveness of intervention on the level of boosting self-esteem

To test whether, change in attitudes would be stable over time, it should during questionnaire's completion, for third time have passed some time by the finalization of intervention. For this reason, they were called again those who attended the program, to come for its completion, about one month later.

In table 3, are given the results for each subject and for each absurd idea. For obvious reasons, are not reported the participants' names, but instead of these codes are used.

Table 1: Reliability of Measurement of the Stability of Self-esteem Questionnaire (Comparison of first and second answer on first questionnaire)

DIVERSITY RESPONSES (percentage)	ABSOLUTE FREQUENCY (absolute)	RELATIVE FREQUENCY (percentage)
4%	1	4%
10%	1	4%
11%	1	4%
13%	1	4%
16%	1	4%
18%	1	4%
19%	2	8%
20%	1	4%
21%	5	20%
23%	2	8%
24%	1	4%
25%	1	4%
26%	1	4%
29%	3	12%
31%	1	4%
34%	2	8%
43%	1	4%
TOTAL	26	100

Table 2: Dependency Level of Thinking

METHOD OF THOUGHT	ABSOLUTE FREQUENCY (absolute)	RELATIVE FREQUENCY (percentage)
NON DEPENDENT WAY OF THOUGHT	11	55%
MODERATE DEPENDENT WAY OF THOUGHT	8	40%
VERY DEPENDENT WAY OF THOUGHT	1	5%
TOTAL	20	100

Table 3: Effectiveness of Intervention Level of boosting self-esteem by Irrational Idea (Comparison of second and third answer on first questionnaire)

Subject Code	Irrational Idea										Total differentiation per person
	1st	2nd	3rd	4rd	5th	6th	7th	8th	9th	10th	
231		-3	-1	-2	+1	0	-1	-2	-2	-1	-14
232	-1	-1	0	0	-1	-3	-2	-3	-2	0	-12
233	-2	-1	-1	0	-1	+1	+3	0	0	-1	-2
234	0	+1	+2	+1	+2	0	+2	-2	0	-1	5
235	-3	-2	-1	-2	-2	0	-1	+1	-2	-1	-13
Total per Irrational Idea	-9	-6	-1	-3	-1	-2	+1	-6	-6	-4	

Effectiveness of the intervention at individual level

From the last column of Table 3 it results that the majority, that is to say the 80% respondents, mark total reduction of sums of absurd ideas, hence improvement in their confrontation, that oscillates between -2 and - 14 units. Only a subject (234) appeared to persist, perhaps from misapprehension in the evaluation of questionnaire, in his own absurd ideas. This is particularly important because it by referring shows the effectiveness of intervention at the duration of seminars the change of attitudes in the level of 80%.

Effectiveness of intervention at the level of irrational ideas

Examining each absurd idea separately, it is realized that the way of perception of these has changed to best for 9 from the 10 absurd ideas. Concretely:

For the first absurd idea (*that is imperative the need for one adult to have acceptance and love from his peers, family and his friends*), 80% of the respondents marked reduction of sum, which means that they approach this idea with more reasonable and different way.

For the second absurd idea, again in percentage 80% of the respondents, they marked reduction of sum that means that have changed for the better the perception for the idea that, *we must be able unerringly capable and almost perfect in what we undertake.*

Regarding the third in a series of absurd idea (*that certain persons are bad and malicious and they must be punished*), found to be 60% now disagree with those irrational beliefs.

The fourth absurd idea (*it is horrible when things aren't the way we wanted to be*) in percentage 40% of respondents, they face it now more logically, while in percentage 40% is observed stability before and afterwards the intervention.

The improvement rate of the fifth absurd idea (*that external events are the leading cause of human misery – people simply react as events lead to feelings*), detected in 60%.

For the sixth absurd idea (*that we should feel fear, anxiety about what is unknown or uncertain, or potentially dangerous*) we see that in 20% is changed the perception for the better, while at 60% we see more stability.

In the next three absurd ideas we observe in percentage 60% improvement of their way of perception. The three absurd ideas that were reported are the following:

- *it is easier to avoid rather than confront the difficulties and responsibilities of life,*
- *we need something bigger or stronger than ourselves in which we can build,*
- *the past is directly related to the determination of this.*

Finally, in the tenth absurd idea (*that happiness can be achieved by inaction, passivity and endless lull*) we observe that 80% of the sample has changed for the better the way of dealing with it.

Program Evaluation

Participants consider the program as follows:

- Regarding the clarity of objectives, program objectives were from much to very clear to 100% of the participants.
- In the interest presented, all (100%) of respondents consider the content of the program much interesting to very much interesting.
- Regarding the scientific establishment of the contributor, all (100%) of respondents consider the scientific adequacy of the proponent from very adequate to very much adequate.
- Regarding the trust between the proponent and participants, all (100%) of respondents consider the relationship of trust with the proponent from much to very much successful.
- Regarding the evaluation of the results of the program, agrees with the assessment process, moderate 10% , much 37% and very much 53%.
- Regarding the proposal to have similar training programs, all (100%) of participants welcomes and wishes to continue this initiative from very to very much.
- Regarding the personal assistance that had participants beyond the knowledge gained, the vast majority (94.8%) of respondents consider that helped personally, apart from knowledge gained from attendance, from very to very much.
- Regarding the issues they would like to employ them in future similar meetings:
  - The majority of respondents (74%) are still interested in learning more about the issue of Self,
  - Almost half the participants (42%) would like to be informed about issues related to interpersonal skills,
  - Many of the participants (26%), many of whom are not even married, despite their business problems are interested in getting to know the parent-child relationships,
  - The majority of participants interested to know more about the issue of education for self-esteem.
- In the opinion formed on the initiative of opening up to society by offering knowledge and services, the vast majority (95%) of respondents strongly agrees with this initiative.

- Regarding the liberal commentary on the speakers, the vast majority (94.7%) expressed positive comments.
- In relation to the ultimate satisfaction monitoring program, the vast majority (100%) are totally satisfied with program monitoring, from much to very much, which indicates that the design of the training program meets a real need.

Discussion

In terms of evaluation of this training activity was quite successful in the cognitive effect occurred to the participants. In emotional, and possibly deed, level the majority i.e. 80% of participants improved their position on the absurd ideas that are tied to individual self-esteem leading to further negative for the psychosomatic health effects by 90%.

Here are the conclusions that take longer to form scientifically valid exhortations. To boost self-esteem and the consequent improvement of all aspects of psychosomatic health and ability to offer services is good to change the absurd ideas, and the child way of thinking and the transition from dependent concepts in therapeutic concepts, namely:

- From reaction to action.
- From pessimism to optimism.
- From helplessness to empowerment.
- From disability to ability to create experiences.
- From transmitting and receiving negative thoughts to transmit and receive positive thoughts.
- From attraction to negative attraction of the positive.
- From clinging to grudges in their abandonment and adoption of patience.
- By trying to appeal to others in accepting oneself as is.
- From resistance to harmony.
- From ashamed of ourselves to love ourselves.

The professional may, as long as he wants, raising its own business entity, to help his fellow man in one way or another in the healthcare or education, always to a degree that can primarily be seen and to help himself (Davis 1969; Chipman 1991; Burgess 1980; Taylor & Lemone 2006).

The pursuit to realize the individual and to eliminate irrational ideas is ongoing and requires vigilance. The stimulus and the beginning can be made through such a program. There is, however,

and used by persons of the same stores that have received from the "Advisor". The "Advisor" has an expiry date, however, he should where trouble lies intervene to seek the causes of the problem, to draw to a self-reliance the "Advised" and leave afterwards with respect for his freedom of will.

As a brief reference to the objectives of the program are as follows:

The basic logical thinking, which is good and beneficial to oppose the irrational ideas that found itself, are five:

- I do not mind what happens because: "*I think so as I feel and I feel like so act*".
- *Everything is exactly as it should be.*
- *All human beings are subject to error.*
- *It takes two to conflict.*
- *The root cause is lost in the antiquity.*

With what preceded it found that those who took part in the program improved their attitude regarding the absurd ideas-believes, which reduces the self esteem of the person making further negative for the psychosomatic health consequences. This is a success in the emotional and deed level.

This initiative was in fact an innovative open towards society and man himself by entities of the area of health and treat a health professional as a person with weaknesses, strengths and perspectives (Sullivan 1953; Triantafillou et al. 2005; Moustaka et al. 2009). This venture, which followed the rules of modern science may be a "working example" for such actions. It would be interesting to future research activities e.g. towards study and other professional groups (doctors, social workers, etc.) with a view to examining the validity of the findings at a national level in health, but the association of self with other parameters of interest, such as interpersonal skills, effective counseling cooperation at both preventive and therapeutic.

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