

Abstract

Baccalaureate degree nursing students must compose scholarly papers to disseminate valuable knowledge and increase evidence-based practice. However, students often enter the program deficient in the ability to express ideas, format papers according to the American Psychological Association, use proper writing mechanics, evaluate the literature, and locate resources for support. As important as the act of writing is, students' perceptions and beliefs in their writing abilities play a significant role in writing success. If a student suspects incompetence in creating a scholarly paper, feelings of low self-efficacy or confidence in oneself can surface. Although numerous research studies stress the importance of incorporating scholarly writing into the nursing curriculum, limited research studies have addressed the concern surrounding nursing students writing self-efficacy. This one-group quantitative quasi-experimental before and after DNP project determined that a scholarly writing intervention positively impacted the writing self-efficacy of online RN-BSN students ($N=46$) in the first course, NURS3345 Transition to Professional Nursing at a large, southern public university. A paired samples t -test revealed a statistically significant increase before and after the writing intervention. The results proved that a scholarly writing intervention rooted in Bandura's self-efficacy theory benefits nursing students writing self-efficacy.

Keywords: scholarly writing, RN-BSN students, self-efficacy, American Psychological Association, Bandura's Self-Efficacy Theory