



Empowering Critical Nurses: Exploring the Connection Between Self-Confidence, Self-Efficacy, and Effective Patient Care

¹Fouad Ghazi Alanazi, ²Nouf Safar Alghamdi, ³Manal Mufareh Asiri, ⁴Sahar Mohammed Asiri, ⁵Samar Hassan Alshehri, ⁶Marwah Abdulaziz Alabdulsalam, ⁷Norah Abdullah Algamdi, ⁸Mada Mohammed Ali, ⁹Nourah Hammdan Alshammary, ¹⁰Nada Thfail Brqa, ¹¹Ahmed Abdullah Ahmed Alsalem, ¹²Ibrahim Ali Alhayek, ¹³Meaad Saleem Almutairy, ¹⁴Fedaa Ali Almohsen, ¹⁵Haifa Saad Alghamdi,

¹Nursing Specialist Primary Health Care Center Al-Malqa Third Health Cluster In Riyadh

²Nursig Technician Albaha/Aqiq/Alrabwah Phcc

³ Nursing Technician Al Rabia Health Centre Second Health Cluster Riyadh

⁴Nursing Technician:Primary Healthcare Al Jarf

⁵Nursing Specialist Assistant Executive Management For Community Health Third Health Cluster In Riyadh

⁶Nursing Specialist Assistant Executive Management For Community Health Third Health Cluster Region: Riyadh

⁷Nursig Technician Jeddah/Alfadilah Phcc

⁸Assistant Nursing Hospital Rjal Alma

⁹Midwifery Techician Almudih Phc

¹⁰Nursing Specialist King Abdulaziz Specialist Hospital

¹¹Technician Nurse Salwa General Hospital

¹²Nursing Technician Salwa General Hospital

¹³Specialist Nursing Nifi General Hospital

¹⁴Nurse Hazm Um Alshik Dispensary

¹⁵Nursing Specialist Prince Mishari Bin Saoud Hospital/ Al Baha

Received: 13 october 2023 **Revised:** 27 November 2023 **Accepted:** 11 December 2023

Chapter 1: Introduction: The Importance of Empowering Critical Care Nurses

Critical care nursing is a highly specialized field that requires not only advanced clinical knowledge but also the ability to work effectively in high-stress, high-stakes environments. Nurses in intensive care units (ICUs) and other critical care settings are often required to make quick, accurate decisions while managing complex patient cases (Alorayf et al., 2023). The unique challenges faced by these nurses, such as high patient acuity, pressure from family members, and the constant need to adapt to new technologies, demand that they possess strong psychological resources, particularly self-confidence and self-efficacy (Yoo et al., 2020). Empowering nurses in this environment is essential for both their professional well-being and the quality of care provided to patients (Patrician et al., 2022).

Empowerment in nursing refers to the process of enabling nurses to gain control over their professional practice, make informed decisions, and utilize their skills and knowledge to the fullest (Woodward, 2020). Empowered nurses are more likely to experience job satisfaction, demonstrate leadership, and contribute to improved patient outcomes. In critical care settings, empowerment is particularly crucial, as these nurses must make split-second decisions that could mean the difference between life and death. By empowering critical care nurses, healthcare organizations can enhance both nurse satisfaction and patient care quality, creating a more positive and efficient work environment (Halvorsen et al., 2020).

The high-pressure environment of critical care units creates unique challenges for nurses, requiring them to balance multiple responsibilities simultaneously. Nurses in ICUs are tasked with continuously monitoring critically ill patients, administering medications, and adjusting treatment plans based on real-time data. The rapid pace and complexity of these tasks require nurses to be highly skilled and confident in their abilities **(Movahedi et al., 2023)**. At the same time, they must remain calm under pressure and communicate effectively with other healthcare providers. Self-confidence plays a key role in enabling nurses to handle these high-stress situations, make informed decisions, and take appropriate actions quickly **(Rashwan, 2023)**.

In addition to self-confidence, self-efficacy—defined as an individual's belief in their ability to perform specific tasks—plays a central role in the effectiveness of critical care nurses. Nurses with high self-efficacy are more likely to approach tasks with confidence, be proactive in problem-solving, and seek out new challenges **(Sharour et al., 2022)**. In critical care settings, where rapid decision-making is crucial, a nurse's belief in their ability to handle complex situations directly affects their performance. By fostering self-efficacy, healthcare organizations can enhance nurse effectiveness, improve teamwork, and contribute to better patient outcomes in high-acuity environments **(Kurnia et al., 2020)**.

The relationship between self-confidence, self-efficacy, and the delivery of high-quality patient care is well established. Nurses with higher levels of self-confidence and self-efficacy tend to have better clinical outcomes and more positive interactions with patients and their families. These nurses are more likely to make timely and accurate decisions, prioritize patient needs, and contribute to a supportive and efficient team dynamic **(Vujančić et al., 2020)**. In contrast, nurses who lack confidence or self-efficacy may hesitate to take action, leading to delays in patient care or even errors in judgment. Empowering nurses to enhance these psychological factors can improve both individual performance and overall team dynamics **(Mellor et al., 2022)**.

Moreover, nurses who feel empowered are more likely to participate in continuous education and professional development. Self-confidence and self-efficacy fuel a nurse's desire to improve their skills and stay updated with the latest evidence-based practices **(Al-Hassan & Omari, 2023)**. Critical care environments, with their rapid technological advancements and complex patient cases, require nurses to continually adapt to new information and technologies. Empowered nurses are more proactive in seeking out educational opportunities, attending workshops, and engaging in simulation-based training, which ultimately contributes to improved care quality and patient safety **(El-Hussein & Harvey, 2023)**.

The psychological well-being of critical care nurses is an essential aspect of their overall empowerment. Nurses working in high-stress environments are prone to burnout, emotional exhaustion, and compassion fatigue. When nurses lack confidence in their abilities or feel unsupported in their roles, their stress levels can increase, leading to burnout and a decline in performance **(Patrician et al., 2022)**. Empowering nurses through confidence-building strategies, mentorship programs, and professional support helps protect their mental health and enables them to perform at their best. This, in turn, improves the work environment and enhances patient care **(Steven et al., 2022)**.

In critical care settings, the need for quick, accurate actions is amplified by the fact that patient conditions can change rapidly. Nurses must respond to emergencies, manage life-threatening situations, and adjust care plans with minimal delay **(Duchscher & Painter, 2021)**. A nurse's self-confidence and self-efficacy are crucial in these situations, as they provide the mental resilience needed to act decisively. Nurses with a strong sense of self-efficacy are more likely to trust their clinical judgment, collaborate effectively with interdisciplinary teams, and take swift actions that could save lives. Empowerment in these settings is not just about technical skill but also psychological preparedness **(Wan et al., 2023)**.

Empowering critical care nurses also involves creating an environment where they feel valued and respected for their expertise. When nurses are confident in their roles and abilities, they are more likely to take initiative, lead teams, and advocate for patients **(Al Otaibi et al., 2023)**. Healthcare organizations that prioritize empowerment create a culture of trust and collaboration, where nurses are encouraged to speak up, share their insights, and contribute to patient care planning. This collaborative culture

improves both nurse morale and patient outcomes, as it fosters a more open, responsive, and proactive approach to care delivery **(Malik & Shankar, 2023)**.

Finally, the concept of empowerment is not a one-time achievement but an ongoing process. Nurses must continually reinforce their self-confidence and self-efficacy through experience, feedback, and professional development **(Borg et al., 2023)**. Critical care nurses, in particular, face a constantly changing landscape of medical knowledge, technologies, and patient needs. Ongoing empowerment initiatives, such as leadership training, simulation exercises, and peer mentorship, are necessary to ensure that nurses remain confident and competent in their practice **(Alrowily et al., 2023)**. The more empowered a nurse feels, the better equipped they are to face the challenges of critical care and provide exceptional patient care. Empowerment, therefore, plays a key role in sustaining high standards of nursing practice and patient safety in these demanding settings **(Robbins & Davidhizar, 2020)**.

Chapter 2: Self-Confidence in Critical Care Nursing: Defining and Understanding its Role

Self-confidence in nursing is the belief in one's ability to perform tasks effectively and make sound decisions. In the context of critical care nursing, self-confidence becomes particularly essential due to the high-stakes, high-pressure nature of the work **(Pollock et al., 2023)**. Critical care nurses often make decisions that directly impact patient survival, and their ability to stay composed and confident can influence not only patient outcomes but also team dynamics. Nurses who are self-confident are more likely to take initiative in emergency situations, advocate for their patients, and communicate effectively with the multidisciplinary team, ensuring comprehensive care. Thus, self-confidence in critical care is not just about skill but also about trusting one's judgment in rapidly changing environments **(Förster et al., 2023)**.

Self-confidence is linked to improved clinical outcomes, particularly in critical care settings where complex decision-making is frequent. Studies have shown that nurses with higher self-confidence are more effective in managing critical situations, such as cardiac arrest, sepsis, or respiratory failure **(Guerrero et al., 2022)**. When nurses believe in their abilities, they are better equipped to identify problems early, prioritize interventions, and execute them with precision. This heightened performance, in turn, leads to better patient outcomes, including lower mortality rates, reduced complication rates, and improved recovery times. Self-confident nurses are also more likely to engage in evidence-based practices, ensuring that the care they provide aligns with the latest guidelines and standards of practice **(Chan et al., 2023)**.

In addition to improving clinical outcomes, self-confidence in critical care nursing enhances overall job satisfaction and resilience. Nurses who feel confident in their skills are less likely to experience burnout or emotional fatigue **(Walsh et al., 2020)**. In high-stress environments like intensive care units (ICUs), where nurses face constant emotional and physical demands, having confidence in one's role and abilities provides a psychological buffer against stress. This resilience helps nurses maintain their performance under pressure, which is crucial for ensuring that they can provide the best care possible over long shifts or during difficult patient cases. It also fosters a sense of personal fulfillment and professional growth **(Cooper et al., 2020)**.

One of the most significant benefits of self-confidence in nursing is its impact on decision-making. Critical care nurses are often required to make rapid decisions, such as adjusting ventilator settings, administering emergency medications, or collaborating with doctors on complex treatment plans. Nurses who lack self-confidence may hesitate, second-guess their decisions, or fail to communicate effectively with other healthcare professionals **(Baharum et al., 2023)**. Conversely, nurses who are confident in their judgment are more likely to make timely, informed decisions, which can prevent delays in treatment and reduce the risk of errors. Empowered nurses who trust their instincts contribute significantly to the effectiveness of the healthcare team **(Siyal et al., 2023)**.

Mentorship programs have proven to be an effective strategy for fostering self-confidence in nurses. Through mentorship, experienced nurses can share their knowledge, offer emotional support, and

provide practical guidance to less experienced colleagues **(Jacobsen et al., 2022)**. In critical care settings, mentorship can be particularly valuable, as it offers an opportunity to develop both technical skills and emotional resilience. When nurses feel supported by their mentors, they are more likely to take on challenging cases and participate actively in patient care, knowing that they have a safety net. This supportive relationship helps build self-confidence by validating their abilities and providing constructive feedback **(Henshall et al., 2020)**.

Peer support is another essential factor in building self-confidence among critical care nurses. Working in a team of skilled professionals allows nurses to learn from each other and gain reassurance about their decisions **(Yoong et al., 2023)**. When nurses engage in collaborative practice and share experiences, they not only enhance their own confidence but also strengthen the team's cohesion. Peer support promotes a culture of trust and shared responsibility, which can alleviate stress and encourage critical thinking **(Carbone et al., 2022)**. Nurses who feel supported by their peers are more likely to take initiative, contribute to patient care discussions, and share concerns without fear of judgment, fostering a more dynamic and effective work environment **(Jenkins et al., 2021)**.

Ongoing education is also vital in building and maintaining self-confidence in nursing practice. Nurses in critical care must constantly update their knowledge to keep pace with advancements in medical technology, treatment protocols, and patient care techniques. Continuous learning helps nurses feel more competent and capable in their roles **(Kennedy et al., 2021)**. Whether through formal education, online courses, or in-service training, ongoing education ensures that nurses have the latest information and tools to care for patients effectively. This not only boosts their confidence but also enhances their ability to respond to new challenges with the expertise and skills required for optimal patient care **(Altmiller & Pepe, 2022)**.

Moreover, creating an environment that encourages and nurtures self-confidence can help in reducing the stigma associated with asking for help. In the demanding field of critical care, the pressure to always perform at a high level can sometimes prevent nurses from seeking assistance when needed **(Banerjee et al., 2020)**. However, fostering an environment where asking questions is viewed as a strength rather than a weakness can significantly improve both individual and team performance. Self-confidence grows when nurses feel safe to ask for advice or guidance without fear of judgment, enabling them to make better-informed decisions and strengthen their clinical judgment **(De Boer & Kudina, 2021)**.

One way to measure and assess self-confidence in critical care nursing is through self-reported surveys and observational studies. These assessments can help identify areas where nurses feel more or less confident in their abilities. The findings from these evaluations can then be used to design targeted interventions to address confidence gaps, such as additional training or mentorship programs **(Hansen et al., 2023)**. By recognizing areas of weakness and providing tailored support, healthcare organizations can empower nurses to build confidence in their practice. These assessments can also track progress over time, offering valuable insights into the effectiveness of specific interventions aimed at boosting self-confidence **(Kane et al., 2021)**.

The role of self-confidence extends beyond individual performance; it also influences team dynamics and patient outcomes. In a critical care setting, nurses often work in close collaboration with other healthcare professionals, including doctors, respiratory therapists, and social workers. A nurse's confidence in their role and their ability to contribute to team decisions positively affects the team's overall functionality **(Alrashidi et al., 2023)**. Self-confident nurses are more likely to speak up, advocate for their patients, and contribute valuable insights, all of which are crucial for improving patient care. When nurses are empowered with self-confidence, the entire team becomes stronger, more efficient, and better equipped to manage complex cases **(Kutahyaloglu et al., 2023)**.

Self-confidence plays a pivotal role in the effective delivery of care in critical care nursing. Nurses who are confident in their abilities are better equipped to manage complex patient cases, make informed decisions, and deliver compassionate care under pressure **(Davies et al., 2021)**. Building self-confidence through mentorship, peer support, and continuous education is essential for enhancing nurse

performance and improving patient outcomes. Institutions that prioritize the development of self-confidence among critical care nurses create a more resilient, capable, and confident workforce, which is ultimately reflected in the quality of care provided to critically ill patients **(Trachtenberg et al., 2023)**.

Chapter 3: Self-Efficacy: The Psychological Foundation of Effective Nursing Practice

Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific tasks or situations. In nursing, particularly within high-pressure, high-stakes environments like critical care, self-efficacy plays a crucial role **(Hossain & Clatty, 2021)**. Nurses with high self-efficacy believe in their capacity to perform the necessary tasks, whether they involve administering medication, making critical decisions, or managing complex patient care. This belief directly influences their confidence in taking action, which is particularly important in situations that require quick, accurate decisions **(Kaldheim et al., 2021)**. High self-efficacy allows nurses to maintain control in high-stress environments, reducing the likelihood of mistakes and improving patient outcomes **(Cabrera-Aguilar et al., 2023)**.

Self-efficacy is critical to the nursing profession, especially when dealing with tasks that involve high levels of responsibility. For instance, in intensive care units (ICUs), nurses often have to perform complex procedures, make rapid decisions, and manage a range of life-threatening situations **(Asadi et al., 2021)**. Nurses with strong self-efficacy are more likely to approach these challenges with confidence, even in stressful circumstances. They are also more likely to persevere when faced with setbacks. Their ability to remain calm and focused enables them to handle critical situations more effectively, ultimately improving the care they provide. High self-efficacy fosters resilience, helping nurses overcome obstacles and continue to provide high-quality care under pressure **(Xie et al., 2020)**.

One of the most significant benefits of high self-efficacy in nursing practice is the ability to take decisive actions. Nurses with high self-efficacy have the confidence to make quick, well-considered decisions without second-guessing themselves. This is particularly essential in critical care settings, where timely interventions can make the difference between life and death **(Khaksar et al., 2021)**. Studies have shown that nurses with higher self-efficacy are more likely to act decisively and accurately when confronted with clinical challenges. Their confidence in their abilities allows them to make decisions without hesitation, reducing delays in patient care. This decisiveness is linked to improved clinical outcomes, as timely interventions lead to better patient results **(Lee et al., 2021)**.

Self-efficacy also plays a crucial role in helping nurses manage stressful and difficult situations. In high-stress environments, such as emergency rooms or ICUs, nurses often experience feelings of anxiety and pressure due to the gravity of patient care **(Vagni et al., 2020)**. However, nurses with higher levels of self-efficacy tend to cope with stress better than those with lower self-efficacy. They view challenges as opportunities to demonstrate their competence, rather than obstacles that threaten their abilities. This mindset allows them to maintain control and avoid burnout, which is essential for maintaining the quality of patient care. In this way, self-efficacy helps nurses manage stress effectively, contributing to better long-term job satisfaction and retention **(Schimschal et al., 2022)**.

Numerous studies have demonstrated the impact of self-efficacy on clinical performance, particularly in high-acuity settings. Research has shown that nurses with high self-efficacy are more likely to engage in best practices, make informed decisions, and maintain accurate patient records **(Ludwigson et al., 2020)**. In one study, nurses with greater self-efficacy demonstrated improved knowledge retention and better decision-making skills compared to those with lower self-efficacy **(Gilissen et al., 2020)**. Additionally, nurses with high self-efficacy are more likely to take initiative in their roles, contributing to a proactive, rather than reactive, approach to patient care. As a result, patient safety is often enhanced, as nurses feel empowered to act quickly and competently in emergency situations **(Boswell et al., 2020)**.

Team collaboration is another area where self-efficacy plays a significant role in nursing practice. Nurses with high self-efficacy tend to communicate more effectively with other healthcare team members, as they feel confident in their expertise and knowledge. This confidence allows them to contribute actively

in interdisciplinary teams, enhancing collaboration and improving patient care **(Durand et al., 2022)**. Furthermore, self-efficacy can encourage nurses to take on leadership roles within teams, guiding less experienced colleagues and providing mentorship. In critical care environments, effective teamwork is essential, as it allows for the swift and coordinated response to complex patient needs. High self-efficacy supports a positive team dynamic, improving overall performance and patient outcomes **(Grayem, 2020)**.

The relationship between self-efficacy and patient safety cannot be overstated. Nurses with high self-efficacy are better equipped to handle potentially hazardous situations in the clinical setting. They are more likely to recognize early signs of deterioration in patients and take prompt action, reducing the risk of adverse events **(Leighton et al., 2021)**. Self-efficacy also influences a nurse's ability to advocate for patient needs and collaborate with other healthcare providers to ensure the best possible care. Nurses with higher self-efficacy are less likely to make errors in judgment and more likely to report concerns or discrepancies in patient care. This proactive attitude is crucial for maintaining patient safety, particularly in critical care environments where the stakes are higher **(Feliciano et al., 2021)**.

Self-efficacy also contributes to nurses' ability to adapt to new or changing clinical practices. In the ever-evolving field of healthcare, nurses are frequently exposed to new technologies, treatments, and protocols. Nurses with higher self-efficacy are more likely to embrace these changes and incorporate them into their practice with confidence. They see change as an opportunity to enhance their skills, rather than a challenge to their competence **(Bu et al., 2022)**. This flexibility is crucial for improving the quality of care and ensuring that nurses stay up-to-date with the latest advancements in medical science. As healthcare continues to evolve, self-efficacy will remain a key factor in ensuring that nurses are adaptable and effective in their roles **(Vardaman et al., 2020)**.

The development of self-efficacy in nursing is influenced by several factors, including education, mentorship, and positive reinforcement. Nurses who receive adequate training and mentorship are more likely to develop strong self-efficacy, as they feel supported in their learning process **(Ephraim, 2021)**. In addition, positive feedback from supervisors and peers can reinforce nurses' belief in their abilities. Encouraging self-reflection and providing opportunities for continued professional development also contribute to building self-efficacy over time. Healthcare organizations can play a key role in fostering self-efficacy by offering resources, support, and professional development programs that empower nurses to enhance their skills and confidence **(Alduhaim & Alqasmi, 2023)**.

Nursing education and training programs must place a greater emphasis on developing self-efficacy to prepare nurses for the challenges of critical care. By integrating self-efficacy-building strategies into nursing curricula, educators can help students build confidence in their abilities from the start of their careers. Simulation-based learning, for example, has been shown to improve self-efficacy in nursing students by providing a safe space to practice skills and decision-making **(Hughes et al., 2021)**. As nurses transition into practice, continued professional development opportunities, such as advanced certifications or specialized training, can further enhance their self-efficacy and overall clinical competence. Building self-efficacy from the early stages of nursing education helps nurses become more confident and effective professionals **(Brennan, 2022)**.

Self-efficacy plays a pivotal role in nursing practice, especially in critical care settings. Nurses with high self-efficacy are more likely to act decisively, manage stress effectively, collaborate well with their teams, and maintain high standards of patient safety. The positive effects of self-efficacy are reflected in improved clinical performance, better patient outcomes, and a more resilient nursing workforce **(Vera & Lorente, 2023)**. By fostering self-efficacy through education, mentorship, and continuous professional development, healthcare organizations can empower nurses to perform at their best and deliver the highest quality of care to patients. The promotion of self-efficacy in nursing is essential for meeting the demands of modern healthcare and improving patient care in critical settings **(Folkvord & Risa, 2023)**.

Chapter 4: The Interplay Between Self-Confidence, Self-Efficacy, and Effective Patient Care

Self-confidence and self-efficacy are two psychological factors that greatly influence critical care nurses' performance and the quality of patient care they provide. Self-confidence refers to a nurse's belief in their overall ability to handle various aspects of their job, while self-efficacy is the belief in their capability to execute specific tasks effectively. These two factors are interrelated and form a positive feedback loop: higher self-confidence enhances self-efficacy, and successful patient care experiences, in turn, reinforce both **(Sharour et al., 2022)**. Nurses who feel capable of managing their tasks are more likely to take initiative and make sound decisions, leading to better patient outcomes and an enhanced sense of accomplishment **(Jarden et al., 2023)**.

A nurse with strong self-confidence is more likely to trust their clinical judgment, which plays a critical role in making timely decisions in high-pressure environments like critical care units. When nurses believe in their own skills, they can respond more effectively to emergencies, anticipate patient needs, and manage complex care situations with calmness and clarity **(Mansouri et al., 2023)**. This confidence can have a direct, positive impact on patient care, as nurses with high self-confidence are often more decisive and proactive, which leads to better overall patient management and outcomes. In this way, self-confidence serves as a cornerstone of effective care delivery in high-stress nursing environments **(Riley & Jones, 2022)**.

Self-efficacy, on the other hand, plays an equally important role in nursing practice, as it directly influences a nurse's ability to perform specific tasks successfully. Nurses with high self-efficacy believe in their ability to carry out intricate and demanding tasks, such as administering medications, managing patient devices, or interpreting complex patient data. This belief boosts their confidence in performing these tasks accurately, which not only improves their competence but also enhances patient safety **(Shorey & Lopez, 2021)**. For instance, a nurse who feels capable of managing a patient's complex medication regimen will likely do so with greater attention to detail, reducing the chances of errors and improving the patient's recovery process **(Hawkins & Morse, 2022)**.

The interplay between self-confidence and self-efficacy creates a virtuous cycle in which one reinforces the other. When nurses experience success in their tasks, their self-efficacy improves, which in turn boosts their self-confidence, motivating them to take on more challenging responsibilities **(Al Halbusi et al., 2023)**. For example, a nurse who successfully manages a complex patient case may feel more confident in their abilities, leading them to take on more leadership roles within the care team. This reinforcement not only improves their own skills but also encourages a positive, proactive approach to patient care, ultimately leading to better patient outcomes **(Bonna, 2023)**.

However, the lack of self-confidence or low self-efficacy can have a detrimental effect on nursing practice. When nurses doubt their abilities, they may hesitate to take action or make decisions, even in critical situations. This indecisiveness can lead to delays in patient care, which in turn can negatively affect patient outcomes **(Gottlieb et al., 2022)**. For example, a nurse who lacks confidence in managing a patient's condition may not intervene as promptly as needed, leading to complications or prolonged recovery times **(Bleakley & Cole, 2020)**. Additionally, low self-efficacy can result in burnout, as nurses who feel ineffective or overwhelmed by their tasks are more likely to experience stress and exhaustion, diminishing their overall performance and well-being **(Mihalca et al., 2021)**.

The consequences of low self-confidence and self-efficacy are not only limited to decision-making errors; they can also lead to negative emotional states and a lack of job satisfaction. Nurses who constantly question their abilities may experience anxiety, stress, or feelings of inadequacy, which can undermine their overall well-being and performance **(Zhou et al., 2021)**. This emotional strain can affect how nurses interact with patients, potentially reducing the quality of care provided. In high-pressure critical care settings, these emotional and psychological challenges can escalate, leading to increased levels of burnout and even turnover among nursing staff, which ultimately affects patient safety and the effectiveness of the care team **(Aunger et al., 2023)**.

Building self-confidence and self-efficacy should be central to professional development in nursing, particularly for those working in critical care settings. Hospitals and healthcare organizations can support

this by providing continuous training, mentorship, and opportunities for nurses to practice and refine their skills in a supportive environment (**Liu et al., 2021**). Positive reinforcement, recognition of achievements, and constructive feedback all contribute to boosting nurses' self-confidence. When nurses feel supported and appreciated, they are more likely to take initiative and feel empowered in their roles, which leads to improved patient care and personal job satisfaction (**Dulko & Kohal, 2022**).

One of the most effective ways to boost both self-confidence and self-efficacy in nurses is through simulation-based training. These simulations offer nurses the chance to practice clinical skills in a safe, controlled environment where mistakes can be made without endangering patients (**El-hamid et al., 2021**). Successful completion of these simulations helps nurses build confidence in their abilities and reinforces their sense of self-efficacy, especially when dealing with complex or rare scenarios. By providing nurses with hands-on experience and immediate feedback, simulation-based training enables them to enhance their clinical skills and develop a stronger belief in their capacity to manage real-life patient care situations (**Tamilselvan et al., 2023**).

Real-world examples further illustrate the connection between self-confidence, self-efficacy, and positive patient outcomes. Nurses who have successfully managed complex cases, such as patients undergoing major surgeries or those with multi-system failure, often report a boost in both their self-confidence and self-efficacy (**Carter & MisterMunro, 2020**). For instance, a nurse who effectively manages a sepsis protocol in a critically ill patient not only improves that patient's chances of recovery but also experiences an increase in their own self-efficacy and confidence. As a result, they are more likely to take on similar challenges in the future, reinforcing the cycle of growth and effective patient care (**Arvidsson et al., 2023**).

Furthermore, fostering an environment that nurtures self-confidence and self-efficacy can enhance team collaboration. Nurses with higher levels of confidence in their abilities are more likely to communicate openly with their colleagues, share critical information, and contribute to team decision-making processes (**Mohammad et al., 2023**). Effective communication and collaboration within healthcare teams directly impact patient safety and outcomes. For example, a nurse who confidently communicates concerns about a patient's deteriorating condition can lead to quicker interventions and more coordinated care, ultimately improving the patient's prognosis. By empowering nurses to feel confident and capable, healthcare organizations can improve the overall effectiveness of the care team (**Rosman et al., 2022**).

The interaction between self-confidence and self-efficacy plays a pivotal role in shaping the quality of patient care, particularly in critical nursing settings. Nurses who feel confident in their abilities and believe in their capacity to perform specific tasks are better equipped to provide high-quality, timely care (**Jaworski et al., 2022**). The positive feedback loop between these two factors fosters a culture of continuous improvement, benefiting both the nurses and the patients they care for. Ensuring that nurses are empowered through education, mentorship, and emotional support is essential for enhancing patient safety, reducing errors, and improving overall healthcare outcomes (**Hookmani et al., 2021**).

Chapter 5: Strategies to Empower Critical Care Nurses: Training, Support, and Professional Development

The empowerment of critical care nurses is essential to ensuring they can provide high-quality, effective patient care. One of the key strategies for fostering self-confidence and self-efficacy in nurses is through structured training programs. These programs should be designed to enhance both technical skills and critical thinking (**Page et al., 2020**). Comprehensive training programs that include topics like advanced clinical procedures, crisis management, and patient safety are vital for building a nurse's confidence in their ability to handle complex and high-pressure situations. With clear knowledge and skill development, nurses are more likely to trust their capabilities, which is crucial in critical care environments where every decision can significantly impact patient outcomes (**Kalia et al., 2023**).

Simulation-based education has become one of the most effective methods for training critical care nurses. Simulations replicate real-life medical scenarios that nurses might face, such as cardiac arrest, trauma care, or complex surgical procedures. This hands-on, experiential learning allows nurses to practice without the risk of harming patients, providing a safe space to develop clinical skills and decision-making abilities **(Nardella et al., 2021)**. By engaging in realistic simulations, nurses can enhance their procedural competencies while also building emotional resilience. The ability to practice under pressure in a controlled environment helps to boost their self-confidence, preparing them for high-stakes situations in real-world clinical practice **(Marks et al., 2021)**.

Continuous professional development (CPD) is another crucial component in empowering critical care nurses. CPD ensures that nurses stay up-to-date with the latest evidence-based practices, technological advancements, and new clinical guidelines. It also promotes lifelong learning, encouraging nurses to continue developing throughout their careers **(Prinsloo & Jooste, 2022)**. Ongoing professional education helps nurses adapt to the ever-evolving nature of healthcare and equips them with the tools to improve patient care. Programs like certifications, workshops, conferences, and online courses not only enhance their knowledge and skills but also foster a sense of accomplishment and growth, increasing their overall job satisfaction and self-efficacy **(Peet et al., 2022)**.

Mentorship programs are essential in helping critical care nurses feel supported and empowered. Having a mentor allows less experienced nurses to learn directly from seasoned professionals. A mentor can offer guidance on clinical procedures, assist in navigating the emotional demands of critical care, and provide advice on professional development **(Neiman, 2020)**. Mentorship helps build self-confidence by offering personal feedback and encouragement, especially in high-pressure situations. Additionally, it offers a platform for discussing challenges and successes in a supportive, non-judgmental environment. These relationships can also play a crucial role in reducing feelings of isolation and stress, common in intensive care settings **(Aspinall et al., 2021)**.

Peer support is another powerful tool for empowering nurses in critical care environments. Nurses working together in teams can support each other through shared experiences, offering emotional and professional encouragement. Peer support networks create a sense of camaraderie and collaboration, helping to alleviate the stress and fatigue that often accompany critical care nursing **(Harb et al., 2023)**. Encouraging a peer-driven support system fosters mutual trust and opens up channels for communication, allowing nurses to share knowledge and problem-solve together. A collaborative, supportive work culture is key to increasing nurse morale and preventing burnout, which is essential for maintaining effective patient care **(Blumenshine et al., 2023)**.

Team-based learning approaches also play a crucial role in empowering critical care nurses. Working in multidisciplinary teams, nurses have the opportunity to collaborate with doctors, physiotherapists, and other healthcare professionals. This team-based approach not only improves patient care but also promotes learning across disciplines. Nurses can learn from the expertise of others, which enhances their own clinical decision-making skills **(Egerod et al., 2021)**. Team-based learning also allows nurses to develop leadership skills as they take on different roles within the group, whether it's leading a particular care protocol or contributing to patient assessments. It fosters a deeper sense of responsibility and increases self-efficacy, as nurses understand their critical role in the healthcare team **(Vatnøy et al., 2022)**.

Institutional support is vital to fostering empowerment among critical care nurses. Healthcare institutions must ensure that adequate staffing levels are maintained to reduce burnout and stress, allowing nurses to perform at their best **(Adama et al., 2022)**. When nurses are overworked or understaffed, their ability to provide high-quality care diminishes, and their self-confidence is likely to suffer. Providing sufficient resources, including clinical support staff and advanced technologies, enables nurses to carry out their tasks efficiently and effectively. An institution that prioritizes nurse empowerment through sufficient staffing and support creates an environment where nurses feel valued, respected, and confident in their abilities **(Umubyeyi et al., 2021)**.

Promoting a positive work environment is equally crucial for empowering critical care nurses. Workplaces that foster a culture of respect, trust, and open communication are more likely to inspire confidence and job satisfaction among nurses. Recognizing and appreciating the contributions of nurses, providing opportunities for leadership development, and ensuring a healthy work-life balance are all aspects of creating a positive work environment **(Flaws et al., 2023)**. Institutions that focus on creating an emotionally supportive atmosphere help to alleviate the stress that is often associated with critical care nursing. Nurses working in such environments are more likely to feel empowered, motivated, and confident in their roles **(Twamley et al., 2023)**.

Providing resources for stress management and mental health is a key strategy in supporting critical care nurses. Nurses in high-pressure settings are often at risk of burnout, anxiety, and depression, which can negatively affect their professional performance and overall well-being **(Ibrahimi, 2022)**. Offering access to counseling services, stress-reduction workshops, and mindfulness training can help nurses manage the emotional and psychological demands of their work. Encouraging regular breaks, offering mental health days, and creating safe spaces for nurses to discuss their feelings contribute to a healthier workforce. These initiatives are essential for maintaining a high level of self-efficacy and preventing the negative impact of stress on patient care **(Imbulana et al., 2021)**.

In addition to formal training, providing leadership development opportunities is an effective strategy to empower nurses. Nurses with strong leadership skills tend to feel more in control and confident in their clinical and administrative roles. Leadership training programs can help nurses develop key skills such as communication, conflict resolution, and team management **(Jakimowicz et al., 2021)**. These programs prepare nurses to take on leadership roles, whether as charge nurses, unit managers, or nurse educators. Empowered nurse leaders not only improve the morale and efficiency of their teams but also advocate for better patient care practices and institutional changes, driving continuous improvement in critical care settings **(Petry et al., 2023)**.

The importance of recognizing and rewarding achievements cannot be overstated when it comes to empowering critical care nurses. Recognition can come in various forms, from simple verbal appreciation to formal awards and career advancement opportunities **(Egozcue et al., 2023)**. Acknowledging a nurse's accomplishments boosts self-esteem and reinforces a sense of competence and purpose. This practice helps to maintain high levels of job satisfaction and motivation, which in turn enhances both individual and team performance. Organizations that make a concerted effort to recognize and reward nurses create an environment where nurses feel valued, leading to increased self-confidence and a greater commitment to patient care **(Almutairi et al., 2023)**.

Finally, fostering a culture of feedback is critical for empowering critical care nurses. Constructive feedback allows nurses to understand their strengths and areas for improvement, facilitating personal and professional growth **(Lin et al., 2020)**. Regular performance reviews and informal feedback sessions help nurses build confidence in their clinical abilities and decision-making. It also provides an opportunity for nurses to express concerns or suggest improvements, promoting a sense of ownership and engagement in their work **(Hosseinzadeh et al., 2022)**. A feedback-rich culture ensures continuous improvement and helps nurses feel supported in their ongoing development, leading to enhanced self-efficacy and better patient outcomes **(Pitt & Quinlan, 2022)**.

References

1. Adama, E. A., Adua, E., Bayes, S., & Mörelius, E. (2022). Support needs of parents in neonatal intensive care unit: An integrative review. *Journal of clinical nursing*, 31(5-6), 532-547.
2. Al Halbusi, H., Al-Sulaiti, K., AlAbri, S., & Al-Sulaiti, I. (2023). Individual and psychological factors influencing hotel employee's work engagement: The contingent role of self-efficacy. *Cogent Business & Management*, 10(3), 2254914.
3. Al Otaibi, S. M., Amin, M., Winterton, J., Bolt, E. E. T., & Cafferkey, K. (2023). The role of empowering leadership and psychological empowerment on nurses' work engagement and affective commitment. *International Journal of Organizational Analysis*, 31(6), 2536-2560.

4. Alduhaim, R., & Alqasmi, I. (2023). The Effect of Empowerment And Self-Efficacy On Employees' Perceptions Of Quality Of Care. *Cardiometry*, (26), 177-186.
5. Al-Hassan, M., & Omari, E. A. (2023). Simulation as a tool for continuous professional development unveiling excellence: harnessing simulation for lifelong learning in nursing practice. *Saudi Journal of Nursing and Health Care*, 6(10), 346-353.
6. Almutairi, A. F., Almutairi, N. E., Aldosseri, A. H., Alqashanin, E. S. M., Alduways, A. M. S., Hawsawi, H. M. B., ... & Alharthi, Z. S. (2023). Empowering Doctors And Nurses In Health Care: Strategies For Enhancing Patient Outcomes. *Journal of Namibian Studies: History Politics Culture*, 38, 1738-1747.
7. Alorayf, A. E. A., Alsaleh, A. A. S., Alrubaie, B. M. M., Alyami, A. S. M., Al Aldbey, H. H., & Al Lajam, A. H. (2023). Innovation In Crisis: How Emergency Medicine Is Reshaping Nursing Roles. *Journal of Survey in Fisheries Sciences*, 10(5), 62-68.
8. Alrashidi, N., Pasay an, E., Alrashedi, M. S., Alqarni, A. S., Gonzales, F., Bassuni, E. M., ... & Ahmed, K. E. (2023). Effects of simulation in improving the self-confidence of student nurses in clinical practice: a systematic review. *BMC Medical Education*, 23(1), 815.
9. Alrowily, A. J. J., Alsleem, M. N., Almutairi, H. A., Alenize, A. K. B., Alhassan, M. M. H., Alyami, A. A. A., ... & Alamma, Y. N. (2023). Improving Patient Care: Policies For Empowering Medical Nurses. An Appraisal. *Journal of Namibian Studies: History Politics Culture*, 36, 1905-1919.
10. Altmiller, G., & Pepe, L. H. (2022). Influence of technology in supporting quality and safety in nursing education. *The Nursing clinics of North America*, 57(4), 551.
11. Arvidsson, L., Skytt, B., Lindberg, M., & Lindberg, M. (2023). Nurses' assessed self-efficacy levels to medical asepsis and their relation to structural empowerment, work engagement and work-related stress. *Work*, 74(2), 501-513.
12. Asadi, N., Royani, Z., Maazallahi, M., & Salmani, F. (2021). Being torn by inevitable moral dilemma: experiences of ICU nurses. *BMC Medical Ethics*, 22, 1-7.
13. Aspinall, C., Jacobs, S., & Frey, R. (2021). The impact of intersectionality on nursing leadership, empowerment and culture: A case study exploring nurses and managers' perceptions in an acute care hospital in Aotearoa, New Zealand. *Journal of clinical nursing*, 30(13-14), 1927-1941.
14. Aunger, J. A., Maben, J., Abrams, R., Wright, J. M., Mannion, R., Pearson, M., ... & Westbrook, J. I. (2023). Drivers of unprofessional behaviour between staff in acute care hospitals: a realist review. *BMC health services research*, 23(1), 1326.
15. Baharum, H., Ismail, A., McKenna, L., Mohamed, Z., Ibrahim, R., & Hassan, N. H. (2023). Success factors in adaptation of newly graduated nurses: a scoping review. *BMC nursing*, 22(1), 125.
16. Banerjee, D., Varshney, P., & Vajawat, B. (2020). "Guarding the gatekeepers": suicides among mental health professionals and scope of prevention, a review. *Psychiatry research*, 294, 113501.
17. Bleakley, G., & Cole, M. (2020). Recognition and management of sepsis: the nurse's role. *British Journal of nursing*, 29(21), 1248-1251.
18. Blumenshine, C., Bickett, A., Coroneos-Shannon, D., Schoon, S., & Zidek, S. (2023). Leveraging an interprofessional continuing education approach to empower preceptors. *The Journal of Continuing Education in Nursing*, 54(7), 293-296.
19. Bonna, K. (2023). Concept and Nature of Classroom Management Practices. *International Journal of Multidisciplinary Studies and Innovative Research*, 11(4), 1601-1615.
20. Borg, J., Scott-Young, C. M., & Borg, N. (2023). Early career project managers' work readiness: Adopting a self-efficacy lens. *International Journal of Project Management*, 41(2), 102454.
21. Boswell, C., Ashcraft, A., Long, J., Cannon, S., DiVito-Thomas, P., & Delaney, T. (2020). Self-efficacy: changing the tide of evidence-based practice. *Worldviews on Evidence-Based Nursing*, 17(2), 129-135.
22. Brennan, B. A. (2022). The impact of self-efficacy based prebriefing on nursing student clinical competency and self-efficacy in simulation: An experimental study. *Nurse Education Today*, 109, 105260.

23. Bu, M., Ma, H., Zhai, H., Ma, Y., & Xu, N. (2022). Role of self-efficacy in nursing organizational climate: a way to develop nurses' humanistic practice ability. *Journal of Nursing Management*, 30(7), 2107-2115.
24. Cabrera-Aguilar, E., Zevallos-Francia, M., Morales-García, M., Ramírez-Coronel, A. A., Morales-García, S. B., Sairitupa-Sanchez, L. Z., & Morales-García, W. C. (2023). Resilience and stress as predictors of work engagement: the mediating role of self-efficacy in nurses. *Frontiers in Psychiatry*, 14, 1202048.
25. Carbone, R., Ferrari, S., Callegarin, S., Casotti, F., Turina, L., Artioli, G., & Bonacaro, A. (2022). Peer support between healthcare workers in hospital and out-of-hospital settings: a scoping review. *Acta Bio Medica: Atenei Parmensis*, 93(5).
26. Carter, B., & MisterMunro, M. A. (2020). BJP ASM Poster Abstracts 2020. *British Journal of Pain*, 14(2 Supplement 1), 5-36.
27. Chan, R. J., Knowles, R., Hunter, S., Conroy, T., Tieu, M., & Kitson, A. (2023, February). From Evidence-Based Practice to Knowledge Translation: What Is the Difference? What Are the Roles of Nurse Leaders?. In *Seminars in Oncology Nursing* (Vol. 39, No. 1, p. 151363). WB Saunders.
28. Cooper, A. L., Brown, J. A., Rees, C. S., & Leslie, G. D. (2020). Nurse resilience: A concept analysis. *International journal of mental health nursing*, 29(4), 553-575.
29. Davies, H., Sundin, D., Robinson, S., & Jacob, E. (2021). Does participation in extended immersive ward-based simulation improve the preparedness of undergraduate bachelor's degree nursing students to be ready for clinical practice as a registered nurse? An integrative literature review. *Journal of clinical nursing*, 30(19-20), 2897-2911.
30. De Boer, B., & Kudina, O. (2021). What is morally at stake when using algorithms to make medical diagnoses? Expanding the discussion beyond risks and harms. *Theoretical Medicine and Bioethics*, 42(5), 245-266.
31. Duchscher, J. E., & Painter, S. (2021). Proceed with caution: Integrating newly graduated nurses into an emergency department. *Advanced Emergency Nursing Journal*, 43(1), 53-70.
32. Dulko, D., & Kohal, B. J. (2022). How do we reduce burnout in nursing?. *Nursing Clinics*, 57(1), 101-114.
33. Durand, F., Bourgeault, I. L., Hebert, R. L., & Fleury, M. J. (2022). The role of gender, profession and informational role self-efficacy in physician–nurse knowledge sharing and decision-making. *Journal of Interprofessional Care*, 36(1), 34-43.
34. Egerod, I., Kaldan, G., Nordentoft, S., Larsen, A., Herling, S. F., Thomsen, T., & Endacott, R. (2021). Skills, competencies, and policies for advanced practice critical care nursing in Europe: A scoping review. *Nurse education in practice*, 54, 103142.
35. Egozcue, E., King, M. A., Bermudez, N., Sadule Rios, N., Villalba, M., & Miller, A. (2023). Empowering nursing staff to activate rapid response teams: using in situ simulation to bolster knowledge and confidence. *Nursing & Health Sciences Research Journal*, 6(1), 34-48.
36. El-hamid, A., Mahmoud, S., Ahmed, M. H., Abo-zaid, E. H., & El-adham, A. F. (2021). Effect of High Fidelity Simulation Based Training Program on Nursing Students' Performance, Self-efficacy and Confidence regarding Prevention of Postpartum Hemorrhage. *Tanta Scientific Nursing Journal*, 23(4), 233-267.
37. El-Hussein, M. T., & Harvey, G. (2023). Scaffolding safety in nursing simulation: A grounded theory. *Journal of Professional Nursing*, 45, 14-20.
38. Ephraim, N. (2021). Mentoring in nursing education: An essential element in the retention of new nurse faculty. *Journal of Professional Nursing*, 37(2), 306-319.
39. Feliciano, E. E., Feliciano, A. Z., Maniago, J. D., Gonzales, F., Santos, A. M., Albougami, A., ... & Al-Olah, H. (2021). Nurses' competency in Saudi Arabian healthcare context: A cross-sectional correlational study. *Nursing open*, 8(5), 2773-2783.
40. Flaws, D., Patterson, S., Bagshaw, T., Boon, K., Kenardy, J., Sellers, D., & Tronstad, O. (2023). Caring for critically ill patients with a mental illness: A discursive paper providing an overview and case

- exploration of the delivery of intensive care to people with psychiatric comorbidity. *Nursing Open*, 10(11), 7106-7117.
41. Folkvord, S. E., & Risa, C. F. (2023). Factors that enhance midwifery students' learning and development of self-efficacy in clinical placement: A systematic qualitative review. *Nurse Education in Practice*, 66, 103510.
 42. Förster, C., Duchek, S., Geithner, S., & Krägler, M. (2023). Developing an integrated framework of healthcare leaders' resilience. *Review of Managerial Science*, 17(5), 1765-1788.
 43. Gilissen, J., Pivodic, L., Wendrich-van Dael, A., Cools, W., Vander Stichele, R., Van den Block, L., ... & Gastmans, C. (2020). Nurses' self-efficacy, rather than their knowledge, is associated with their engagement in advance care planning in nursing homes: A survey study. *Palliative medicine*, 34(7), 917-924.
 44. Gottlieb, M., Chan, T. M., Zaver, F., & Ellaway, R. (2022). Confidence-competence alignment and the role of self-confidence in medical education: A conceptual review. *Medical Education*, 56(1), 37-47.
 45. Grayem, K. (2020). Supporting You in a Changed World. *AAACN Viewpoint*, 42(2), 2-7.
 46. Guerrero, J. G., Ali, S. A. A., & Attallah, D. M. (2022). The acquired critical thinking skills, satisfaction, and self confidence of nursing students and staff nurses through high-fidelity simulation experience. *Clinical Simulation in Nursing*, 64, 24-30.
 47. Halvorsen, K., Dihle, A., Hansen, C., Nordhaug, M., Jerpseth, H., Tveiten, S., ... & Knutsen, I. R. (2020). Empowerment in healthcare: A thematic synthesis and critical discussion of concept analyses of empowerment. *Patient education and counseling*, 103(7), 1263-1271.
 48. Hansen, M. T., Olsen, R. M., Brynhildsen, S., & Leonardsen, A. C. L. (2023). Nursing students' perceived stress, self-efficacy, control and evaluation of a course in systematic clinical observation, physical assessment and decision-making: An observational study in Norway. *Nursing open*, 10(2), 1007-1015.
 49. Harb, A., Alkhalaf, M., Silva, J., Ngala, A., Blancaflor, A., & Al Bazroun, M. (2023). Strategies to Empower Diploma Nurses in Eastern Health Cluster-Saudi Arabia. *American Journal of Nursing*, 11(1), 54-63.
 50. Hawkins, S. F., & Morse, J. M. (2022). Untenable expectations: nurses' work in the context of medication administration, error, and the organization. *Global qualitative nursing research*, 9, 23333936221131779.
 51. Henshall, C., Davey, Z., & Jackson, D. (2020). The implementation and evaluation of a resilience enhancement programme for nurses working in the forensic setting. *International Journal of Mental Health Nursing*, 29(3), 508-520.
 52. Hookmani, A. A., Lalani, N., Sultan, N., Zubairi, A., Hussain, A., Hasan, B. S., & Rasheed, M. A. (2021). Development of an on-job mentorship programme to improve nursing experience for enhanced patient experience of compassionate care. *BMC nursing*, 20, 1-18.
 53. Hossain, F., & Clatty, A. (2021). Self-care strategies in response to nurses' moral injury during COVID-19 pandemic. *Nursing ethics*, 28(1), 23-32.
 54. Hosseinzadeh, T., Norouzi Tabrizi, K., Fallahi-Khoshknab, M., Khankeh, H., & Shokooh, F. (2022, September). Exploration and prioritization of strategies to improve clinical reasoning skills among coronary care nurses: A qualitative study. In *Nursing forum* (Vol. 57, No. 5, pp. 860-868).
 55. Hughes, V., Cologer, S., Swoboda, S., & Rushton, C. (2021). Strengthening internal resources to promote resilience among prelicensure nursing students. *Journal of Professional Nursing*, 37(4), 777-783.
 56. Ibrahimi, D. B. (2022). Shaping the Future of the Critical Care Nursing Workforce. *Nurse Leader*, 20(2), 179-183.
 57. Imbulana, D. I., Davis, P. G., & Prentice, T. M. (2021). Interventions to reduce moral distress in clinicians working in intensive care: a systematic review. *Intensive and Critical Care Nursing*, 66, 103092.

58. Jacobsen, T. I., Sandsleth, M. G., & Gonzalez, M. T. (2022). Student nurses' experiences participating in a peer mentoring program in clinical placement studies: A metasynthesis. *Nurse Education in Practice*, *61*, 103328.
59. Jakimowicz, S., Perry, L., & Lewis, J. (2021). Bowen Family Systems Theory: Mapping a framework to support critical care nurses' well-being and care quality. *Nursing philosophy*, *22*(2), e12320.
60. Jarden, R. J., Scott, S., Rickard, N., Long, K., Burke, S., Morrison, M., ... & Twomey, B. (2023). Factors contributing to nurse resignation during COVID-19: A qualitative descriptive study. *Journal of Advanced Nursing*, *79*(7), 2484-2501.
61. Jaworski, M., Panczyk, M., Leńczuk-Gruba, A., Nowacka, A., & Gotlib, J. (2022). The trend of authentic leadership skills in nursing education: The key role of perfectionism and self-efficacy. *International Journal of Environmental Research and Public Health*, *19*(4), 1989.
62. Jenkins, C., Oyeboode, J., Bicknell, S., Webster, N., Bentham, P., & Smythe, A. (2021). Exploring newly qualified nurses' experiences of support and perceptions of peer support online: A qualitative study. *Journal of clinical nursing*, *30*(19-20), 2924-2934.
63. Kaldheim, H. K. A., Fossum, M., Munday, J., Creutzfeldt, J., & Slettebø, Å. (2021). Use of interprofessional simulation-based learning to develop perioperative nursing students' self-efficacy in responding to acute situations. *International journal of educational research*, *109*, 101801.
64. Kalia, R., Charan, G. S., & Joshi, U. (2023). Revolutionizing critical care nursing: defeating challenges and unleashing the potential of advanced hospital tactics. *Journal of Chitwan Medical College*, *13*(2), 137-139.
65. Kane, A., Yarker, J., & Lewis, R. (2021). Measuring self-confidence in workplace settings: A conceptual and methodological review of measures of self-confidence, self-efficacy and self-esteem. *International coaching psychology review*, *16*(1), 67-89.
66. Kennedy, J., Astroth, K. M., Woith, W. M., Novotny, N. L., & Jenkins, S. H. (2021). New nurse graduates and rapidly changing clinical situations: the role of expert critical care nurse mentors. *International Journal of Nursing Education Scholarship*, *18*(1), 20200131.
67. Khaksar, S. M. S., Jahanshahi, A. A., Slade, B., & Asian, S. (2021). A dual-factor theory of WTs adoption in aged care service operations—a cross-country analysis. *Information Technology & People*, *34*(7), 1768-1799.
68. Kurnia, T. A., Trisyani, Y., & Prawesti, A. (2020). The relationship between nurses' knowledge and self-confidence in implementing palliative care in an intensive care unit. *International journal of palliative nursing*, *26*(4), 183-190.
69. Kutahyalioğlu, N. S., Mallinson, R. K., Scafide, K. N., & D'Agata, A. L. (2023). "It Takes a Village" to Implement Family-Centered Care in the Neonatal Intensive Care Unit. *Advances in Neonatal Care*, *23*(5), 457-466.
70. Lee, O. E., Kim, S. Y., & Gezer, T. (2021). Factors associated with online learning self-efficacy among students with disabilities in higher education. *American Journal of Distance Education*, *35*(4), 293-306.
71. Leighton, K., Kardong-Edgren, S., & Gilbert, G. E. (2021). Are traditional and simulated clinical environments meeting nursing students' learning needs?. *Clinical Simulation in Nursing*, *59*, 85-93.
72. Lin, F., Wu, Z., Song, B., Coyer, F., & Chaboyer, W. (2020). The effectiveness of multicomponent pressure injury prevention programs in adult intensive care patients: a systematic review. *International Journal of Nursing Studies*, *102*, 103483.
73. Liu, T., Yu, X., Liu, M., Wang, M., Zhu, X., & Yang, X. (2021). A mixed method evaluation of an integrated course in improving critical thinking and creative self-efficacy among nursing students. *Nurse Education Today*, *106*, 105067.
74. Ludwigson, L., Boin, M., & Oster, C. A. (2020). Critical care nurse perception of self-efficacy following an ECMO education program. *Applied Nursing Research*, *55*, 151298.
75. Malik, E., & Shankar, S. (2023). Empowering nurses: exploring self-managed organizations in Indian healthcare. *BMC nursing*, *22*(1), 477.

76. Mansouri, F., Pourghane, P., Nikfam, M. R. P., & Oleson, J. C. (2023). Coronary Care Unit Nurses' Experiences of Care Management Self-Efficacy: A Qualitative Content Analysis. *The Qualitative Report, 28*(2), 417-436.
77. Marks, S., Edwards, S., & Jerge, E. H. (2021). Rapid deployment of critical care nurse education during the COVID-19 pandemic. *Nurse leader, 19*(2), 165-169.
78. Mellor, P. D., De Bellis, A., & Muller, A. (2022). Psychosocial factors impacting new graduate registered nurses and their passage to becoming competent professional nurses: An integrative review. *Journal of nursing regulation, 13*(3), 24-51.
79. Mihalca, L., Lucia Ratiu, L., Brendea, G., Metz, D., Dragan, M., & Dobre, F. (2021). Exhaustion while teleworking during COVID-19: a moderated-mediation model of role clarity, self-efficacy, and task interdependence. *Oeconomia Copernicana, 12*(2), 269-306.
80. Mohammad, H. F., Abou Hashish, E. A., & ElIiethy, N. S. (2023). The relationship between authentic leadership and nurses' resilience: a mediating role of self-efficacy. *SAGE Open Nursing, 9*, 23779608231214213.
81. Movahedi, A., Sadooghiasl, A., Ahmadi, F., & Vaismoradi, M. (2023). A grounded theory study of alarm fatigue among nurses in intensive care units. *Australian Critical Care, 36*(6), 980-988.
82. Nardella, N., Hooper, S., Lau, R., & Hutchinson, A. (2021). Developing acute care-based mental health nurses' knowledge and skills in providing recovery-orientated care: A mixed methods study. *International Journal of Mental Health Nursing, 30*(5), 1170-1182.
83. Neiman, T. (2020). Acute care nurses' experiences of basic palliative care. *Journal of Hospice & Palliative Nursing, 22*(2), 101-107.
84. Page, M., Pool, L., Crick, M., & Leahy, R. (2020). Empowerment of learning and knowledge: Appreciating professional development for registered nurses in aged residential care. *Nurse education in practice, 43*, 102703.
85. Patrician, P. A., Bakerjian, D., Billings, R., Chenot, T., Hooper, V., Johnson, C. S., & Sables-Baus, S. (2022). Nurse well-being: A concept analysis. *Nursing outlook, 70*(4), 639-650.
86. Peet, J., Theobald, K. A., & Douglas, C. (2022). Building safety cultures at the frontline: an emancipatory practice development approach for strengthening nursing surveillance on an acute care ward. *Journal of clinical nursing, 31*(5-6), 642-656.
87. Petry, H., Ernst, J., & Naef, R. (2023). Participatory development and implementation of a dementia care pathway with intervention bundles in acute care during the coronavirus pandemic: A process evaluation study. *Journal of Clinical Nursing, 32*(19-20), 7193-7208.
88. Pitt, E., & Quinlan, K. M. (2022). Impacts of higher education assessment and feedback policy and practice on students: A review of the literature 2016-2021.
89. Pollock, K., MacKay, J. R., Hearn, S., Morton, C., & Pollock, P. J. (2023). Veterinary High-Stakes Immersive Simulation Training With Repeat Practice Following Structured Debriefing Improves Students' Ability to Cope With High-Pressure Situations. *Simulation in Healthcare, 10*-1097.
90. Prinsloo, C., & Jooste, K. (2022). Self-leadership of nurses in a critical care outreach service: The development of a conceptual framework. *Health SA Gesondheid (Online), 27*, 1-10.
91. Rashwan, Z. I. (2023). Motivation inspiring confidence: effect of scenario-based learning on self-confidence among prelicensure nursing students. *Teaching and Learning in Nursing, 18*(3), e1-e8.
92. Riley, E., & Jones, J. L. (2022). Person-Centered Care. *Quality and Safety Education for Nurses: Core Competencies for Nursing Leadership and Care Management, 177*.
93. Robbins, B., & Davidhizar, R. (2020). Transformational leadership in health care today. *The Health Care Manager, 39*(3), 117-121.
94. Rosman, S. L., Daneau Briscoe, C., Rutare, S., McCall, N., Monuteaux, M. C., Unyuzumutima, J., ... & Hitayezu, J. (2022). The impact of pediatric early warning score and rapid response algorithm training and implementation on interprofessional collaboration in a resource-limited setting. *PLoS one, 17*(6), e0270253.

95. Schimschal, S. E., Visentin, D., Kornhaber, R., & Cleary, M. (2022). Achieving long-term goals amidst uncertainty: an integrative model for the psychological resources of grit. *The Journal of Continuing Education in Nursing, 53*(8), 355-363.
96. Sharour, L. A., Salameh, A. B., Suleiman, K., Subih, M., Mahmoud, A. H., Al Dameery, K., & Al Omari, O. (2022). Nurses' self-efficacy, confidence and interaction with patients with COVID-19: A cross-sectional study. *Disaster Medicine and Public Health Preparedness, 16*(4), 1393-1397.
97. Shorey, S., & Lopez, V. (2021). Self-Efficacy in a nursing context. *Health promotion in health care- Vital theories and research, 145-158.*
98. Siyal, S., Liu, J., Ma, L., Kumari, K., Saeed, M., Xin, C., & Hussain, S. N. (2023). Does inclusive leadership influence task performance of hospitality industry employees? Role of psychological empowerment and trust in leader. *Heliyon, 9*(5).
99. Steven, A., Larkin, V., Wilson-Menzfeld, G., Wilcockson, J., Stewart, J., & Redfern, N. (2022). Enacting mentorship which empowers: a realist exploration of relationships between trained mentor activity and doctors. *International Journal Evidence Based Coaching and Mentoring, 20*(2), 68-84.
100. Tamilselvan, C., Chua, S. M., Chew, H. S. J., & Devi, M. K. (2023). Experiences of simulation-based learning among undergraduate nursing students: A systematic review and meta-synthesis. *Nurse education today, 121*, 105711.
101. Trachtenberg, S., Tehan, T., Shostak, S., Snyderman, C., Lewis, M., Romain, F., ... & Robinson, E. (2023). Experiences of moral distress in a COVID-19 intensive care unit: A qualitative study of nurses and respiratory therapists in the United States. *Nursing inquiry, 30*(1), e12500.
102. Twamley, J., Monks, R., & Beaver, K. (2023). Using experience-based co-design to prioritise areas for improvement for patients recovering from critical illness. *Intensive and Critical Care Nursing, 76*, 103390.
103. Umubyeyi, B., Babenko-Mould, Y., Hynie, M., Regan, S., & Leipert, B. (2021). A "Co-CREATES" framework to foster a positive learning environment for nursing students' professional development in Rwanda. *Nurse Education in Practice, 53*, 103053.
104. Vagni, M., Maiorano, T., Giostra, V., & Pajardi, D. (2020). Hardiness and coping strategies as mediators of stress and secondary trauma in emergency workers during the COVID-19 pandemic. *Sustainability, 12*(18), 7561.
105. Vardaman, J. M., Rogers, B. L., & Marler, L. E. (2020). Retaining nurses in a changing health care environment: The role of job embeddedness and self-efficacy. *Health care management review, 45*(1), 52-59.
106. Vatnøy, T. K., Dale, B., Sundlisaeter Skinner, M., & Karlsen, T. I. (2022). Associations between nurse managers' leadership styles, team culture and competence planning in Norwegian municipal in-patient acute care services: a cross-sectional study. *Scandinavian journal of caring sciences, 36*(2), 482-492.
107. Vera, M., & Lorente, L. (2023). Nurses' Performance: The Importance of Personal Resources for Coping with Stressors. *Issues in Mental Health Nursing, 44*(9), 844-853.
108. Vujanić, J., Prlić, N., & Lovrić, R. (2020). Nurses' self-assessment of caring behaviors in nurse-patient interactions: A cross-sectional study. *International journal of environmental research and public health, 17*(14), 5255.
109. Walsh, P., Owen, P. A., Mustafa, N., & Beech, R. (2020). Learning and teaching approaches promoting resilience in student nurses: An integrated review of the literature. *Nurse education in practice, 45*, 102748.
110. Wan, X., Huang, H., Peng, Q., Zhang, Y., Liang, Y., Ding, Y., & Chen, C. (2023). The role of self-efficacy and psychological resilience on the relationship between perfectionism and learning motivation among undergraduate nursing students: A cross-sectional descriptive study. *Journal of Professional Nursing, 47*, 64-72.
111. Woodward, K. F. (2020, April). Individual nurse empowerment: A concept analysis. In *Nursing forum* (Vol. 55, No. 2, pp. 136-143).

112. Xie, J., Liu, M., Zhong, Z., Zhang, Q., Zhou, J., Wang, L., ... & Cheng, A. S. (2020). Relationships among character strengths, self-efficacy, social support, depression, and psychological well-being of hospital nurses. *Asian Nursing Research*, *14*(3), 150-157.
113. Yoo, H. J., Lim, O. B., & Shim, J. L. (2020). Critical care nurses' communication experiences with patients and families in an intensive care unit: A qualitative study. *Plos one*, *15*(7), e0235694.
114. Yoong, S. Q., Wang, W., Chao, F. F. T., Dong, Y., Goh, S. H., Chan, Y. S., ... & Zhang, H. (2023). Using peer feedback to enhance nursing students' reflective abilities, clinical competencies, and sense of empowerment: A mixed-methods study. *Nurse Education in Practice*, *69*, 103623.
115. Zhou, X., Rasool, S. F., Yang, J., & Asghar, M. Z. (2021). Exploring the relationship between despotic leadership and job satisfaction: the role of self efficacy and leader-member exchange. *International journal of environmental research and public health*, *18*(10), 5307.