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### The Development and Testing of an Instrument to Measure Perceptions of Body Art Among Nurse Educators and Nursing Students

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# The Development and Testing of an Instrument to Measure Perceptions of Body Art Among Nurse Educators and Nursing Students

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## Background

- There are negative stereotypes and perceptions of individuals with body art throughout the literature, despite changing societal views (Schrieber, 2019)
- Dress codes for academic nursing programs stress the influence of appearance on perceptions of professionalism
- Body art represents sense of identity with personal significance (Ellis, 2015 ), and dress code policies may represent unconscious bias (Bellack, 2015)
- The broader goal of this research is to explore nurse educators’ and nursing students’ perceptions of nursing professionalism and body art, including similarities and differences. The number of individuals in society with body art continues to rise, and it is essential to hear the voices of those with body art to understand their experiences. Exploring nursing educators' and nursing students' perceptions will provide crucial data to guide dress code policies.

## Purpose

- The purpose of this research is the development of the Nunes Body Art and Professionalism in Nursing Survey tool to measure perceptions of body art among nurse educators and nursing students, followed by a pilot study to evaluate the reliability and validity of the instrument.

## Goals/Objectives

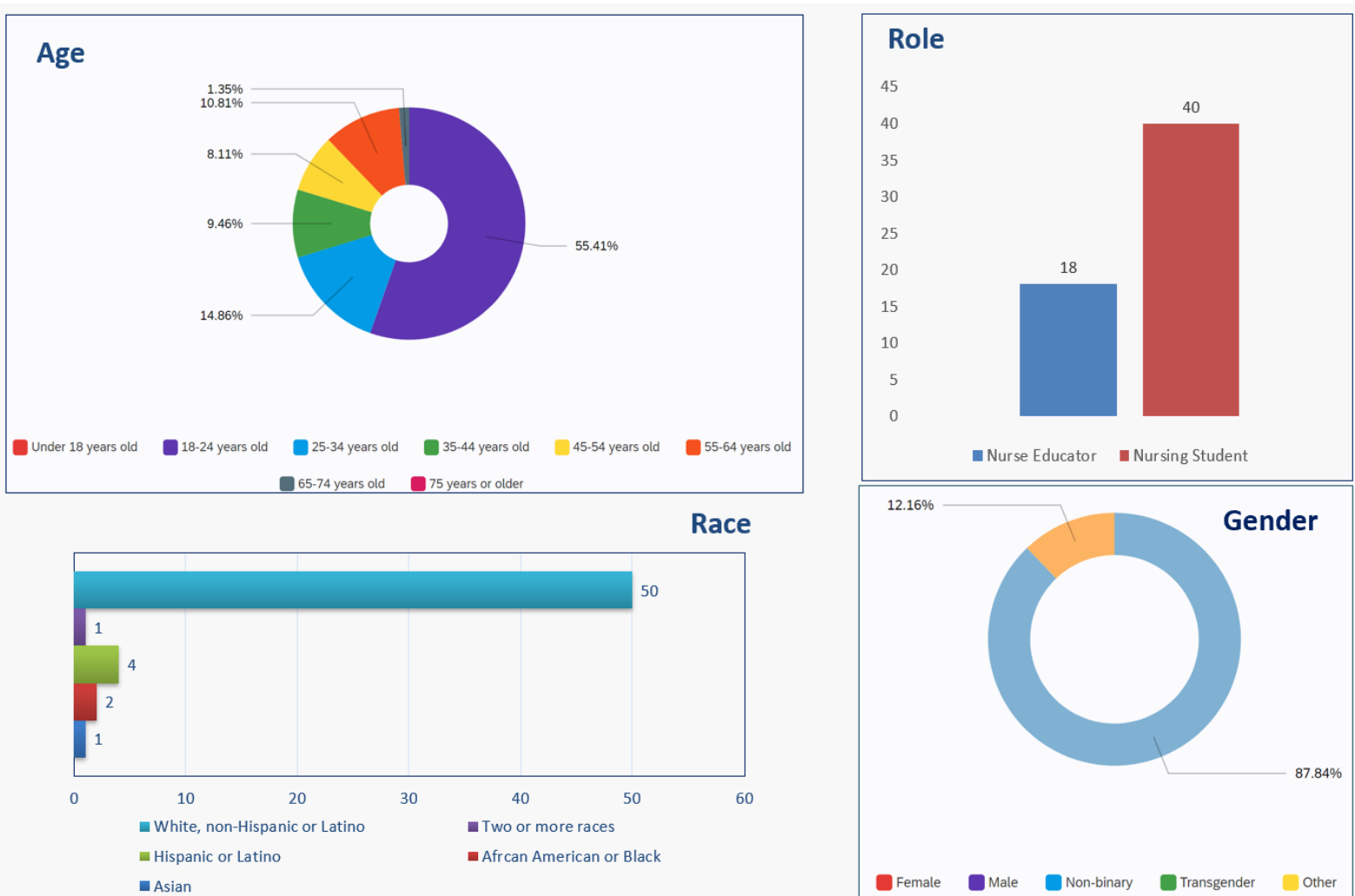
- What are the content validity scores of the Nunes Body Art and Professionalism in Nursing Survey as measured by a panel of experts?
- What is the perception of body art as measured by the Nunes Body Art and Professionalism in Nursing Survey?
- Are there significant differences across the sample respective to perceptions of body art as measured by the Nunes Body Art and Professionalism in Nursing Survey?

## Methodology

- Faculty recruited during department meeting and via email. Students recruited during classroom visit and via email. Stratified sampling strategies were used to ensure both nurse educators and nursing students were represented.
- Development of the Nunes Body Art and Professionalism in Nursing Survey tool using De Velli's’ Guide 10 Scale Development
  - 55 quantitative questions including demographic variables
- Content validity obtained by 5 content experts who evaluated the survey tool and provided feedback.
- Pilot study using descriptive quantitative research design with data analysis using SPSS software (descriptive statistics and Pearson’s *r* Correlation Coefficient).

## Outcomes

Sample Demographics –Nurse Educators and Nursing Students



RQ1: What are the content validity scores of the Nunes Body Art and Professionalism in Nursing as measured by a panel of experts?

- I-CVI range: 0.80-1.00
- Total scale I-CVI 0.90

RQ2:

Descriptive Statistics	Mean	Standard Deviation	N
Q1 Age	3.0690	1.53168	58
Total Scale	76.3793	6.17246	58
Q6 Initial Education	2.3529	0.93148	17
Total Scale	76.3793	6.17246	58

RQ3:

Correlations		Q1 Age	Total Scale
Q1 Age	Pearson Correlation	1	0.090
	Sig. (2-tailed)		0.502
	N	58	58
Total Scale	Pearson Correlation	0.090	1
	Sig. (2-tailed)	0.502	
	N	58	58
		Total Scale	Q6 Initial Education
Total Scale	Pearson Correlation	1	-0.477
	Sig. (2-tailed)		0.53
	N	58	17
Q6 Initial Education	Pearson Correlation	-0.477	1
	Sig. (2-tailed)	0.53	
	N	17	17

## Conclusions

- No research tools were found in the literature to evaluate nurse educator and nursing student perceptions of body art and nursing professionalism.
- The Nunes Body Art and Professionalism in Nursing Survey was developed to address this gap.
- Survey results illustrate positive perceptions regarding body art and nursing professionalism, as opposed to the negative perceptions found in the literature.
- Tattoo placement and tattoo subject matter influence perceptions, and piercings are perceived as acceptable.
- Inverse relationship between initial education level and total survey scores
- Further research is needed.
- Dress code policies must be evaluated to ensure they are based on evidence.

## References

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Nurse Educator Demographic Variables

