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**Preliminary analysis of self-efficacy, coping styles, competitive greatness & nursing students**

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The purpose of this educational intervention study was to explore the relationship among Wooden's Competitive Greatness (Hilty, 2018) construct (i.e., being the best you can be when your best is needed, continuous self-improvement, appreciating difficult challenges), Self-Efficacy (Schwarzer & Jerusalem, 1995), and Greenglass' et al. (1999) Proactive Coping, Reflective Coping, Strategic Planning, Emotional Support Seeking scales. Since 43% of new RNs leave their first job within three years (Goodman, 2016), exploring these variables may provide insight into turnover rates. BSN (N=68) traditional nursing students were divided into two groups using competitive greatness. Hypothesis: There would be a difference between competitive greatness high and low scoring groups when the two groups were compared using an Independent t-test on Self-Efficacy, Proactive Coping, Reflective Coping, Strategic Planning, Emotional Support Seeking scales ESS scales. Using SPSS 25, the coefficient alpha were Self-Efficacy (.957), Proactive Coping (.816), Reflective Coping (.909), Strategic Planning (.866), and Emotional Support Seeking (.854). Independent t-test (N=68) analysis found significant differences between the two participant groups for the Self-Efficacy (p=.002), Proactive Coping (p=.001), Reflective Coping (p=.008), Strategic Planning (p=.004), and Emotional Support Seeking (p=.028) scales.

**Biography**

Dale M. Hilty, Associate Professor, received his PhD in counseling psychology from Department of Psychology at the Ohio State University. He has published studies in the areas of psychology, sociology, and religion. Between April 2017 and April 2018, his ten research teams published 55 posters at local, state, regional, national, and international nursing conferences.

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