



Evaluating an Innovative Pedagogy for Teaching Transcultural Nursing in an Online Format

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ABSTRACT

- ✦ This pilot study uses a posttest 2-group survey design to evaluate an alternative pedagogy for introducing a transcultural nursing module within the 2nd semester of an associate degree (AD) nursing program.
- ✦ This alternative, online modality is compared to the traditional classroom, face-to-face delivery of the content by evaluating the student's knowledge, confidence, and satisfaction in meeting the objectives of the module.
- ✦ Both groups were asked to voluntarily complete the Jeffreys Transcultural Self-Efficacy Tool (TSET),¹ a brief demographic survey, and a course satisfaction survey following delivery of the module.
- ✦ The online group was found to be more knowledgeable but not more confident than the traditional group. Overall the traditional group was more satisfied with the in-class lecture.

INTRODUCTION

- ✦ Online learning is frequently utilized in higher education in an effort to meet the needs of the changing educational landscape.²
- ✦ In 2013, the proportion of all post-secondary students who were at least taking one online course was approximately 32%. In the same survey, researchers found that almost 25% of academic leaders in the U.S. believed that the learning outcomes for online education are inferior to the traditional classroom learning.³
- ✦ Given the prevalence of online learning, changing student demographics, and the drive for creativity in educating a technology-savvy student, it is imperative to incorporate innovative and alternative learning modalities to further engage these students.

- ✦ Findings from the literature review suggest that student learning outcomes (SLO) are at the least equivalent between online formats and face to face classroom lectures.⁴ There are more findings that are suggestive of improved learning outcomes with the online formats in non-nursing programs.^{4,5} However there is limited evidence investigating the use of online learning environments in AD nursing students and thus the question remains whether these types of learning opportunities can be used effectively in this population.

PURPOSE

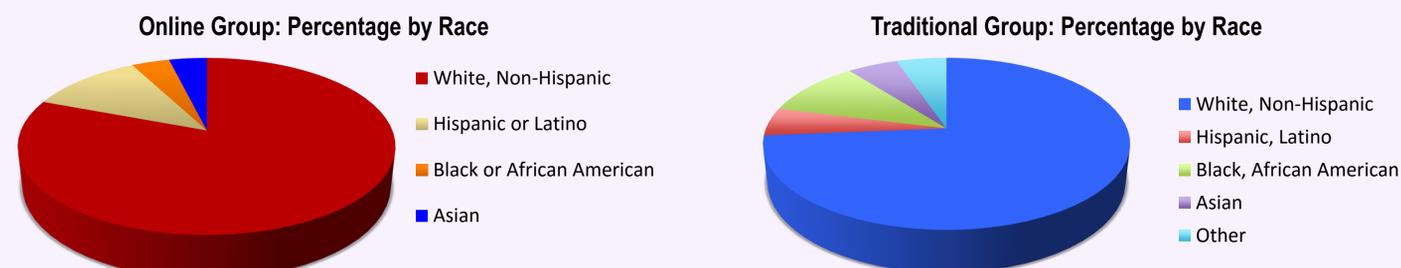
The purposes of this educational initiative were to:

- (1) Introduce an alternative modality to teach transcultural nursing competency within an existing adult medical-surgical nursing course.
- (2) Compare the alternative, online modality with the traditional, face to face classroom delivery of transcultural nursing content by evaluating the student's confidence, knowledge, and satisfaction in meeting the objectives of the module.

METHODS

- ✦ This pilot study was approved as a quality improvement (QI) program evaluation by the Hallmark Health System and Northeastern University Institutional Review Boards. A posttest 2-group survey design was used to compare the online transcultural module (intervention) with the traditional classroom lecture within an AD nursing program that contains 2 divisions for each course; day and evening/weekend.
- ✦ Convenience sampling of all students enrolled in the second-semester nursing course. The day division became the online group while the evening/weekend students became the traditional classroom lecture cohort.
 - ✦ **Online group: 29/29 completed TSET, 100% response rate (RR); 26/29 completed demographic & satisfaction surveys, 90% RR**
 - ✦ **Traditional group: 20/20 completed TSET, 100% RR; 19/20 completed demographic & satisfaction surveys, 95% RR**
- ✦ Instrument: The Jeffreys TSET was utilized to measure the student's perceived knowledge and confidence of the transcultural nursing material. The TSET has a Cronbach's alpha internal consistency of .94-.98 and reliability of .99.⁶
- ✦ Data collection: For the online group, survey data was collected from Survey Monkey two days after the close of the online module. For the traditional group, survey data was collected immediately after the class ended.
- ✦ Statistical analysis: Stata 11.1 software was utilized to conduct independent t-tests for TSET sub-scales, perceived knowledge, perceived confidence and satisfaction. ANOVA testing was conducted to determine whether the mean of the TSET sub-scales scores was the same across age categories as well as to test the influence of different age groups and ethnic backgrounds on satisfaction levels.

DEMOGRAPHIC DATA

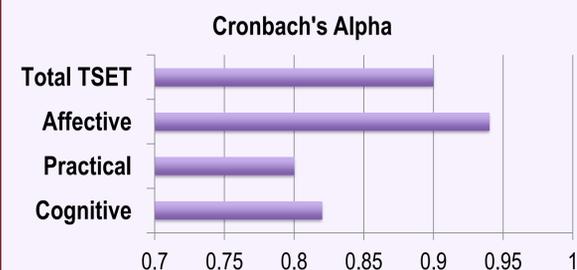


RESULTS

Independent t-test for TSET sub-scales, perceived knowledge, perceived confidence, and satisfaction

TSET	Class	N	Mean	p-value
Cognitive	Online	29	7.78	0.04
	Traditional	20	7.75	
Practical	Online	29	8.19	0.23
	Traditional	20	7.53	
Affective	Online	29	9.01	0.01
	Traditional	20	8.67	

Class	N	Knowledge Mean	p-value	Confidence Mean	p-value	N	Satisfaction Mean	p-value
Online	29	7.78	0.04	17.20	0.27	26	4.24	0.00
Traditional	20	7.55		16.20		19	4.89	



CONCLUSIONS & SIGNIFICANCE

- ✦ Online modules may be an effective means of teaching AD students certain content within the larger context of a core nursing course.
- ✦ Student satisfaction is an important aspect of curriculum design and implementation. Since the traditional classroom students were more satisfied with the module, it may be beneficial to consider methods of increasing student satisfaction within the online environment.
- ✦ Anecdotally, faculty assert that the traditional classroom provides more clues to the students' understanding and argue that the subtleties and nuances of in-person role modeling are missing in the online environment. This pilot evaluation project does not support that claim and further evaluation studies are needed to explore just how effective online modules are in the AD nursing student.
- ✦ Given the success of this QI study, perhaps further exploration is in order to expand this pilot and assess whether a hybrid core nursing course would benefit students in their achievement of SLOs.

LIMITATIONS

- ✦ Primary investigator is full-time faculty in the course being evaluated.
- ✦ The transcultural nursing content does not appear on any of the formal examinations for the course and did not affect student grades.
- ✦ The TSET is a valid tool that measures the students' perceived knowledge and confidence in providing culturally congruent care, however it does not measure actual behavior change in clinical practice.
- ✦ Since this was designed as a QI project, the results are not generalizable, but they may be replicated in the future and potentially include a pretest/posttest design.

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