ABSTRACT

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 .90.

Data collection: For the online group, survey data was collected from Survey Monkey two days after the close of the 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.

RESULTS

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

<table>
<thead>
<tr>
<th>TSET</th>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>p-value</th>
<th>Confidence</th>
<th>p-value</th>
<th>N</th>
<th>Satisfaction</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Online</td>
<td>29</td>
<td>7.78</td>
<td>.04</td>
<td>17.20</td>
<td>.27</td>
<td>26</td>
<td>4.24</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>20</td>
<td>7.75</td>
<td>.94</td>
<td>16.20</td>
<td>19</td>
<td>4.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td>Online</td>
<td>29</td>
<td>8.19</td>
<td>.23</td>
<td>16.20</td>
<td>.27</td>
<td>26</td>
<td>4.24</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>20</td>
<td>7.83</td>
<td>.56</td>
<td>17.20</td>
<td>19</td>
<td>4.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>Online</td>
<td>29</td>
<td>9.01</td>
<td>.01</td>
<td>16.20</td>
<td>.27</td>
<td>26</td>
<td>4.24</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>20</td>
<td>8.67</td>
<td>.16</td>
<td>17.20</td>
<td>19</td>
<td>4.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 pre/posttest design.

ACKNOWLEDGEMENTS

This project is in partial fulfillment of the DNP degree requirements. Thank you to Dr. Mary Mayville, clinical knee advisor, for her guidance in designing this scholarly project. Many thanks to Dr. Barbara M idtvedt, capstone mentor, for her unwavering support and encouragement. Special thanks to Dr. Minh Pham-Bousheries, program director and mentor, for her guidance, support, encouraging dedication and inspiration. A great many thanks to Dr. Sharaa Dasgupta who served as a statistician on this project. Thank you to Jim Horn for her support and assistance in the acquisition of scholarly work.

REFERENCES


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.