

Sigma Theta Tau International Research Conference: Enhancing the Learning Environment of Nursing Students through Interprofessional Collaboration

Prague, Czech Republic

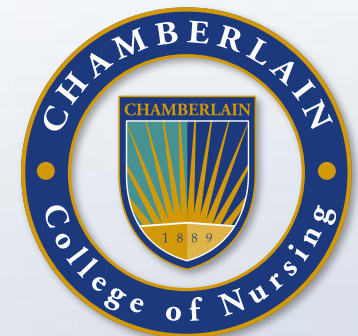
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Research Team

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Objectives

- Discuss the development of a multidisciplinary educational course
- Listen to the *Voices of Students* regarding their online learning experience
- Discuss the design and results of the study
- Consider implications for nursing practice



Location

- Chamberlain College of Nursing offers pre- and post licensure programs
- Focus on pre-licensure baccalaureate degree program – Bachelor of Science in Nursing (BSN)
- Thirteen (13) existing campuses; most co-located with DeVry University
 - Addison, Chicago and Tinley Park, IL
 - Arlington, VA
 - Atlanta, GA
 - Cleveland and Columbus, OH
 - Houston, TX
 - Indianapolis, IN
 - Jacksonville and Miramar, FL
 - Phoenix, AZ
 - St. Louis, MO
- Online options

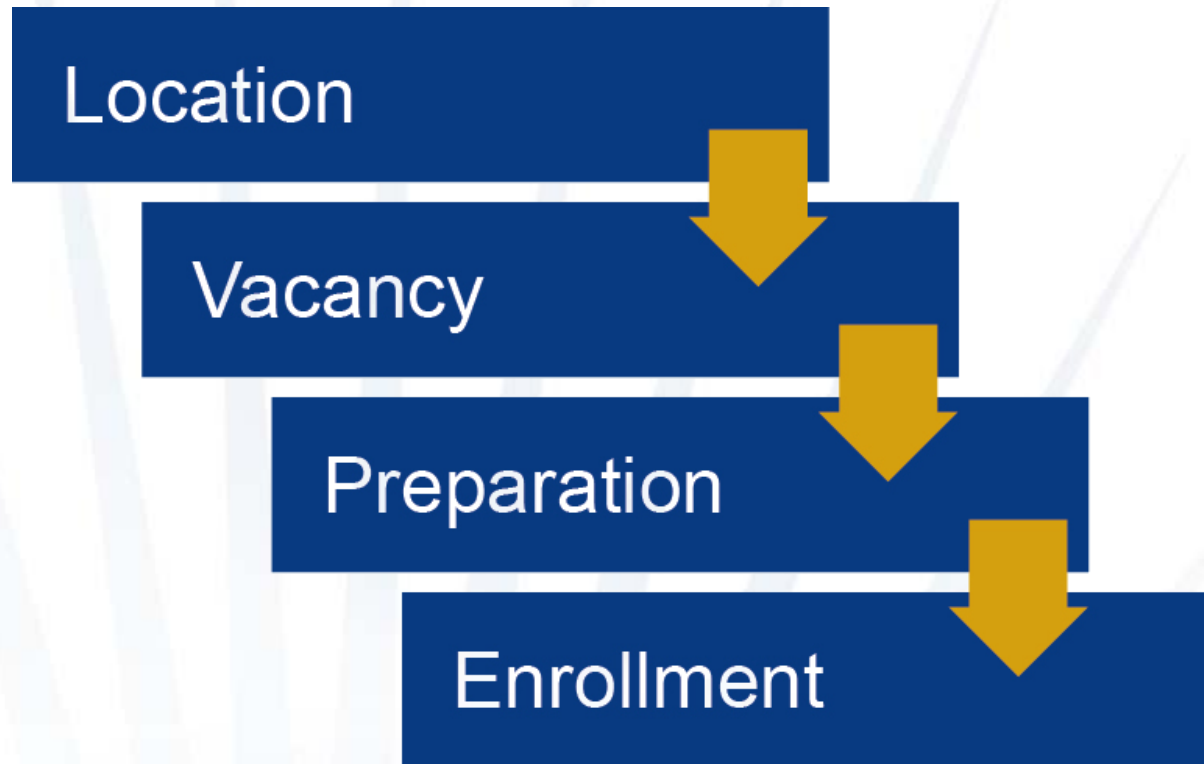


Introduction

- Healthcare challenges are also healthcare education challenges
 - Complex delivery
 - Prepared providers
 - Team communication
 - Outcomes



Problem



Background



Purpose

The purpose of this nursing research study is to explore the impact of interprofessional collaboration on nursing students' perceptions of the online learning environment.



Theoretical Framework

- This nursing research study was grounded on a strong theoretical framework based on the works of theorists Boykin and Schoenhofer (1993) and Boyer (1995).
- According to Boykin and Schoenhofer (1993), authentic presence may be understood simply as one's intentionally being there with another in the fullness of one's personhood. Authentic presence may initiate and sustain caring in nursing situations.



Design

Quantitative descriptive and an experimental correlation design

Examined relationships and determined cause-and-effect between variables.

Qualitative

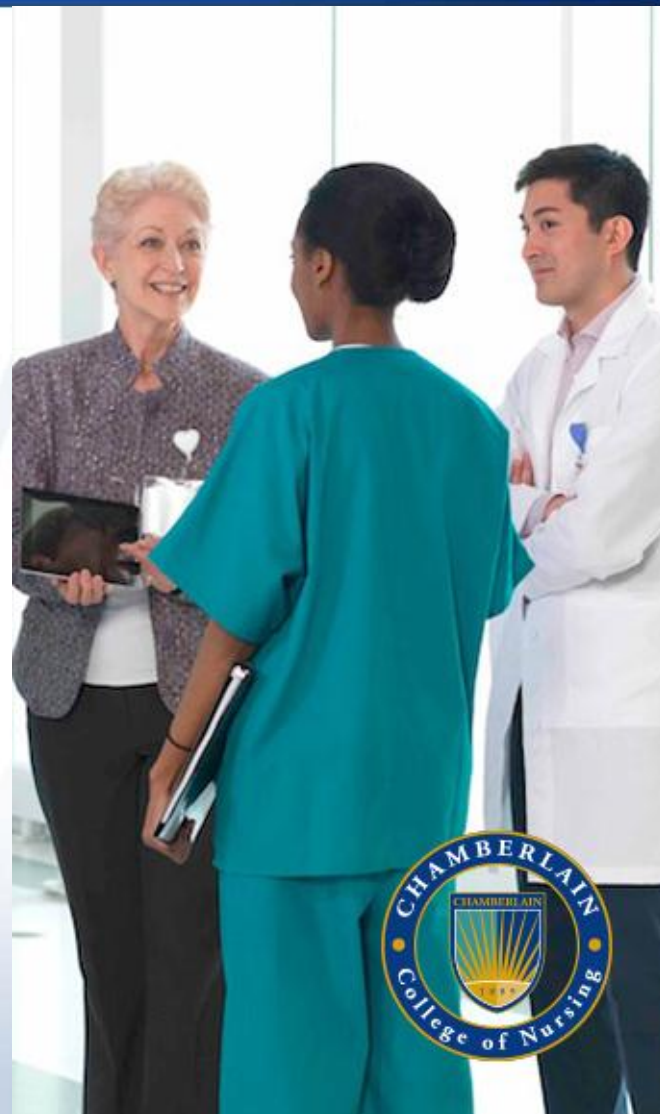
To identify satisfaction among students following their online experiences.



Multidisciplinary Team

Team included:

- Nurses
- Physicians
- Pharmacists
- Chiropractic physicians



Instrument

End of Course Evaluation

- Twenty-six (26) Questions
 - Online Course (content)
 - Instructor(s) Teaching
 - Online Learning Environment



Participants

Sample included 801 pre-licensure Bachelor of Science in Nursing (BSN) students taking a required pathophysiology class.



Data Analysis

The qualitative data from the student evaluations was analyzed using thematic analysis to identify common themes and place them into larger categories (Polit and Beck, 2007).



Qualitative Data Analysis

Theme 1:

Increase in student satisfaction with the course following the establishment of the collaborative teaching methodology.

Theme 2:

Increase in student satisfaction with the faculty teaching the online course following the collaborative teaching methodology.

Theme 3:

Increase in student satisfaction with the online learning environment following the establishment of the collaborative teaching methodology.



Qualitative Data Analysis

Increase in student satisfaction with the course following the establishment of the collaborative teaching methodology

This was my first online Chamberlain course and I loved it.

I thought the class was very interesting yet challenging. I liked that there were two instructors who kept the class interesting and flowing.

The instructors were professional and very helpful. I especially liked the case study. I think it was helpful to apply the nursing concepts we learned to a patient we created.

I really liked how the class was set up. I thought the concept of sharing the content questions with the class was very helpful in preparing for the exam.

This was probably the best online experience so far. The case studies were great and again the best part was the feedback they gave. The instructors were very interactive.



Qualitative Data Analysis

Increase in student satisfaction with the faculty teaching the online course following the collaborative teaching methodology

Both instructors appear to be interested in students learning the material and applying it to nursing practice versus presenting us with material and not caring if we learn the material or not.

I really enjoyed the two instructors and wish I could take them for other courses. I had an awesome instructor who cared about my success.

Both instructors were extremely helpful, as each of their comments truly helped clarify any misunderstandings I had about complicated topics.

I learned a lot because she makes sure we are not only learning but researching and applying nursing interventions which challenges me to use my critical thinking skills.

My two instructors were both instructors who were very involved in the discussion threads. Each student's post was responded to by one of the instructors which provided immediate feedback and kept the discussion from becoming redundant.



Qualitative Data Analysis

Increase in student satisfaction with the online learning environment following the establishment of the collaborative teaching methodology

The site was easy to use and well set up.

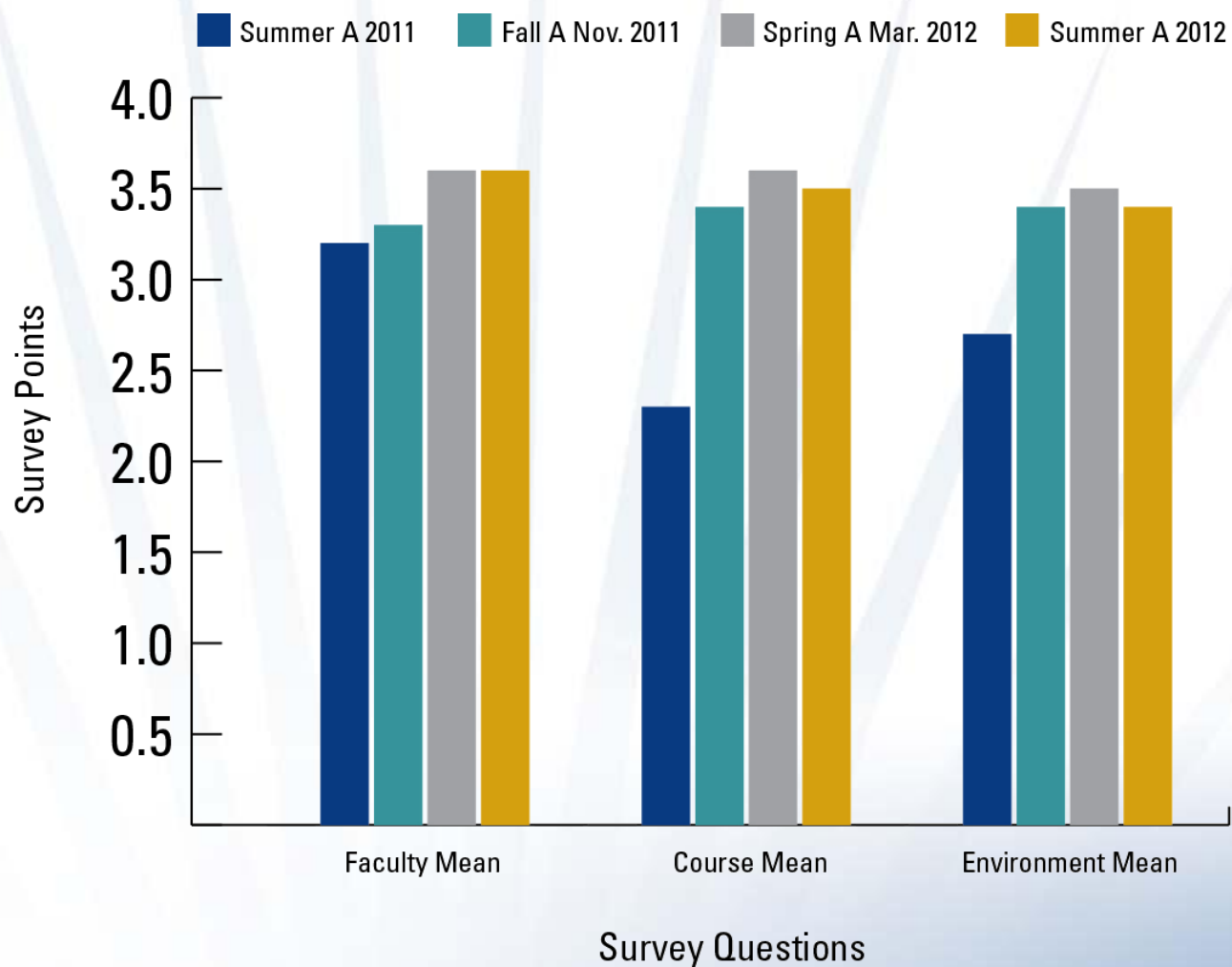
I was surprisingly impressed with the online course. I do not usually take classes online (unless I have to) and I was upset when I found out the class was online but I have found the instructors to be very helpful and understanding. I can email the instructors or any technical support staff for help. I am new to the computer age since starting college a few years ago but I have been able to navigate through this course with the help of the professors.

Online classroom is very easy to use. I only had one technical problem the entire session. It was quickly resolved by the helpdesk and the professor. Great system!

I was hesitant to take this course online, but I have found that it is like being in the classroom when you have two instructors who are thorough and active.



Pathophysiology Quantitative Data Analysis



Implications for Nursing Practice

- Findings which view the learning environment through the lens of students' eyes have many implications
- Implications for nursing education include enhanced collaboration among healthcare professionals, and increased student and faculty satisfaction with their teaching learning experience



Conclusion

If we, as nurses, believe that students have a right to be active participants in their educational experiences, then we must give voice to their values, choices, concerns and requests.



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