Comparison of Face-to-Face and Distance Learning Modalities in Delivering Therapeutic Crisis Management Skills Content

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Purpose

- Psychiatric mental health nursing overlaps every aspect of care for all clients in any setting
- Key component of psychiatric mental health is therapeutic crisis management
- This study compared the effectiveness and student satisfaction of face-to-face classroom delivery and distance education in delivering therapeutic crisis management skills content to pre-licensure nursing students
- Measured by GPA, test scores, course grade, and satisfaction survey results

Background

- Technology savvy students, lack of nursing faculty and clinical sites; technology is the solution in nursing curricula
- Web-based and web-enhanced instruction introduces a whole new world of learning opportunities for students and instructors
- Technology immersion of students may be the most important aspect for an educator to consider when trying to meet the educational needs of this generation
- The “old way” of didactic teaching with an instructor delivering a power point presentation in front of the classroom is no longer beneficial to student learning
- Nursing jobs will increase by 26% from 2010 to 2025
- Nursing shortage will be over 82,791 nursing jobs will increase by 26% from 2010 to 2025
- Psychiatric mental health conditions affect approximately 22.5% of adults and 49.5% of adolescents in the U.S.

Methods

- Quasi-experimental, two group post-test design
- 2 conditions: face-to-face classroom delivery and distance education
- Convenience sample of pre-licensure nursing students, with at least two semesters completed
- Data: GPA, therapeutic crisis management test scores, course grades, and student satisfaction survey
- Student satisfaction survey was pilot tested
- Independent samples t-test analyzed data

Results

<table>
<thead>
<tr>
<th>Section</th>
<th>Distance Education</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>3.05</td>
<td>0.38</td>
<td></td>
</tr>
<tr>
<td>Class Grade</td>
<td>82.44</td>
<td>5.88</td>
<td></td>
</tr>
<tr>
<td>Test Grade</td>
<td>82.08</td>
<td>5.88</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

- Distance education not only satisfies the student’s educational objectives, but also addresses the nursing faculty shortage
- Therapeutic crisis management techniques are vital in all aspects of nursing care
- Therapeutic crisis management techniques can be taught virtually or live with similar academic success and student satisfaction
- Nursing faculty are vital in educating the next generation of nurses using technological advances
- More research is needed to compare these methods as it translates to clinical practice
- There is a perception that clinical skills are more difficult to teach in the distance education format
- The results may indicate the need for increased incorporation and inclusion of distance education within nursing curricula
- More research is necessary to examine distance education and psychiatric mental health nursing

References

4. Liu, W., 2016. Effectiveness of simulation-based learning on student nurses’ self-efficacy and performance while learning fundamental nursing skills. Therapeutics and Technology Health Care 4(51), S569-S575. DOI: 10.3233/THC-1511094
crystal-ball-projections

Overall Group Satisfaction with Modality

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>36</td>
<td>50.9%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>42</td>
<td>59.1%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Not Satisfied</td>
<td>21</td>
<td>28.6%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100%</td>
<td>100.0%</td>
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