

ANNUAL CONGRESS ON MEDICINE

November 05-06, 2018 Bangkok, Thailand

Quantitative analysis of nursing panel teaching strategy for non-nursing courses

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Alberto & Herth (2009) provide an operational definition and an example of interprofessional educational collaboration. Interprofessional collaboration has been described as involving interactions of two or more disciplines involving professionals who work together with intention, mutual respect and commitments for the sake of a more adequate response to a human problem. Several authors have noted that in multidisciplinary collaboration disciplines are working side-by-side anchored in their own respective disciplinary perspectives. Waterman and Hilty (2017) report an innovative, interdisciplinary, collaborative teaching strategy is the Nursing Panel (NP) intervention. In the Cultural Competence in Healthcare course, this teaching strategy was designed by social sciences professor. The NP intervention invites traditional and accelerated Bachelor of Science in Nursing (BSN) students to ask questions of full-time Registered Nurse (RN) Faculty regarding cultural and nursing profession topics. Four RN Faculty share information and professional stories in an engaging interactive format. A qualitative data analysis of nine questions indicated the NP was a positive educational intervention for faculty and the BSN students. Dik et al. (2012) Calling and Vocation (CVQ) questionnaire was administered as a pre- and post-test (i.e., dependent variable) in this educational intervention. The independent variable was the NP experience. It was hypothesized that CVQ post-test scores would increase significantly from the initial assessment. Using SPSS 25, the dependent t-test analysis found significant differences (CVQ-Presence-Transcendent Summons, $p=0.002$, CVQ-Search-Transcendent Summons, $p=0.001$, CVQ-Presence-Purposeful Work, $p=0.001$, CVQ-Search-Purposeful Work, $p=0.004$, CVQ-Presence-Prosocial Orientation, $p=0.001$, CVQ-Search-Prosocial Orientation, $p=0.042$, CVQ-Presence Total, $p=0.001$ and CVQ-Search Total, $p=0.001$). Significance on the CVQ Presence measures supports the qualitative effectiveness of the NP. The CVQ Search significant findings suggest the BSN students were exploring a nursing career specialty area.

Biography

Dale M Hilty is an Associate Professor at the Mount Carmel College of Nursing, USA. He has received his PhD in Counseling Psychology from the Department of Psychology at The Ohio State University, USA. He has published studies in the areas of psychology, sociology and religion.

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