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## The effectiveness of flipped classroom teaching strategy in a *seminar in nursing practice* course for a 5-year associate degree nursing program

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**Background:** The curriculum design of a five-year associate degree nursing (ADN) program is distinctly different from the curriculum of a BSN program. Usually, ADN students complete most required core courses prior to their clinical practicum. The *Seminar in Nursing Practice* course was one of the required courses to taken prior to clinical practicum in a five-year ADN nursing program. This course implemented multiple scenarios for classroom practices to prepare students with abilities of providing quality nursing care. A flipped classroom teaching strategy with four-phase dynamic case-based learning (4D CBL) has successfully increased students' self-directed learning and problem solving abilities. This teaching strategy has been modified and applied to the 5-year ADN students.

**Purpose:** To examine the effectiveness of flipped classroom teaching strategy with 4D CBL in the *Seminar in Nursing Practice* course for a 5-year associate degree nursing program.

**Method:** One group time series design was used in this study. A total of 95 students agreed to participate in this study. All students were asked to answer a self-directed learning (SDL) instrument and problem solving (PS) instrument at four different points of time, including first class and last class, beginning of clinical practicum and one week after completion of clinical practicum.

**Results:** The mean age for the students was 18.72 (SD=0.37). The result from Generalized estimating equation (GEE) revealed that SDL and PS have significantly increased after implementation of the flipped classroom teaching strategy. The scores for last three points of time were significantly higher than the scores in the first class ( $p < .05$ ).

**Conclusion:** This study demonstrated the effectiveness of the flipped classroom teaching strategy in SDL and PS ability among students in a five-year ADN program. The results may assist nursing educators in their endeavour to improving effectiveness of teaching and learning.

### Biography

Su-Fen Cheng has earned her PhD in 2002 from University of Colorado Health Sciences Center. She used to teaching nursing students since 1994. Currently she has transferred her teaching from nursing department to Graduate Institute of Health Allied Education. She has promoted to full professor in 2016 and served as a director at Graduate Institute of Health Allied Education at National Taipei University of Nursing and Health Sciences in 2017.

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