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5th International Conference on

Family Nursing

June 13-15, 2016   Philadelphia, USA

Flipped classrooms: A best practice approach for effective global education and training

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Background/Introduction: The Education-practice gap remains a barrier to effective nurse training. The evolving complexities of the health care system makes it imperative to re-evaluate the current instruction process, modify and adopt a best practice approach for quality outcomes and professional growth. There is a dire need for educators to keep pace with the changing realities and for nursing to compete effectively with other health care professions.

Methods: Using a quantitative, quasi-experimental research design, the researcher evaluated the effects of two instructional methodologies, the flipped instruction model (FIM) and the traditional instruction format (TIF) using the pretest, posttest scores of practical nursing students. The tests were for 3 topics, COPD, diabetes and hypertension. 44 students enrolled in the Adult Health I course, recruited via a convenience sampling method. 23 of these students experienced the TIF, while the other 21 experienced the FIM. A total of 19 participants represented the ESL subgroup.

Results/Finding: The results of the statistical analysis using chi-square test did not reveal any statistically significant difference between the 2 classrooms with p-values of (COPD=1.0, DM=0.266, HTN=0.488). Analysis of Covariance (ANCOVA) revealed statistically significant results for the DM unit within the FIM (p=0.001) but not for COPD (p=0.319) and HTN (p=0.692). Analysed test scores for the ESL participants for both groups were not significant.

Discussion: The small sample size, pre-class access, non-contributory grade and the length of the study were limitations for this study.

Conclusion: The flipped classroom model is a student-centered process. It uses technology and active learning as a best practice approach to enhance transition to practice and ultimately is significant for effective global nurse training.

Biography

Christiana Nwachukwu has been an Assistant Professor of Nursing at Union County College, New Jersey since 2010. She teaches Adult Health Nursing I & II and does clinical instruction in some of the areas of healthcare facilities. She has a passion for teaching her students and enjoys working with them. She implemented a flipped classroom with her nursing students and saw how it positively impacted the students' transition to practice. She has been a Registered Nurse since 1996 and in 2007, received her Master of Science degree in Nursing from University of Medicine and Dentistry/Ramapo College of New Jersey. She completed her Doctor of Nursing Practice degree in 2015 from Sacred Heart University, Fairfield, Connecticut.

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J Nurs Care
ISSN: 2167-1168 JNC, an open access journal

Family Nursing 2016
June 13-15, 2016

Volume 5, Issue 3(Suppl)

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