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An evaluation study on the effectiveness of an online teaching tool for pre-registration nursing students around pre-operative fasting

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Introduction: A previous study highlighted that the health education of staff and patients in the UK was lacking around pre-operative fasting and that improvements were needed, even though national guidelines were *in situ*. This study aimed to focus upon addressing this issue starting with introducing an online teaching tool to pre-registration nursing students. To keep abreast of developments in the delivery of health education, it is necessary to adopt new ways of teaching.

Methods: A summative evaluation approach was adopted, examining the outcome, or impact, of how the learning tool was received by the nursing students. The study observed an existing group of 99 pre-registration students undertaking a learning tool followed by a post-test to affirm their knowledge. Using this convenience sampling strategy, a questionnaire was then posed with 62 completing the evaluation questionnaire, resulting in an 88.5% completion rate.

Results: The study showed engagement from the students and an enthusiasm for this type of teaching resource. The results from the post-test showed a high level of information uptake, 63% (n=44) of the students achieved a mark of 90% or higher and only 15% (n=11) achieving a mark of less than 70%. Supporting students in delivering evidence-based information to the patients and staff they work alongside.

Discussion: This evaluation research focuses upon an aspect of teaching which is becoming more widely used, exploring the student's experience of online learning vs. the traditional face-to-face approach. This research supports a way of engaging students in delivering evidence-based information to others.

Biography

Stuart Roberts is a Senior Lecturer in Adult Nursing where his predominant interest lay in clinical skills and simulation teaching, with a clinical background in Adult Day Surgery. He is currently completing his MSc in Advanced Nursing and this presentation represents the work undertaken as part of those studies. Whilst recently new to the publishing and presenting circuit, he has already presented internationally and was awarded 'Highly Commended First Time Presenter' at the 2011 NET Conference at Cambridge University.

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