

Meet the Neighbors: Faculty Development in the Use of a Virtual Community to Teach Nursing

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Background

- **Faculty desire:** Teach clinical decision-making in the classroom (Benner, Sutphen, Leonard & Day, 2010)
- **Means:** Adopt *The Neighborhood™*, a virtual community (Giddens, 2014)
- **Challenge:** How effectively to implement throughout curriculum?
- **Solution:** A faculty champion and faculty development
- **Questions:** Will associate degree nursing faculty show increased confidence related to and use of *The Neighborhood™* following a 'meet the neighbors' event and workshop?
- Is there an association between baseline computer competence and faculty confidence levels and usage as related to *The Neighborhood™*?



Objectives

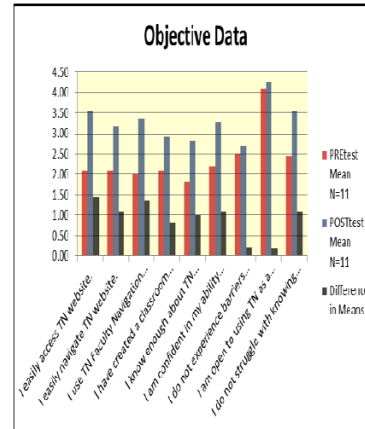
- Access *The Neighborhood™* website (Pearson, 2014)
- Locate/use *The Neighborhood™* faculty resources
- Learn the characters
- Thread characters through courses
- Create a lesson



Methods

- IRB Approval
- Informed Consent
- Unique Identifiers
- *The Neighborhood™* Pretest/Posttest
- *SmarterMeasure™*, test of computer readiness (SmarterServices, 2014)
- Adult Learning Theory (Knowles, Holton, & Swanson, 2005)
- Active learning
 - Voice-over PowerPoint™
 - Audience response questions
 - Label the map
 - Song/recite
 - Think, pair, share
 - Online resources
 - Simulation/Standardized Patient

Data Collection



Subjective Data

PREtest barriers identified
"Lack of knowledge of the program & what it offers"
"Not familiar with product"
"I don't know how to use the product. Lack of education/training."
"Student access."
"Not sure how to use, have only used predesigned activities."
"I don't know how to use it at all."

POSTtest barriers identified
"Students having access with little or no support from publisher."
"Student access."
"No internet access in post-conference rooms."

Baseline Computer Knowledge of Faculty – based on SmarterMeasure™

Technical Competency – 96%
(computer use, internet use)

Technical Knowledge – 71%
(age of computer/software used, number of devices used, definition of technical terms)

Data Analysis

- Small sample size: N=11
- Likert-type scale for questions:
 - 1=Never
 - 2=Seldom
 - 3=Sometimes
 - 4=Often
 - 5=Always
- Difference in mean scores showed increased use of and confidence with *The Neighborhood™* among faculty
- Increases in means ranged from 0.2 to 1.45 among all areas
- Average baseline technology scores may contribute to subjective findings
- Subjective data on pretest revealed unfamiliarity with *The Neighborhood™*
- Subjective data on posttest revealed issues with technology



Priscilla Laubscher as neighbor 'Pam Allen'

Findings

- Designating a faculty champion and providing an intensive group session increased confidence and competence in the use of *The Neighborhood™*
- Lesson learned: Hold faculty training prior to requiring students to purchase access
- For future study: Relationship between faculty scores in technical knowledge and ability to trouble-shoot with students



References

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Leadership Defined...