

## Faculty Center for Ignatian Pedagogy

### Research Grant Application

Fall 2016

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**Project Title:** Exploring the Meaning of Collaborative Testing for Accelerated and Undergraduate Nursing Students in an Introductory Community Health Course

**Abstract:** The Institute of Medicine (IOM) as well as Quality and Safety Education for Nurses (QSEN) has called for research which analyzes methods of increasing collaboration in education to determine if increased collaboration in education will impact practice. This project is one study with two different nursing student populations. The purpose of this research is to explore the meaning of Collaborative Testing with last semester accelerated nursing students (ABSN) who participated in a previous quantitative study on Collaborative Testing during their first semester in nursing while enrolled in an entry level course on community health and a class of thirty traditional undergraduate nursing students enrolled in the same sophomore level community health nursing course. This study is based on the idea that students must learn to collaborate within their own professional group before they can appreciate fully the benefits of inter-professional collaboration. Collaborative Testing is one method of introducing more effective working relationships within nursing (Sandahl, 2009). Collaborative Testing offers an opportunity for students to learn from each other, critically think about the material and build relationships (Sandahl, 2009). It has also been cited as a method of decreasing anxiety associated with testing (Sandahl, 2009).

The research questions addressed in this study are: 1.) What do nursing students recall as useful in participating in Collaborative Testing? 2.) What do nursing students perceive as important outcomes from participating in Collaborative Testing? And 3.) Do nursing students perceive that participation in Collaborative Testing was helpful to their understanding of collaboration?

**Technical Description of Project:** The first convenience sample will be ten to twelve accelerated nursing students who were enrolled in the Fall, 2015 GNUR 207, an introductory community health course will participate in a thirty to forty-five minute interview which explores the current meaning of participating in Collaborative Testing as part of that nursing course. This portion of the study has already been submitted to the IRB and approved.

The second population will be a convenience sample of ten to twelve traditional undergraduate nursing students who are currently enrolled in an introductory community health course utilizing

collaborative testing for all three exams administered in that course. This study has not been submitted to the IRB yet.

These two studies will incorporate the use audio recordings of the oral interviews which will explore each group of student's beliefs and perceptions of this testing strategy. These interviews will be audio recorded, coded and maintained in a personal computer under a discreet file name. Once all audio recordings are complete, the interviews from both groups will be conducted and transcribed as separate and discreet groups. The transcription of the interviews from these two groups of students will be reviewed for common themes that are intended to respond to the intent of the research questions.

The data that will be collected will include: demographic information on the participants and the thirty to forty minutes audio-recorded individual interviews of ten to twelve accelerated and traditional nursing students.

Demographic information will be reported in the aggregate and no identifiers will be associated with the demographic data. The audio-taped interviews will be coded to protect the identity of the participant. Only the Principal Investigator will have access to the list of names and assigned codes. The list of names and related codes will be maintained in a secure computer file of which the Principal Investigator will have the password. Patient identifiers will be destroyed once all data has been analyzed and the projects are complete. Only the Principal Investigator will have access to patient identifiers.

The data associated with this study will be used for both inclusion in a publication and presentation at a research symposium.

The applicant has already completed a quantitative study with the accelerated nursing students. The results from that study have been presented at one external and two internal research conferences. A manuscript is also being developed for publication on the results of that study.

Collaborative testing is compatible with Ignatian Pedagogy and the Jesuit goal of increasing student engagement in the classroom. Findings from the completed quantitative study revealed that Collaborative Testing reduces student anxiety, increases trust among students and develops appreciation and skill in collaborating with others. The proposed studies will provide additional information that could not be captured in the quantitative study. Further findings may provide further information on how Collaborative Testing enhances student learning and engagement.

**Statement of Impact:** Collaborative Testing is reported in the nursing literature and utilized in other courses within Loyola University Chicago. Most of the research that has been published on Collaborative Testing has been quantitative. By employing qualitative methodology, there may be additional information on how this method of testing enhances student learning. Evidence provided through this research can be disseminated and possibly becoming the standard of testing particularly for this sophomore level class.

This award would not only provide for the transcription required for this research, but would provide financial support for conference attendance and presentation. Although the School of

Nursing provides some financial support for conference attendance, the funding provided by this award would secure and reduce financial expenses of the Principle Investigator. Dissemination through conference attendance and participation would be secured with receiving this award.

**Timeline and Dissemination:** The timeline for completion of these two studies is as follows:

August, 2016: IRB approval of qualitative study on Collaborative Testing with ABSN Students

October 10, 2016: Contact ABSN students with information on study and recruitment of interviews

October, 30, 2016: Secure all interview appointments with ABSN students. Submit qualitative study with traditional nursing students for IRB approval –expedited review.

November, 2016: Complete all interview appointments with ABSN students. Recruit traditional students for interviews. Complete interview with traditional nursing students.

December: Submit interviews with ABSN and traditional students for transcription

January, 2017: Analyze data from ABSN and traditional interviews.

February, March April May. 2017: Prepare article for publication and submit abstract for presentation.

Fall, 2017 and winter, 2018: disseminate findings through further publication and conference presentation.

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