



Effectiveness of Participation in Class Discussion
on Classroom Empowerment of Undergraduate (BSN) and
Graduate (MSN) Nursing Students

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Construct Defined: Participation in Class Discussion

- ▣ A social action by which students take part in a two-way spoken communication or a dialogue between the teacher and the students, as well as among the students, often exchanging information, experiences, ideas, opinions, reactions and conclusions (Wandersman & Florin, 2000; Cashin & McKnight, 1989).
- ▣ Discussion refers to a diverse body of teaching techniques that emphasize participation, dialogue, and two-way communication (Ewens, 1989) and which Lipman (1997) considers as the criteria for solidifying the community.



Measuring Class Discussion

The Scale: Participation in Class Discussion
(Beric, 2005)

1. students' perceptions of participation
2. 15 item-scale
3. total scores range from 60-150
4. higher scores = more participation
5. each item rated on a scale from
4-agree strongly to 1-disagree strongly



Comfort Level Items

At the end of the course I feel more comfortable discussing:

1. personal health issues with family members of my patients
2. personal health issues with my patients
3. personal points of view regarding patient care with my co-workers
4. work ethics and interpersonal relations with co-workers
5. new ideas for patient care with administrators
6. my clinical performance with administrators

Method

- Cross-sectional survey study
- Research Participants:
 - ✓ student-volunteers enrolled in classes at a private university, in North East United States
 - ✓ all participants Registered Nurses:
 - ✓ undergraduate - 6 classes
 - ✓ graduate – 12 classes



Data Collection Procedure

- IRB approved the study, volunteers signed consent
- All professors teaching the courses allowed researches to collect the data during their class time.
- First questionnaire was administered during the first three weeks of the Fall 07 semester
- Second questionnaire was administered during last two weeks of the Fall 07 semester
- The statistical program SPSS 15.00 for Windows was used to analyze the data

Data Collection

	BSN	MSN
Students Enrolled	N = 62	N = 165
Questionnaires Distributed	N = 62	N = 165
Questionnaires Returned	Pre-test 55 Post-test 48	Pre-test 115 Post-test 108

Demographics

	BSN (N = 43)	MSN (N = 73)
Age	22 – 60 years	23 – 64 years
Gender		
Female	40 (93%)	70 (96%)
Male	3 (7%)	3 (4%)
Marital Status		
Married	30(70%)	48(66 %)
Single/Never Married	9 (21%)	18 (23 %)
Divorced	2 (4.7%)	6 (8 %)
Widowed	2 (4.7%)	1 (1.5%)

Results

PCDxPC	Pearson Correlation Pre-test	Pearson Corelation Post-test
BSN (N=43)	$r = 0.261$	$r = 0.258$ **sig. at the 0.01 level (2-tailed)
MSN (N=73)	$r = 0.390$	$r = 0.281$ * sig. at the 0.05 level (2-tailed)

Results

	Pearson Correlation Post-test: BSN (N=43)	Pearson Correlation Post-test: MSN (N=73)
PCDxCL	$r = 0.423$ **sig. at 0.01 level (2-tailed)	$r = 0.351$ **sig. at the 0.01 level (2-tailed)
PCxCL	$r = 0.398$ ** sig. at 0.01 level (2-tailed)	$r = 0.365$ ** sig. at 0.01 level (2-tailed)



Conclusions

1. There is a significant correlation between PCD and PC, in all pre-test and post-test analyzed data
2. There is a significant correlation between PCD and CL, in all pre-test and post-test analyzed data
3. There is a significant correlation between PC and CL, in all pre-test and post-test analyzed data
4. There is a stronger correlation between PCD and CL found in BSN data than in MSN data.



Implications for Practice

1. Discussion as a teaching method in nursing and health education may be instrumental in preparing nursing students to feel comfortable discussing sensitive health issues with patients and patients' families.
2. Discussion as a teaching method in nursing and health education empowers nursing students to communicate comfortably and effectively with their co-workers and administrators.



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