

47th world congress on
NURSING AND HEALTHCARE
August 22-23, 2018 Singapore

Evaluation of innovative teaching intervention measuring nursing student cognitive-affective beliefs towards essential oils

Dale M Hilty and Kerry Fankhauser
Mount Carmel College of Nursing, USA

Aim: The aim of this preliminary educational intervention was to examine the effect of an essential oil presentation on Bachelor of Science in Nursing (BSN) students.

Background & Method: Three published investigations used essential oils as an experimental intervention. Researchers found decreased anxiety, increased sleep quality and menstrual pain alleviation. Young (2011) outlines safety techniques, usages, implications and applications for single oils and blends. With the Ohio State University (OSU) Medical Center's use of essential oils in specific hospital units, this type of intervention may help prepare BSN students for RN employment. OSU Medical Center units report positive outcomes for patients, families and staff. Will nursing students (N=69) receiving an essential oil alternative-complementary intervention reveal changes on pre-/post-test Likert attitude questions from a 60-minute presentation?

Results: Evaluation of this educational intervention was based on one quantitative outcome and two qualitative outcomes. First, quantitative data showed significance ($p=0.001$) for the five knowledge and comprehension pre-/post-test questions using the SPSS dependent t-test. Second, faculty members reported qualitative experiential learning while designing the presentation and measurement of student attitudes. Third, open-ended questions revealed student applications based on qualitative theme analysis.

Conclusion: The quantitative and qualitative findings suggest the essential oil educational intervention had a positive impact on BSN student attitudes. The quantitative findings suggest the student levels of knowledge and comprehension increased substantially from the intervention. Based on the preliminary quantitative and qualitative findings, the educational intervention has been integrated into the classroom experience. Future investigations using correlational studies and experimental interventions will explore and evaluate the BSN student cognitive-affective changes in relation to self-care as well as BSN students' ability to apply their knowledge and comprehension of essential oils to patient education in hospital-approved units.

Biography

Dale M Hilty is an Associate Professor at the Mount Carmel College of Nursing, USA. He has completed his PhD in Counseling Psychology from the Department of Psychology at The Ohio State University. He has published studies in the areas of psychology, sociology and religion.

dhilty@mccn.edu

Notes: