

29th International Conference on

FAMILY NURSING & HEALTH CARE

3rd World Congress on

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PATIENT SAFETY & NURSING HEALTHCARE

October 19-20, 2018 | New York, USA

Patient education: Evaluation of the affective domain questionnaire to assess changes in learning across three timed measurements

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The purpose of this educational intervention was to determine if the Affective Domain Questionnaire (ADQ-SE) would assess changes in learning across three timed measurements. Instrumentation: Competitive Greatness scale (Hilty, 2017) is defined as being the best you can be, continuous self-improvement, appreciating difficult challenges. ADQ-SE measures Krathwohl et al.'s affective taxonomy model. The purpose was to create a patient education for senior level students (N=37) in a Bachelor of Science Nursing (BSN) program based on faculty lectures, faculty laboratory demonstration, and student demonstration of skill in a simulation laboratory. Prior to the skill demonstration in the simulation laboratory, students selected one of the eight topics and submitted a term paper summarizing the topic and created a communication script describing how the information would be presented to the patient.

Biography

Dale Hilty, Associate Professor at the Mt. Carmel College of Nursing. He received 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. Between April 2017 and June 2018, his ten research teams published approximately 100 posters at local, state, regional, national, and international nursing conferences

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