Implementing a D/deaf Educational Module for Graduate Nursing Students

Date: July 8, 2022
Time: 10:30 a.m. to 11:05 a.m.
Place: 219B South Campus Classroom Building

Abstract

Problem: Nurse practitioners lack knowledge and skills to effectively communicate with D/deaf individuals which potentiates risk for gaps in care and health disparities. Graduate nursing programs rarely incorporate D/deaf-focused education in their curriculums.

Methods: This descriptive quality improvement project implemented the first D/deaf-focused educational online module at a Midwestern university’s College of Nursing. A purposive sample of 38 BSN-DNP students enrolled in the 2022 Spring Intensive completed a pre- and post-education survey. Both surveys assessed students’ D/deaf perceptions through Lewis and Keele’s (2020) D/deaf and Hard of Hearing Interaction Beliefs Scale for Registered Nurses (DdHH-IBS/RN) and evaluated students’ knowledge through a modified version of Greene and Scott’s (2021) and Ruesch’s (2018) published instruments. Additionally, the post-education survey included two Likert questions to rate the education and its inclusion in the graduate curriculum.

Results: Students’ mean pre-education knowledge score (71%) was below Ruesch’s (2018) 75% benchmark score, indicating a need for educational intervention. A statistically significant increase in students’ D/deaf perception and knowledge scores were seen after completing the D/deaf focused educational online module (p <.001 for both measures). Most of the students (n=35) agreed the online module was helpful, and all recommended including the module into the graduate curriculum.

Implications for Practice: The D/deaf-focused online module provided foundational education on how to effectively approach D/deaf individuals, and the results suggest the online module could be valuable for future graduate cohorts. Further research is needed to evaluate how successful students are in translating knowledge into clinical practice.

Defense of Dissertation Committee
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