The effects of neurologic assessment E-learning in nurses.

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Highlights

- • Despite the increasing use of e-learning, evidence to support its use for health assessment teaching is inconclusive.

- • Self-directed neurologic assessment e-learning induced improvement in the neurologic assessment ability among nurses.

- • Use of e-learning in neurological assessment can help develop a comprehensive core of clinical performance competencies.

Abstract

Background

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A firm understanding of the preliminary assessment of a patient with neurological disorders is needed for ensuring optimal patient outcomes.

Objectives

The purpose of this study is to evaluate the effects of using e-learning on neurologic assessment knowledge, ability, and self-confidence among nurses.

Design

This study used a non-equivalent control group pretest-posttest design.

Settings

Nurses working in the neurology and neurosurgery wards, Republic of Korea

Participants

A convenience sample of 50 nurses was assigned to either the experimental group (n = 24) or the control group (n = 26).

Methods

The experimental group participated in the self-directed e-learning program related to neurologic assessment, and control group underwent self-directed learning with handout. Knowledge, ability, and self-confidence were measured at pretest and posttest.

Results

There were no significant differences in knowledge (U = 270, p = 0.399) and self-confidence (U = 241.5, p = 0.171) between the two groups. Nurses in the experimental group showed higher neurologic assessment ability compared with those in the control group (U = 199, p = 0.028).

Conclusions

Self-directed neurologic assessment e-learning induced improvement in the neurologic assessment ability among nurses. Self-directed e-learning can be applied for improving competencies in neurologic assessment.

Keywords

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Nurse; Computer-assisted instruction; E-learning; Neurologic examination; Self-directed learning

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