

# Cultivating Cultural/Spiritual Interview Skills in Nursing Online Learning



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## Perspective

Online engagement and social presence are crucial to the learning process for online nursing courses in any type of program. This assignment was created for use in an accelerated second-degree baccalaureate program, but also used in a bridge course for an associate degree to master's program in the Health Assessment course. Social presence is needed to help learners establish themselves as individuals, build relationships, and establish a learning community with online learning Stavredes, [1]. As nursing teaching pedagogies are changing to promote higher quality graduates, the challenge has arisen to use online teaching in a more engaging manner that is conducive to learning, but also interactive while leaving room for student expression in their work Stavredes [1]. To achieve these goals an active learning assignment was creating using a powerful transparent assignment template to create transparency and clarity for the students.

This assignment was created to help meet the course learning objective of demonstrating cultural/spiritual sensitivity and competence in the collection of assessment information and physical assessment findings. To be able to demonstrate the objective online, video and voice interviews were used in a discussion thread format through the learning management system of Canvas. Students were placed in groups of two. Each student had a chance to ask questions and answer them in the roles of the nurse and patient. The students were able to choose the spiritual or cultural tool they wanted to utilize to conduct their interview of their patient from provided examples. Some of the tools provided included a FICA spiritual history tool, the HOPE questions for spiritual assessment, and the Open Invite Mnemonic Saguil & Phelps, [2].

Students could choose to record their questions and responses together face to face or in an asynchronous format after responding to the discussion board which tool, they intend to use. The students would then record their questions to their partner

as if they were interviewing a patient and submit it via the group discussion thread. There was a due date for the initial posting and the replies. They then would post in the discussion thread their APA cited tools they used for interviewing. An optional part of the assignment included the students being able to post feedback about the interview skills of their partner for improvement. Evaluation of the assignment was done with an original rubric for the following criteria: APA style of the reference, patient response, communication of the student, all required postings present, nurse assessment, and professionalism which included appearance.

This assignment helped students use what they have learned and apply it in an active-learning format along with utilizing meaningful learning. One goal was to increase awareness of their body language and tone when asking sensitive questions and provide practice before patient interaction in the fall. The discussion board also provided a means for them to communicate to build their social presence and promote teamwork. The instructor's role in this assignment was more of a motivator and facilitator role to promote self-directed learning. The goals of the activity were achieved per student feedback in a mid-course reflection, clinical observations and exam scores on the content. The students appreciated the variety this assignment provided in the online setting. Many students dressed in the role of the nurse and then as a patient for the interview. Due to the positive feedback in getting to use technology, being able to interact with their fellow student with visual and audio technology, and feeling like they are getting a chance to apply their knowledge hands on online, this assignment was adapted for associate to masters' students for online health assessment.

## References

1. Stavredes T (2011) Effective online teaching: Foundations and strategies for student success. Jossey-Bass Inc Pub, San Francisco, USA.
2. Saguil A & Phelps K (2012) The spiritual assessment. American Family Physician 86(6): 546-550.



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