GRADUATE LEVEL INTERDISCIPLINARY DIABETES MANAGEMENT HYBRID COURSE

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Introduction: It is predicted that one out of three American adults will be diagnosed with diabetes by 2050 and all health care providers need to have to be educated on diabetes. Given that diabetes education is provided by different groups of healthcare providers, among them nurses and public health professionals, it is crucial to provide diabetes education that integrates an interdisciplinary approach. Purpose: The purpose of this study was to: 1) describe teaching strategies and activities conducted in a 15-week graduate level, interdisciplinary diabetes-management hybrid course (in-person and online) in an urban nursing school; and 2) examine students’ diabetes knowledge prior to and after completing the course. Methods: The graduate level, interdisciplinary diabetes management hybrid class consisted of 30 graduate students who took the course during Spring 2013. The hybrid course used Blackboard system to post assignment, discussion board assignments, audio-recorded PowerPoint slides, webinars, and online exams. Each assignment was graded individually. The students completed a diabetes knowledge questionnaire (DKQ-24) and a post-course evaluation questionnaire (CEQ). Results: There was a significant improvement between pre-test and post-test DKQ-24 mean scores. Subjects showed an improvement of knowledge in the areas of: pathophysiology of diabetes; diabetes-related complications; foot care; and nutrition. Conclusion: The hybrid course allowed students to express ideas and experiences freely among each other. The faculty member reported presenting teaching materials with ease and satisfied with level of knowledge gained by students.