DIFFUSION OF INCLUSION: MEASURING INTENTION TO ADOPT INCLUSIVE TEACHING STRATEGIES IN NURSING EDUCATIONAL ENVIRONMENTS
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Background and Significance: National nursing and healthcare organizations have continuously called on nursing education to diversify the nursing profession to reflect society at large. Diversity is no longer defined by traditional demographics; it now includes students with different learning styles and abilities, abled and disabled. Nurse educators who lack the knowledge of inclusive teaching practices related to universal design for instruction may unknowingly be excluding students from learning and progression in a nursing program (Aaberg, 2012; Dupler et al., 2012). The use of inclusive teaching strategies may be the learning conduit for all nursing students and the means to achieve a culturally diverse workforce and relieve the nursing shortage.

Purpose: The purpose of this preliminary study is to examine the psychometric properties of the Intention to Adopt Inclusive Teaching Strategies in Nursing Education Model instrument and examine relationships that are indicators for nurse educators’ intention to adopt inclusive teaching strategies.

Sample: Nurse educators at a Midwestern school of nursing (n = 35).


Method: Intention to Adopt Inclusive Teaching Strategies in Nursing Education Scale (ITAITS-NES) was designed using selected constructs from the DOI theory to measure factors which increase or decrease the likelihood of nurse educators to adopt inclusive teaching strategies based in universal design principles. The ITAITS-NES was examined for face validity by three experts in postsecondary education and content validity was achieved by 10 content experts from around the United States (Associate Degree Program (n = 4): two disability officers, one Dean of Nursing and Associate Dean of Nursing; Baccalaureate Degree Programs (n=6): two nurse educators, one disability officer, one Assistant Research Director of Disabilities, and two Deans of Nursing with a background in nursing students with disabilities). The ITAITS-NES is a 73-item instrument created from the Inclusive Teaching Strategies Inventory (ITSI) (Lombardi, Murray, & Dallas, 2013; Lombardi & Murray, 2011), plus multiple items developed by the Principle Investigator (PI) based on the literature review and constructed as Knowledge Assessment, Social System Norms, and Intention to Adopt Inclusive Teaching Strategies. This study will evaluate the feasibility of the SurveyMonkey® data collection procedure, item performance, and feedback on the instrument. Data will be analyzed using descriptive statistics, Cronbach’s alpha, Pearson’s correlation, and simultaneous multiple regression.

Implication: This is a ground breaking study: research on inclusive teaching strategies based in UDI principles in nursing educational environments has not been reported.