



THE IMPACT OF LEARNING ENVIRONMENT ON KNOWLEDGE OUTCOMES AND STUDENT SATISFACTION IN SLEEP MEDICINE EDUCATION

Online and hybrid sleep education in health professions

A CLOSER LOOK

Project Purpose: This study compared the impact of sleep knowledge acquisition when using a hybrid method of instruction compared to a fully online learning format. To assess the impact of the instructional methodologies on sleep knowledge acquisition in undergraduate nursing and allied health programs, student scores on a multiple choice pre- and post-sleep knowledge quiz was compared. Additionally, this study examined student satisfaction and perception of learning experience in an online and hybrid learning environment.

Findings: The data suggest that the sleep learning module and associated activities facilitated an increase in knowledge of sleep medicine. Furthermore, the sleep learning module provided comparative learning outcomes in both learning formats, as well as provided a satisfactory perception of the learning experience. The study results indicate that when providing sleep education to nursing and respiratory therapy students, using either an online or hybrid learning environment will support an increase in knowledge outcomes in an environment that will satisfy students.

Highlights: This project was conducted in collaboration with the Department of Nursing, the Allied Health Program, Office of Academic Innovation and the Department of Educational Technology and Literacy at Towson University. Additional collaborative efforts were conducted with the Respiratory therapy program at the Community College of Baltimore County and Drs. Rachel Salas and Charlene Gamaldo from the Department of Neurology at John Hopkins Medicine.

OUTCOMES

- Development of an online and hybrid sleep medicine learning module for allied health professionals
- Combined learning module and assessment tool

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