Student Perception of Biblical Worldview and Personal/Professional Impact of the SAU Higher Education Biblical Foundation Course Design Model

Lilly Tryon, DNP, FNP-BC, RN
Ronda Christman, PhD, MSN, RN
Background

“the quest for truth relates to matters of Christian faith. ... Christian education combines faith and learning, understanding and practice, erudition and service.”

(Southern Adventist University, 2014)
Absolute Truth

• "Teach me Your way, O Lord, and I will walk in Your truth"  (Psalm 86:11)

• “I am the way, the truth, and the life.”  (John 14:6)

• “[God’s] word is truth.”  (John 17:17)

• “Through Him all things were made; without Him nothing was made that has been made.”  
  (John 1:3)
Teaching from a Biblical Foundation

• “. . . religious elements into the classroom, like prayer and Bible memorization—and then teach the same things as the secular schools.” (Pearcey, 2005, p. 37)

• “What truth about God does this course content reveal and how can this truth be demonstrated through course activities and presentations?” (Gettys & Plemons, 2016)
Summer Institute

- Course design using SAU’s Higher Education Biblical Foundation Course Design Model
- 70 professors trained
- No research to date to evaluate model’s effectiveness

(Gettys & Plemons, 2016)
NRSG-497: Research Methods
Biblical Concepts & Examples

• Test me – Ps 26:2 - Quantitative
• Listen – Luke 10:42 - Qualitative
NRSG728 Intro to Lifestyle Therapeutics

COURSE CONCEPT MAP

- Discussion Forums
- LM Research Summaries
- EB Presentation of a CREATION Component

Evaluate current research evidence in support of CREATION Health principles.

- Discussion Forums

CHOICE
Man's Role in Restoration
Deut. 30:19

- The CREATION Health model as a framework for preventing & managing lifestyle-related disease.

- Discussion Forums

RESTORATION
Through Restoration we are made whole

The Biblical perspective of health & healing.
(Creation – Fall – Redemption – Restoration)

- GOD as the Master Restorer
John 10:10

SUPPORT
The APN Role in Restoration
1 John 3:2

Integrate Biblical perspectives of restoration in health care as appropriate.

- Discussion Forums
- Case Study

- Discussion Forums

- Employment the CREATION Health model to personal life and as framework for a lifestyle approach in advanced nursing practice.

- Methods and resources for incorporating lifestyle therapeutics in advanced nursing practice.

KEY

- Assessments

Power for Mind & Soul
NRSG-728: Intro to Lifestyle Therapeutics
Biblical Concepts & Examples

• God as the Master Restorer
• The Good Shepherd in Psalm 23

He restores my soul.
Psalm 23:3
Purpose Statement

• The purpose of this study is to explore student’s perceptions and determine whether there is a change in their perceptions of their Biblical worldview before and after a course in which Southern’s own Higher Education Biblical Foundation Course Design Model is used.
METHODS
BFFL Research Study

• Launched in Fall 2016 semester
• Researchers: Ronda Christman & Lilly Tryon
• Re-designed Courses:
  – NRSG497 Research Concepts
  – NRSG728 Introduction to Lifestyle Therapeutics
  – NRSG734 Educating & Motivating Lifestyle Change
  – NRSG744 Nutritional Approaches to Disease Prevention & Management
  – NRSG746 Exercise Modalities for Lifestyle Change
Research Design

• Mixed methods pretest/posttest design
• Online survey
  – Likert & open-ended questions
  – Beginning of semester, completion of semester, 6 months after the semester
• Q7 of End of Semester Student Course Evals
  – “The instructor helped me see the subject matter from a Biblical perspective”
Ethical Considerations

• University IRB approval was obtained
• Informed consent was given with a click in question #1
• All data is anonymous
• Data stored in password-protected encrypted investigators’ database
Procedure

• IRB approval from SAU
• Survey created in Google Forms
• Survey link emailed to participants
• Made available on eClass
• Took the pre-test
• Took the post-test
• Took the 6-mos post-test
Impact of the Biblical Foundation Course Design Model

Informed Consent Form

You are being asked to participate in a research study to evaluate the impact of teaching selected nursing courses from a Biblical foundation. If you agree to participate, you will complete an online survey before the course begins, at the conclusion of the course, and again six months after the course has ended. The online survey should take 10-15 minutes of your time.
Data Analysis

• Quantitative Data
  – Descriptive stats

• Qualitative Data
  – Emerging themes were identified
  – Themes were compared
  – Collective representation was created
# Demographics, $n = 78$

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td>Females, 76.9% ($n = 60$)</td>
<td>18-24, 61.6% ($n = 48$)</td>
</tr>
<tr>
<td>Males, 23.1% ($n = 18$)</td>
<td>25-29, 3.8% ($n = 3$)</td>
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<tr>
<td></td>
<td>30-39, 9% ($n = 7$)</td>
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<tr>
<td></td>
<td>40-49, 11.5% ($n = 9$)</td>
</tr>
<tr>
<td></td>
<td>50-59, 14.1% ($n = 11$)</td>
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</tbody>
</table>
Demographics, $n = 78$

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Non-Hispanic, 39.7% ($n = 31$)</td>
<td>BSN, 74.4% ($n = 58$)</td>
</tr>
<tr>
<td>Hispanic/Latino, 21.8% ($n = 17$)</td>
<td>DNP, 25.6% ($n = 20$)</td>
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<tr>
<td>Asian/Pacific, 17.9% ($n = 14$)</td>
<td></td>
</tr>
<tr>
<td>African American, 16.7% ($n = 13$)</td>
<td></td>
</tr>
<tr>
<td>Other, 3.8% ($n = 3$)</td>
<td></td>
</tr>
</tbody>
</table>
FINDINGS
“Do you feel that you have benefitted from taking a course that was designed and taught from a Biblical foundation?”
Like **Best/Least** – “Worship First”

“What did you like best/least about taking a course designed and taught from a Biblical foundation?”

“It was like having a daily devotional in class and easy to talk to others about my faith we don’t start off with content for the day because we would start off with a devotional”

“That we start each class period with a worship that ties into the lecture of the day”

“I liked how the professor would start the course with worship. It reminded me that we are to always put God first in our lives”
Like **Best/Least** – “Connection”

“What did you like best/least about taking a course designed and taught from a Biblical foundation?”

“I loved having Christ at the center and learning new ways to incorporate Him in our lives”

“I liked that I felt a connection with God while taking this course”

“I liked learning how to incorporate nursing practice with Biblical teachings”

“We see what we are learning from a Biblical perspective as well”
“What did you like best/least about taking a course designed and taught from a Biblical foundation?”

“There was nothing I disliked about this course related to its Biblical foundation”

“I did not dislike anything”

“I can not think of anything”

“Nothing comes to mind”

“I don't recall anything I did not like”

“i cannot think of anything at the moment”
Student Advice – “Do It!”

“What would you say to a nursing professor who is thinking about designing and teaching a course from a Biblical foundation?”

It's the best way to go
Do it with an open mind
"Doooo iiiiiitttt!" :)
God bless you. Please do it.
Great, do it, the world needs it.
Do it. It is well worth the effort.
I would recommend it
I would say, do it.
Try it out and see how it works.
Does the Data Make a Difference?

- The findings support the Biblical Foundation of Faith and Learning
- Findings suggest that students’ feel they have benefited from taking a course built on the Biblical Foundation of Faith and Learning Concept Map
- Students’ suggest professors “Do it” and build their class with the BFFL CM.
Implications for Nursing Education

• Nursing education in a Seventh-Day Adventist University should be distinctly different from that offered at other institutions of higher education.

• Adventist nurse educators have a unique opportunity to design and teach courses with a Biblical foundation and concept map.

• Courses taught from a Biblical foundation equip students with the knowledge base for understanding nursing and health care from a Christian perspective.
References


Questions?

Thank you!