ABSTRACT
DIFFUSION OF INCLUSION: MEASURING WILLINGNESS TO ADOPT INCLUSIVE TEACHING STRATEGIES IN NURSING EDUCATIONAL ENVIRONMENTS

Janet A. Levey MSN, RN-BC, CNE
Marquette University, 2005

The purpose of the study was to: (1) examine the psychometric properties of Willingness to Adopt Inclusive Teaching Strategies (ITSinNE) instrument and (2) measure factors influencing a nurse educator’s willingness to adopt inclusive teaching strategies based in universal design for instruction (UDI). Universal design for instruction (UDI) is one approach to facilitate multiple ways of learning and evaluation in various learning environments for all learners; however, it is not well known or researched in nursing education. Diffusion of innovation theory (Rogers, 2003) and universal design for instruction (McGuire & Scott, 2006) provided the theoretical framework for the study.

A cross-sectional design was used to measure educators’ willingness to adopt inclusive teaching strategies in nursing educational settings. A total of 311 nurse educators were recruited from professional nursing organization electronic mailing lists and conferences. The ITSinNE (55-items) consisted of four domains: Previous Teaching Strategies, Knowledge of Inclusive Teaching Strategies, Social System Support for Inclusive Teaching Strategies, and Willingness to Adopt Inclusive Teaching Strategies in Nursing Education. The confirmatory factor analysis demonstrated the ITSinNE is nearing adequate model fit (exogenous model: $\chi^2 = 0.00$; RMSEA = .08; GFI = .96; TLI = .95; WRWR = 1.64; endogenous model: $\chi^2 = 0.00$; RMSEA = .18; GFI = .89; TLI = .87; WRWR = 2.64). When the endogenous model domains were all freestanding, model fit indexes improved ($\chi^2 = 0.00$; RMSEA = .098; GFI = .97; TLI = .96; WRWR = 1.24). Cronbach’s alphas for almost all of the domain subscales were .7 or greater. The model as a whole explained 44.4% ($R^2 = .444$) of the variance in WillAdITS($F (17, 293) = 13.738, p < .001$). None of the characteristics of a nurse educator contributed to the model, except for years of teaching ($t (293) = -3.074, p < .002, beta = -.141, p < .02$).

The ITSinNE scales had good to adequate estimates of reliability. Validity estimates provided an instrument to examine nurse educator’s knowledge, support, and willingness to adopt inclusive teaching strategies. This will enable intervention research to enhance professional development fostering access to content and environments for all learners.