



Lorestan University of Medical Sciences

Faculty of Khorramabad Nursing &Midwifery

Thesis

Nursing and Midwifery Faculty

A Thesis Presented for the Degree of

Master of Science in Nursing (Medical-Surgical)

Title:

The impact of cooperative learning with nursing student dyad on self-efficacy in clinical practice and empathy of nursing students

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Abstract

Introduction: Applying peer assistant learning provides a supportive learning environment. However, a limited number of studies have been conducted on the impact of this approach on learner empathy and self-efficacy in clinical environment. The current research aims to investigate the impact of collaborative learning using peer nursing student on their empathy and self-efficacy in the clinical performance.

Methods: All the junior nursing students (44 students) which were admitted to university in October 2015 to Nursing And Midwifery School, Khorramabad university, were chosen through a whole number sampling method. Then, they assigned to 6 groups having 7-8 students via Stratified Sampling method (Including training classes, age, gender and passed credits). Note that, in each group, 4 students were chosen as experimental, whereas 3 or 4 students were then selected as the control. In the first week, both groups were individually cared for by the trainer. During the second week, the patients in the intervention group were cared for individually and in the control group Individually. The proposed evaluation criteria included the scale of self-efficacy developed by Cheraghian et al. (2012) and Mehrabian and Epstein (1972). Finally, the obtained data were analyzed using SPSS software version 22, and descriptive and inferential statistics including Fisher exact test, independent t-test, Mann-Whitney test and covariance analysis test.

Results: Before implementing the study, two groups were matched for demographic and confounding variables ($p > 0.05$). Here, by increasing in the total self-efficacy scores and its dimensions in two groups after intervention, it was not significant ($p > 0.05$), but in terms of empathy and its dimensions, the obtained results revealed a significant increase in test group scores, as compared to ones of control group ($p = 0.000$).

Conclusion: The experimental results indicated that the peer assistant learning could enhance the level of empathy in the intervention group. Therefore, it is appropriate to apply this approach to generate an empathetic atmosphere. Nevertheless, some further researches via higher sample size are needed to be conducted to make this approach more effective.

Key Words: Collaborative learning, Self-Efficacy, Self-efficacy in clinical performance, empathy , nursing students