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Preliminary examination of the positive impact of affect on learning for nursing students

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In a number of preliminary studies using an educational intervention research design, nursing students completed the ADQ-FE and ADQ-SE. Coefficient alpha reliability findings for the ADQ-FE ranged from .803 to .911, and for the ADQ-SE ranged from .784 to .955. ANOVA Repeated Measures analysis found statistical significant for each of the ADQ-FE items. Accelerated nursing students affect was measured prior to a lecture, after the lecture, and after a faculty demonstration/prior to a student skill demonstration. Five statistically significant main effects were found ($p=.001-.027$) along with eight post hoc effects ($p=.001-.031$). Students were categorized into high and moderate-low groups based on course behavioral measures. Using the ADQ-SE, an independent t-test analysis found statistical significant differences between the two groups. Students performance in the high behavioral measure group were found to report statistically significant higher levels of positive affect ($p=.004-.035$).

Biography

Dale M. Hilty, Associate Professor, received his PhD in counseling psychology from Department of Psychology at the Ohio State University. He has published studies in the areas of psychology, sociology, and religion. Between April 2017 and April 2018, his ten research teams published 55 posters at local, state, regional, national, and international nursing conferences. His colleagues sharing the author line of this poster are Anne Hinze, MA, MS and Kali Clark, BSN Candidate.

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