Comparison the Effects of Online Micro-Learning and Online Brain Storming on Nursing Students' Awareness About Mistreatment of HIV/AIDS Patients

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Abstract

Introduction: Today, discriminatory behaviors of health workers towards people with AIDS are common practices. The aim of this study was to compare the effectiveness of online micro-learning and brainstorming on nursing students' awareness about mistreatment of HIV/AIDS patients.

Materials and Methods: In this quasi-experimental study, 90 nursing students were selected and randomly assigned into three groups. After a pre-test of students' knowledge about discriminatory behaviors, the first group was educated through online micro-learning method and the second group was educated through brainstorming in the skyroom. The control group did not receive any education. Finally, the post-test was done immediately in three groups.

Results: The results showed significant differences between pre-test and post-test of students' knowledge in the online micro-learning (p=0.001) and online brainstorming (0.001) groups. But there was no difference in the control group (p=0.125). Also, after education, a significant difference was seen between the mean scores of knowledges in three groups (p=0.001). The post-hoc tests showed significant differences between control, brainstorming (p=0.003) and micro-learning groups (p=0.009), but there was no difference between brainstorming and micro-learning groups.

Conclusion: Findings showed that both online teaching methods, micro-learning and brainstorming, could increase students' awareness of discriminatory behaviors towards HIV/AIDS patients. Considering the importance of virtual education due to Coronavirus pandemic, it is suggested to use these two online methods to enhance students' knowledge.

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Introduction

According to the statistics of the World Health Organization, over the past three decades, AIDS has infected more than 65 million people in the world, and about 35 million people have died due to this disease. According to the statistics of the Ministry of Health, Treatment and Medical Education in Iran, more than 30 thousand people have been infected with this disease. AIDS is one of the diseases that not only involves the societies with various problems in terms of health, but also due to the negative perceptions and attitudes of the society towards this disease, the patients and the workers of health and treatment services with moral, physical, psychological and social issues. has faced various.

In addition to the unfavorable view of the society, today, unfortunately, discriminatory behavior or misbehavior of health and medical service personnel towards people with AIDS is also seen in abundance. Various factors play a role in creating and strengthening the discriminatory behavior of personnel with AIDS patients. The most important of these factors are the negative attitudes of the society towards these patients, the personal concerns and beliefs of the personnel such as the fear of getting infected, the fear of stigma and notoriety for the hospital and the nursing profession, the lack of sufficient knowledge of the personnel regarding the patient's rights and Counseling methods as well as the lack of awareness of the proper treatment of patients and the social and economic consequences of misbehaving with patients.

Mistreatment of AIDS patients leaves adverse results in the society. Fears and threats caused by contracting the AIDS disease lead to concealment and denial of the disease by the infected person and refusal to be tested and receive medical services, failure to inform the health and medical service personnel and delay in starting the treatment, experiencing an unfavorable treatment period and being disappointed. From the follow-up of the treatment by the patient.

The purpose of microlearning is to design and present those types of information that are short, fluent and thinkable, can be acquired in a short period of time and require less mental effort. Another educational method that can be used in the field of nursing in the clinical and occupational environment; It is brainstorming in the brainstorming method, which is known as a negotiation-based technique; All the people sit around and discuss and debate about an issue, and each person presents a case or a solution that comes to his mind in the crowd. In this way, everyone can speak; In this way, solutions to problems can be found with group participation and pooling of thoughts together in a group.

The results of the studies conducted in the field of using different educational methods in the education of medical students indicate the positive and negative effects of each of the educational methods. The results of a study on medical students indicate that microlearning, along with positive effects in studying and retaining knowledge and greater student satisfaction, has also brought a number of negative points such as problems related to presentation technology. The results of other studies also indicate that brainstorming has positive effects such as generating new ideas, becoming enlightened and creating a stronger relationship with classmates and negative effects such as being influenced by others and accepting the opinion of the majority.

Considering the fact that creating awareness about the rights of AIDS patients and the correct way to treat them among different members of the treatment team, especially nurses, is of great importance, and considering the importance of training nursing students as the future builders of the treatment team in the not-so-distant future, with the aim of comparing the effectiveness of online teaching methods using microlearning and brainstorming on the awareness of nursing students. To misbehave with AIDS patients.

Methods

This was a semi-experimental study with a pre-test-post-test design, which was conducted on undergraduate nursing students of the Islamic Azad University of Urmia branch in the academic year of 2019-2019. The criteria for entering this study included consent to participate in the study, being engaged in studying in the 6th and 5th semesters of
nursing, not participating in previous similar studies or training courses with similar subjects. Also, the exclusion criteria included unwillingness to participate in the study and absence of more than 2 sessions in training sessions.

In order to carry out this research, after the approval of the Research Vice-Chancellor of the Faculty of Nursing and Midwifery of the Islamic Azad University, Urmia Branch and obtaining the code of ethics from the Research Ethics Committee (IR.IAU.URMIA.REC.1399.030), first the list of nursing students of the 5th and 6th semesters of education was taken, all the students who met the conditions to enter the study were selected by the census method, which included 93 people, and were placed in three groups of 31 people (microlearning group, brainstorming group, and control group) by a simple random method. During the study, 3 people Some of the students were excluded from the study due to the absence of more than two sessions in the training course (1 person from each group) and finally 90 people participated in the study until the end.

After allocating the groups, before starting the intervention, necessary explanations were given to the students regarding the way to conduct the research and the informed consent form was provided to them electronically, and all the students entered the study with informed consent. Then demographic information questionnaires and discriminatory behaviors awareness questionnaire were sent electronically to all three groups.

Then, for the microlearning group, 24 15-minute sessions three times a week, and in the brainstorming group, after dividing the students into 5 groups of 6, 6 one-hour sessions were held three times a week online and in the Sky Room environment in relation to learning about discriminatory behaviors. became. The topics of these training sessions include the status and status of AIDS patients and the special care needs of these patients, behavioral rules for AIDS patients, social, economic, psychological and cultural consequences of misbehaving with these patients, how to involve families and other officials, methods It was suitable for the behavior and treatment and care of patients and how to use care devices and methods in these patients. In the microlearning group, important points were purposefully taught to the participants by the researcher in the form of videos and PowerPoint. In the brainstorming group, the discussion started with the question and problem by the researcher in the form of an educational video or PowerPoint, and then all the participants participated in the discussion as a group and expressed their solutions and ideas. The control group did not receive any special training regarding this topic. Finally, the post-test of awareness of discriminatory behaviors was administered after the end of the interventions in each of the intervention groups and after 6 weeks after the pre-test in the control group.

In order to collect information in this research, a questionnaire that included two parts was used. The first part of the questionnaire contained demographic information, including age, gender, marital status, religion, interest in the nursing profession, and GPA of the previous semester. The second part of the questionnaire was related to the awareness of misbehavior with AIDS patients by Chen, Han and Holzmer, translated by Kazroni et al. This questionnaire has 5 subscales and 30 questions. The sub-scales include stigma and discrimination (15 questions), discriminatory practices (10 questions), compliance with protective precautions (3 questions), the most important reason for concern in the treatment of infected patients (1 question) and the proposed work to prevent stigma and discrimination (1 question), question) is The range of scores of the questionnaire is between 0 and 30. The lower the score reported from the questionnaire, the lower the misbehavior, and the higher the score, the more misbehavior. Afsar Kazaruni and his colleagues have translated the said questionnaire and confirmed its face and content validity using the opinions of experts, experts in medicine, nursing, and epidemiology, and the reliability coefficient of this questionnaire has been reported using Cronbach's alpha of 0.71. 17). In the current research, the reliability coefficient was re-checked and 0.86 was obtained.

The normal distribution of the data was checked using the Smirnov Kolmogarch test, and the results of this test showed that the data had a normal distribution. Descriptive statistics including mean, standard deviation, frequency, and percentage were used for data analysis, and one-way analysis of variance, chi-square, and paired t-test were used to compare groups.

**Results**

Of the 93 participants who were initially included in the study, 3 people were excluded from the study due to the absence of more than 2
sessions, and finally the data of 90 people in 3 groups of 30 people were analyzed in the final analysis. Out of a total of 30 students in each group, 46.6% were women in the control group, 56.6% were women in the microlearning intervention group, and 50% were women in the brainstorming intervention group. In addition, most of the participants in all three groups were single and in the age range of 20 to 24 years. The chi-square test did not show any statistically significant differences in the 3 groups in terms of demographic characteristics (p≥0.5).

The results of the one-way variance statistical test to compare the average score of awareness of misbehavior in the three groups before the intervention showed that the three groups had no statistically significant difference (p=0.152). Meanwhile, the results of the same test showed a significant difference between the three groups after the intervention in the average score of awareness of misconduct in the three groups (p=0.001); The follow-up tests showed that the brainstorming and microlearning groups were both significantly different from the control group (p=0.003 and p=0.009, respectively), but no difference was observed between the brainstorming and microlearning groups (990/990), p = 0.

In addition, the results of the paired t-test indicated a significant difference between the pre-test and post-test scores in the brainstorming (p=0.001) and microlearning (p=0.001) groups. While there was no difference in the pre-test and post-test scores of the control group (p=0.125).

**Discussion**

The present study was conducted with the aim of comparing the effectiveness of microlearning and brainstorming teaching methods on the level of awareness of nursing students regarding misbehavior with AIDS patients. The results of this research showed that both microlearning and brainstorming methods have been able to significantly increase students' awareness.

The results of the present study showed that the average score of awareness of misbehavior with AIDS patients in the online brainstorming group increased significantly after the intervention. In line with the findings of this research, Giona and Giacobini-Robekchi (2002) conducted a study with the aim of using brainstorming to teach anatomy on 75 first-year nursing students. They found the interaction interesting and useful. These researchers believe that this teaching approach provides a useful strategy for learning clinical courses. The results of Gosvani’s study on postgraduate medical students also showed that the use of brainstorming method in medical students was useful in learning various topics and concepts, including biochemistry, and the students were more satisfied with this method. The results of Rahbar et al.’s study also showed that the brainstorming teaching method has led to an increase in students’ creativity and academic progress. The results of another study show that the use of the brainstorming method has led to an increase in various dimensions of creativity in students' practical skills. In this method, learners learn to search, find and express their ideas as much as possible, and this effort to learn leads to more effective learning.

The findings of the present study showed that the use of online microlearning method could significantly increase the awareness of students in the field of misbehavior with patients. The results of the study by Lee et al also showed that the use of microlearning methods by mobile software leads to an increase in the knowledge and practical skills of learners. Gavlik et al also found in their study that using the microlearning method in the educational program of nursing students leads to reducing anxiety and stress and improving the lifestyle of nursing students. The results of a review study regarding the use of microlearning in education indicate that the use of microlearning has had positive results in the knowledge and confidence of students of various medical fields in performing various procedures, retaining knowledge and engaging in cooperative learning. It seems that the microlearning method as a learning-oriented method by providing smaller units of information and the engagement and participation of learners in learning, leads to longer learning compared to traditional methods. In addition, combining virtual and multimedia methods with microlearning can be a useful method for short-term and useful training within the organization.

Among the limitations of this research was the lack of comparison of these two educational methods with the conventional lecture method, which suggests that researchers should compare these three educational methods in future studies. In addition, this research was conducted on 5th and 747
6th semester nursing students of Azad University of Urmia, and the generalization of the results to other students of medical sciences universities is limited, and it is suggested to conduct larger studies on a larger population of students. Among the strengths of this study, we can mention the relatively similar conditions of all three groups at the beginning of the study, and the observed changes in the awareness score of the groups can be considered as a result of the difference in educational methods.

Conclusion

The results of this study showed that both online microlearning and online brainstorming methods have been able to significantly increase the awareness of nursing students regarding the misbehavior of AIDS patients. Therefore, according to the current conditions of the country during the corona pandemic and the growing number of students, the need to use virtual education methods by various educational institutions, it is suggested that these two educational methods be used to hold various workshops and classes in order to strengthen and improve the scientific foundation of students.

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Conflict of Interest

The researcher did not have any conflict of interest in any of the stages of the research.
مقایسه اثراتی روی های تدریس آموزشی در دانشجویان پرستاری نسبت به سوءرفتار با بیماران مبتلا به ایدز

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چکیده

درحالیکه و هدف اصلی این پژوهش تعیین آزم حس و هدف از روش فکری و روش فکری در دانشگاه علوم پزشکی سبزوار می‌باشد، با توجه به آزم حس و هدف از روش فکری در دانشگاه علوم پزشکی سبزوار، به عنوان یکی از از ابزارهای بررسی آزم حس و هدف از روش فکری در دانشگاه علوم پزشکی سبزوار و جهت بررسی آزم حس و هدف از روش فکری در دانشگاه علوم پزشکی سبزوار.
علم بالینی مورد استفاده در کنار گرد و غرب، آموزش به روش میکروآموزش یکی از روش‌های تدریس مطرح شده برای آموزش دانشجویان پرستاران است. این روش با هدف ایجاد آگاهی در بیماران، تحقیق و تغییر رفتار جنسی ترغیب کننده است. در این روش، با استفاده از روش میکروآموزش، می‌تواند بهبودی رفتار جنسی و ایجاد آگاهی در بیماران کاهش یابد.

نتایج تحقیقات انجام شده در زمینه استفاده از روش‌های مختلف در آموزش پرستاری شامل میکروآموزش در جهت ایجاد آگاهی در بیماران از این بیماری‌ها و رفتارهای صحیح در تشخیص و درمان آن‌ها حاکی است. نتایج این تحقیقات نشان‌دهنده ایجاد آگاهی نسبی در بیماران از این بیماری‌ها و رفتارهای صحیح در تشخیص و درمان آن‌ها و ایجاد رابطه بین آن‌ها و بیماران است. بهترین روش برای ایجاد آگاهی نسبی در بیماران از این بیماری‌ها و رفتارهای صحیح در تشخیص و درمان آن‌ها نیز می‌باشد.

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مزایا و روش‌ها

این پژوهش از نوع نیمه‌آزمون بود که روی دانشجویان پرستاری دوره کارشناسی‌دانشگاه آزاد اسلامی واحد ارومیه در سال تحصیلی 1399 انجام گرفت. برای بررسی شرکت‌کنندگان از ابزار آزمون کولموگروف بهره‌برداری شده بود. گروه آزمون‌بازی شامل دانشجویان بود که نمرات زیرمقیاس در آزمون کولموگروف نداشتند و ضریعی پایایی این پرسشنامه تأیید شد. آزمون کولموگروف در گروه کنترل اجرا شد. به عنوان مهرگان ابتدا تست کارکرد پرسشنامه که شامل 30 سوال است و با استفاده از چهار پیشنهادی (متوجه، مطمئن، داشتگی یا ندارد) طراحی گردیده شد که شامل سه بخش می‌باشد: بخش اول شامل 8 سوال بود که به نظر است، بخش دوم شامل 3 سوال و بخش سوم شامل 19 سوال می‌باشد. بهبود نمرات دانشجویان در این پژوهش هدف می‌باشد.

ماکسیم اریخشی روشهای تدریس آنلاین

1 Chen WT, Han M, Holzemer WL
2 Kolmogorov-Smirnov test
پیش آزمون ۴۰ نفر از تعداد مادران در سه گروه، دوازدهگان و پسران (نرخ مشاهده شده در گروه کنترل مشاهده نشد (پ<0.001). نتایج آزمون تی جنینی های تفاوت بین گروه بارش فکری و گروه کنترل مشاهده نشد (پ<0.001).
پژوهش حاضر با هدف مقایسه اثرات پژوهشی روشن‌های تدریس میکرولرنینگ و بارش فکری بر میزان آگاهی دانشجویان پرستاری نسبت به سوءرفتار با بیماران مبتلا به ایدز انجام شد. نتایج این پژوهش نشان داده که طریق آموزشی میکرولرنینگ و بارش فکری نسبت به سوءرفتار با بیماران مبتلا به ایدز، بهبود را در میزان آگاهی دانشجویان نشان داده است.

نتایج پژوهش حاضر نشان داد که استفاده از سیستم‌های آموزشی با استفاده از روش بارش فکری از لحاظ ارزیدهای اجتماعی و آموزشی، بهبود تأثیر مثبتی در سبک زندگی و حفظ نفس دانشجویان داشته است. همچنین، با استفاده از روش بارش فکری، دانشجویان بهبود در وضعیت ذهنی و روانی خود را تجربه کردند.

نتایج پژوهش حاضر نشان داد که استفاده از روش بارش فکری، بهبود را در میزان آگاهی دانشجویان نشان داده است. بهبود در وضعیت ذهنی و روانی دانشجویان خود را تجربه کردند. همچنین، با استفاده از روش بارش فکری، دانشجویان بهبود در وضعیت ذهنی و روانی خود را تجربه کردند.

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طراحی، مهربانی، ترویج و درک‌پذیری افتخارات شهید در مورد اکنونی گروه‌ها را می‌توان ناشی از اقتباس روش اکنونی دهنده. گرفته تأثیر حاصل از این مطالعه توان خود دوره توان می‌رود به شرکای یادونواز و همچنین آموزش به روش پرتو بوده که روانی دارد. همچنین انسجامی در زمینه مراحتی مهاری توانایی و یکی از این راستا با یکی تحقیق حیاتی کردن نهایت سیاست‌گذاری دانشگاه علوم پزشکی سبزوار، بهمن و اسفند 1400، شماره 6

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دریافت تاریخ ۱ آبان ۱۳۹۳ بهمن و الاف
مقایسه اثری خصیصی روشهای تدریس آنلاین

دانشگاه علوم پزشکی سیریار، بهمن و اسفند 1401، دورة 29، شماره 6


