

# 20<sup>TH</sup> WORLD NURSING EDUCATION CONFERENCE

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## The effects of self-growth group program on mental health and brain activation among nursing students applying mediated learning experience

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**Statement of the Problem:** This study aimed to develop a self-growth group programs applying the Mediated Learning Experience and evaluate the effect.

**Methodology & Theoretical Orientation:** The study used a nonequivalent control group pretest-posttest design and conducted at 2 University in C City for approximately 3 months between Oct.24 and Dec. 2, 2016. Final analysis was conducted on a total of 36 ; 19 subjects were belonged to the experimental group, and 17 subjects were belonged to the control group that did not participate in the program. For data analysis, descriptive statistics, pretest test of homogeneity, independent t-tests, ANCOVA and repeated measures ANOVA were used.

**Findings:** The results for this study were as follows. In Hypothesis 1, there was significant difference in the interaction between groups ( $F=6.72, p=.014$ ), there was no significant difference in the interaction between group and time; therefore, Hypothesis 1 was partially supported.

In the repeated measures ANOVA conducted to test differences in Hypothesis 2, there was significant difference in the interaction between group and time; therefore, Hypothesis 2 was Partially supported.

For the interaction between group and time showed a significant difference in Satisfaction of life ( $F=3.91, p=.025$ ) thus, Sub-hypothesis 2-1 was partially supported.

For the interaction between group and time showed a significant difference in positive emotions ( $F=7.67, p=.009$ ) thus, sub-hypothesis 2-2 was partially supported.

For the interaction between group and time showed a significant difference in negative emotions ( $F=3.90, p=.025$ ) thus, sub-hypothesis 2-3 was partially supported.

In the repeated measures ANOVA conducted to test differences in Hypothesis 3, there was significant difference in the interaction between group and time; therefore, Hypothesis 3 was partially supported.

For Activation of brain function, significant differences in the between group were observed Basic-Rhythm Quotient(Lt)( $F=9.05, p=.005$ ), significant differences in the between time were observed Basic-Rhythm Quotient(Lt)( $F=7.77, p=.004$ ), no significant differences in the interaction between group and time were observed Basic-Rhythm Quotient(Lt) ( $F=2.20, p=.138$ ) and Basic-Rhythm Quotient(Rt)( $F=1.37, p=.258$ ), and Sub-hypothesis 3-1 was partially supported.

For Activation of brain function, significant differences in the between time were observed ( $F=9.60, p<.001$ ), no significant differences in the interaction between group and time were observed Self-Regulation Quotient( $F=1.04, p=.358$ ), and Sub-hypothesis 3-2 was partially supported.

### Notes:

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For Activation of brain function, significant differences in the between time were observed Activity Quotient(Lt)( $F=8.02, p=.001$ ), significant differences in the interaction between group and time were observed Activity Quotient(Lt) ( $F=9.62, p<.001$ ), and significant differences in the between time were observed Activity Quotient(Rt)( $F=3.95, p=.038$ ), significant differences in the interaction between group and time were observed Activity Quotient(Rt) ( $F=8.15, p<.003$ ), and Sub-hypothesis 3-3 was supported.

For Activation of brain function, significant differences in the between time were observed ( $F=6.01, p=.007$ ), no significant differences in the interaction between group and time were observed Emotional Quotient( $F=0.67, p=.488$ ), and Sub-hypothesis 3-4 was partially supported.

For Activation of brain function, no significant differences in the interaction between group and time were observed Physical stress(Lt) ( $F=1.03, p=.368$ ), and Physical stress(Rt) ( $F=1.45, p=.243$ ), and significant differences in the interaction between group and time were observed Emotional stress(Lt) ( $F=7.02, p=.002$ ), and Emotional stress(Rt) design( $F=4.00, p=.023$ ), and Sub-Hypothesis 3-5 was only partially supported.

**Conclusion & Significance:** this study approved that the self-growth group program based on the Mediated Learning Experience was effective in the emotion and learning of the brain- the activation of the thinking, and the reduction of mental stress among nursing students

## Biography

Kyunghee Lee is a psychiatric nursing faculty at Keimyung university in south Korea and has her expertise in improving the mental health and well-being. In addition to mental health nursing for individuals, groups, and community residents, she provides the existing paradigm in the field of mental health research and she also provides a basis for a new paradigm as a customized research methodology for the prevention and promotion of mental health.

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