

Purpose

To determine whether compassion scores in student nurses increased after receiving didactic content about love for self and others prior to first clinical experience

Background

Research shows student nurses' compassion levels decrease as they near graduation

- Student nurses are witnessing
 - lack of compassionate care
 - bullying behaviors in clinicals and classroom
- Healthcare has moved from patient care to customer service
 - nurses are forced to economize time
 - nurses are more technically diverse
 - compassionate role is diminished
- Nurses and patients are feeling increasingly uncared for and unsupported



Results

- A paired-samples *t* test was calculated on the **intervention group** to compare the mean CLHS pretest score 2.83 (*sd* =.44) to the mean posttest score 3.04 (*sd* =.32). **A significant increase from pretest to posttest was found ($t(20) = -3.667, p < .05$). Cohen's *d* = .80.**
- A paired-samples *t* test was calculated on the **control group** to compare the mean CLHS pretest score 2.91 (*sd* =.48) to the mean posttest score 2.66 (*sd* =.35). **A significant decrease from pretest to posttest was found ($t(20) = 3.93, p = .001$). Cohen's *d* = .86.**
- It is possible simply the exposure to the reality of the clinical setting actually decreased compassion in students who did not receive the intervention, further underscoring the need for inclusion of the didactic content

"What we say does not matter, only what God says to souls through us" - Mother Teresa

Conclusion

- Compassion was cultivated by increasing awareness
- Intervention group scores were significantly higher than control group scores, indicating didactic content on compassion better prepared students for their expected role in the clinical setting
- Students participating in clinicals without preparation may actually experience decreased compassion for self and others
- There appeared to be a trend between higher compassion scores and being a parent, and higher compassion scores and self-report of religion and spirituality in the sample population

Method

- Quantitative study of two cohorts of first semester Practical Nurse students
- Each group completed the Compassionate Love for Humanity Scale (CLHS) survey prior to first clinical experience
- Intervention group received classroom content on compassionate love for self and others, Watson's Theory of Human Caring, and watched the movie *Wit*
- Control group received no extra content
- Two weeks after the intervention each group completed the CLHS for the second time.

Sample Demographics

Control Group *n*=21 Mean Posttest CLHS Score 2.66 (*sd*=.35)

- A larger percentage who were parents scored higher than the sample mean of 2.66 compared those who were not
- A larger percentage who indicated more religion and spirituality scored higher than the sample mean of 2.66 than those who did not

Compassion Posttest Score	Age	Ethnicity	Parent	Education	Religion	Spirituality
4.0	33	No response	Yes	No response	Somewhat religious	Spiritual
4.0	25	African American	Yes	Some college	More than most	More than most
3.95	22	Caucasian	Yes	GED	More than most	Very spiritual
3.71	20	Caucasian	No	High School	Somewhat religious	Spiritual
3.29	26	Caucasian	No	Some college	Religious	Spiritual
3.10	35	Multiracial	No	Some college	Somewhat religious	Spiritual
3.05	--	Caucasian	No	No response	Somewhat religious	Spiritual
2.86	26	African American	No	Bachelor's degree	More than most	Very spiritual
2.71	36	Caucasian	Yes	Some college	Somewhat religious	Spiritual
2.71	42	Portuguese/Indian	Yes	Bachelor's degree	Very religious	Very spiritual
2.67	38	Caucasian	Yes	Some college	More than most	Spiritual
2.57	23	Caucasian	No	High school	Somewhat religious	Somewhat spiritual
2.57	22	No response	No	Some college	More than most	Spiritual
2.52	27	Caucasian	Yes	No response	Somewhat religious	Somewhat spiritual
2.48	19	Hispanic	No	Some college	Not at all	Not at all
2.38	23	American Indian	No	Associates	Religious	Spiritual
2.14	39	Caucasian	Yes	High school	Somewhat religious	Very spiritual
1.86	--	No response	--	No response	More than most	More than most
1.38	24	Caucasian	No	High school	Not at all	Not at all
1.24	--	African American	Yes	Some college	Somewhat religious	Spiritual
.71	25	Caucasian	Yes	High school	Not at all	Not at all

Intervention Group *n*=16 Mean Posttest CLHS Score 3.04 (*sd*=.32)

- A larger percentage who were parents scored higher than the sample mean of 2.66 compared those who were not
- A larger percentage who indicated more religion and spirituality scored higher than the sample mean of 2.66 than those who did not

Compassion Posttest Score	Age	Ethnicity	Parent	Education	Religion	Spirituality
3.81	21	Caucasian	No	Some college	Somewhat	More than most
3.76	34	Caucasian	Yes	No response	Religious	More than most
3.52	20	Caucasian	No	2 years college	Very religious	Very spiritual
3.38	24	Hispanic	Yes	High school	Somewhat religious	Spiritual
3.19	33	Caucasian	No	Assoc. degree	More than most	More than most
3.12	56	Caucasian	Yes	Some college	Very religious	Very spiritual
3.10	37	Caucasian	Yes	Some college	Very religious	Very spiritual
3.05	35	Caucasian	No	High School	Somewhat	More than most
3.0	22	Caucasian	No	High School	Religious	Spiritual
2.95	25	African American	No	4 years college	Very religious	Very spiritual
2.85	43	African American	Yes	Bachelor's degree	More than most	More than most
2.76	48	Caucasian	Yes	Bachelor's degree	Religious	Spiritual
2.71	23	Caucasian	No	Associates	Not at all religious	Somewhat spiritual
2.62	22	Caucasian	No	High school	Somewhat religious	Spiritual
2.62	42	No response	Yes	Some college	Religious	Spiritual
2.14	38	Asian	No	Some college	More religious than most	More than most

Recommendations

- Further studies with larger clinical groups of PN and RN students
- Follow student nurses throughout the nursing program, administering CLHS at beginning, middle and end of program
- Incorporate into a hospital setting with nursing staff members

