



**IDENTIFICATION OF AFFECTIVE LEARNING, AFFECTIVE ASPECT, AND MEASURING TOOLS USED IN NURSING EDUCATION: A SYSTEMATIC REVIEW**

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## **ABSTRACT**

*Attitude is one of the domains in the competence of nurses. Attitudes are formed through internalizing learning experiences. In nursing education, the attitude aspect is often the goal of learning but is not followed by learning strategies and evaluations. The research aims to identify effective learning strategies and measure tools used to identify changes from the affective skills or affective aspect studied. A systematic review using electronic literature databases published from year 2012 until 2022. Scopus Search, Clinical Key Nursing, ProQuest, Ebscohost, SAGE Journals, and Science Direct. The research design criteria are randomized control trials and quasi-experimental studies. Eligibility assessment by conducting a critical appraisal using tools from the Joanna Briggs Institute critical appraisal. 15 articles met the criteria, consisting of five Randomized Control Trial research articles, and 10 Quasi-experimental articles. The results of a systematic review show that Simulations using standardized patients and reflective practice are learning methods that are often used. Empathy is the most researched affective aspect and is measured using The Jefferson Empathy Scale. Learning interventions aimed to improve an affective aspect of nursing students integrate various learning methods. The affective aspect developed in learning uses several measuring tools to assess its development.*

Keyword: affective learning; attitude; nursing education; nursing student;

## **ABSTRAK**

*Sikap merupakan salah satu domain dalam kompetensi perawat. Sikap dibentuk melalui internalisasi pengalaman belajar yang berkaitan dengan apa yang dirasakan siswa ketika belajar. Dalam pendidikan keperawatan, aspek sikap seringkali menjadi tujuan pembelajaran namun tidak diikuti dengan strategi pembelajaran dan evaluasi untuk mencapai tujuan pembelajaran tersebut. Review bertujuan untuk mengidentifikasi strategi pembelajaran yang efektif dan alat ukur yang digunakan untuk mengidentifikasi perubahan dari aspek afektif yang diteliti. Systematic review menggunakan database literatur elektronik yang diterbitkan dari tahun 2012 hingga 2022. Scopus Search, Clinical Key Nursing, ProQuest, Ebscohost, SAGE Journals, dan Science Direct. Kriteria desain penelitian adalah Randomized Control Trial dan Quasi-Experimental study. Penilaian kelayakan dengan melakukan critical appraisal menggunakan critical appraisal tools dari Joanna Briggs Institute. 15 artikel memenuhi kriteria, terdiri dari lima artikel penelitian Randomized Control Trial, dan 10 artikel Quasi-eksperiment. Hasil menunjukkan bahwa Simulasi dengan menggunakan pasien yang terstandar dan praktik reflektif merupakan metode pembelajaran yang sering digunakan. Empati adalah aspek afektif yang paling banyak diteliti dan diukur menggunakan The Jefferson Empathy Scale. Intervensi pembelajaran yang bertujuan untuk meningkatkan aspek afektif tidak bersifat tunggal, namun mengintegrasikan berbagai metode pembelajaran. Aspek afektif yang dikembangkan dalam pembelajaran tidak bersifat tunggal dan menggunakan beberapa alat ukur untuk menilai perkembangannya.*

Kata Kunci: mahasiswa keperawatan; pembelajaran afektif; pendidikan keperawatan; sikap.

## **INTRODUCTION**

Nurses as health workers are resources that contribute to the success of health development. Nurses and health workers have a central role whose existence cannot be replaced by other resources (Kurniati et al., 2020). Based on existing regulations in Indonesia, nurses are health workers who have graduated from higher nursing education, so they have the competence to have the authority to carry out nursing care. Competence, in this case, is the ability of nurses based on knowledge, skills, and professional attitudes (Kemenkumham RI, 2014).

Competence is defined as the authority or power to determine or decide something. (Kemdikbud RI, 2022), Competence reflects knowledge, understanding, and judgment; a range of skills; a range of personal attitudes and attributes (Nehrir et al., 2016). Competence is formed by mastering knowledge combined with personal values and transferred to action (Ghadirian et al., 2014). In addition to knowledge and skills, attitudes have been identified as the most

influential aspect of patient satisfaction with nursing services compared to knowledge and skills (Layuk et al., 2017). Thus, the attitude aspect becomes an attribute of competence that must be prepared in achieving the learning process of a prospective nurse as well as knowledge and skills.

Attitude is defined as an evaluation of people, objects, or ideas. Attitude is formed from three components, namely cognitive, affective, and behavior (Akert, 2014). Affective in the Cambridge Dictionary is defined as connectedness with feelings or emotions. Affective skills are a goal in a learning process, however, learning methods and measuring tools to measure the achievement of the learning process are often still limited. Gano-Phillips (2009) explains that one of the challenges in affective learning is the difficulty in accurately stating the desired learning outcomes because it involves opinions, beliefs, and attitudes that cannot be assessed in the same way as knowledge or skills. Affective learning concentrates on how students feel while they are studying, as well as how their experiences are internalized so that in the future they will be directed to their attitudes, opinions, and behavior.

Many studies have identified the affective domain measurement in the learning process and associated it with learning strategies as well as in nursing education. For example, research on online team-based learning to increase caring (Yeh et al., 2021); art-based reflection to increase compassion (Forbes & Oates, 2020); and interprofessional simulation to increase empathy for poverty (Marrast et al., 2022). However, a systematic review article has not been found that examines the results of these studies on nursing and health students.

This systematic review aims to answer the question, "Can affective learning strategies or learning programs affect the affective skills of nursing students?" Then the specific objectives of this systematic review are to identify the learning strategies given to influence the affective aspect or skills of nursing students, identify what affective skills are affected, and what measuring tools are used to identify changes in affective skills.

## **METHODE**

This Systematic Review was conducted and reported by referring to the Preferred Reporting Items for Systematic Review and Meta Analysts (PRISMA) (Moher et al., 2009). The focus of this systematic review is on the effect of affective learning or learning strategies on changes in the affective domain or affective skills of nursing students. In this systematic review, affective learning is defined as a learning strategy aimed at influencing affective, with affective defined as any aspect that grows in the area of feelings, emotions, or attitudes (Dahniar, 2020; Gano-Phillips, 2009). In nursing education, teaching outcomes in the affective domain include changes in moral reasoning, emotions, memory retention, understanding, values, beliefs, and attitudes that can emerge into action (Taylor, 2014).

### **Search Strategy**

The search was carried out on six scientific publication databases there were Scopus Search, Clinical Key Nursing, ProQuest, Ebscohost, SAGE Journals, and Science Direct. Search using keywords and synonyms Nursing Students AND Affective Learning AND Affective Domain OR affective skills. Search is limited to full text in English, sources articles from the open access academic journal, and the final article published. There are no restrictions on the country of origin. The year limitation in the last 10 years (from 2012-2022). The number of articles obtained using these keywords and synonyms, 3,874 articles were obtained. After the limitation

process, 447 articles were obtained. After the duplication examination, there were 49 articles duplicated. A total of 53 articles met the inclusion criteria based on examination of the title and abstract, 20 articles were excluded because the sample was too small, the research design had no intervention, and did not explain the measurement tools used. A total of 33 articles met critical appraisal and 15 the final number of articles that were eligible for analysis. Schematically, the article sorting process is depicted in the PRISMA diagram in Figure 1.

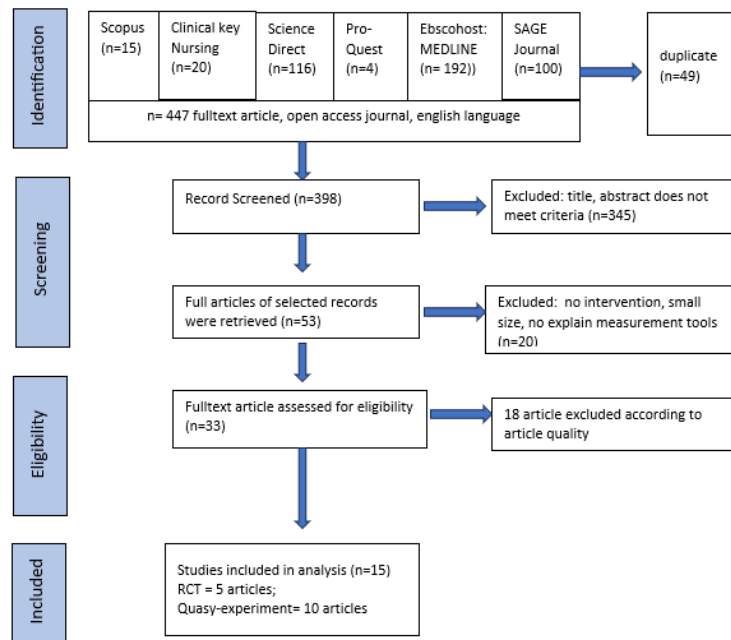


Figure 1: Flowchart of Literature Search

## Data Extraction

The data was extracted according to the purpose of a systematic review, to identify the affective aspect or affective skills being studied, the measuring instruments used to measure the affective aspect, and the effect of the intervention on the affective aspect being studied. Data is presented in the supplementary file.

## Critical Appraisal

Articles are disaggregated by type of randomized control trial and quasi-experiment study. Eligibility assessment by conducting a critical appraisal using tools from the Joanna Briggs Institute (JBI) critical appraisal tools for RCT and quasi-experiment. Critical appraisal was carried out by the main researcher and the 5th researcher independently. If there are differences in the assessment in the critical appraisal, the researcher will consult and consider the second researcher.

**Table 1.**  
**Quality Appraisal of Randomized Control Trial**

CRITERIA	(Mommennasab et al., 2019)	(Jalili et al., 2020)	(Lin et al., 2013)	(N. Yang et al., 2018)	(Hsu, 2022)
Randomization used for assignment to treatment groups	Yes	Yes	Yes	Yes	Yes
Allocation to treatment groups concealed	Yes	Yes	Yes	Unclear	Yes
Treatment groups similar at the baseline	Yes	Yes	Yes	Yes	Yes
Participants blind to treatment assignment	Unclear	No	Yes	Unclear	No
Those delivering treatment blind to treatment assignment	No	No	No	No	No
Outcomes assessors blind to treatment assignment	No	No	No	No	No
Treatment groups treated identically	Yes	Yes	Yes	Yes	Yes
Follow up complete	Yes	Yes	Yes	Yes	Yes
Participants analyzed in the randomized groups	Yes	Yes	Yes	Yes	Yes
Outcomes are measured in the same way	Yes	Yes	Yes	Yes	Yes
Outcomes measured in a reliable way	Yes	Yes	Yes	Yes	Yes
Appropriate statistical analysis used	Yes	Yes	Yes	Yes	Yes
Trial design appropriate	Yes	Yes	Yes	Yes	Yes

**Table 2.**  
**Quality Appraisal of Quasy-Eksperimental Study**

Criteria	(Gisbert & Rivas, 2021)	(Beauvais et al., 2019)	(C. Yang et al., 2020)	(Lee et al., 2018)	(Ahmad et al., 2020)	(Shahsavari et al., 2017)	(Liao & Wang, 2020)	(Weaver, 2015)	(Rushton et al., 2021)(Lee et al., 2021)	(Tutticci et al., 2017)
Clear research question	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
A similar comparison of participants	Yes	Yes	No	Yes	Yes	No	No	Yes	No	Yes
similar treatment for comparison group	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Unclear
control group	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
pre and post-intervention measurements	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
complete follow-up	Yes	No	No	Yes	Yes	No	No	No	No	yes
The outcomes are measured in the same way	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Unclear
outcomes measured in a reliable way	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
appropriate statistical analysis used	No	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	Yes

## Data Analysis

Content analysis was carried out to obtain themes that were by the objectives of the literature reviewed. Researchers identify what level or year students were given intervention, what kind of learning intervention was given and how the intervention was given, how long the learning intervention was given, what affective aspects were used as objectives, how the affective aspects were measured, and what the results were.

## **RESULT**

Based on a systematic review of 15 articles entered in the analysis phase, there were five randomized control trials (RCTs) ((Hsu et al., 2022; Jalili et al., 2020; Lin et al., 2013; Momennasab et al., 2019; N. Yang et al., 2018) and ten quasi-experimental articles (Ahmad et al., 2020; Beauvais et al., 2019; Gisbert & Rivas, 2021; Lee et al., 2018; Liao & Wang, 2020; Rushton et al., 2021; Shahsavari et al., 2017; Tutticci et al., 2017; Weaver, 2015; C. Yang et al., 2020). Based on the country of origin, 4 articles came from Taiwan, 3 articles came from the USA, 3 articles from Iran, 2 articles from China, and one article each from Spanyol, Australia, and Malaysia.

### **Identification of Affective Aspect in Nursing Education.**

The affective aspects that are the focus of research based on the articles reviewed are empathy, interpersonal and communication skills, self-efficacy, self-confidence, spiritual well-being, and moral and ethical sensitivity.

#### **1). Empathy.**

Empathy is the most studied affective aspect in this systematic review. Eight of the 15 articles examined the effect of learning interventions on empathy. Five articles examine empathy as an ability that is specifically researched using empathy-measuring instruments. At the same time, three articles examine empathy integrated with other aspects such as moral sensitivity (Rushton et al., 2021), communication (Liao & Wang, 2020), and attitudes (Hsu et al., 2022).

#### **2). Communication.**

Communication is the second most studied affective aspect. Three articles examine both verbal and non-verbal communication. Two research articles integrate communication with other affective aspects such as empathy, moral and ethical sensitivity, and emotional intelligence (Beauvais et al., 2019; Liao & Wang, 2020).

#### **3). Self-Confidence and Self-Efficacy.**

Two research articles conducted learning interventions to influence self-efficacy (Shahsavari et al., 2017; Tutticci et al., 2017). Other researchers choose self-confidence as the affective aspect studied. Self-confidence in this research is defined as a judgment about the perception of the ability to carry out the desired task (Weaver, 2015).

#### **4). Other Affective aspect**

Other affective aspects identified based on research articles in this systematic review are spiritual well-being and ethical sensitivity. Spiritual well-being in the Momennasab et al. (2019) research is one of the affective aspects of students which is measured along with students' attitudes towards spirituality and spiritual care. Ethical sensitivity in Jalili et al. (2020) research is also linked to spiritual aspects in nursing education which are considered to be able to build students' ethical sensitivity.

### **Identification of learning to intervening Affective Aspect**

Analysis of learning interventions carried out in research aimed at influencing affective aspects uses a variety of approaches. providing theory, seminars, discussions, watching videos, stories, simulations, and reflections are parts used in several studies. Reflective activities and simulation with or without standardized patients are approaches that are widely used compared to other approaches.

#### **1) Reflective Activities and Simulation**

Eight of the fifteen research articles in this systematic review used simulation and reflective activity. Reflective is used in the form of special reflective activities or part of the simulation stage. One article uses Gibbs' six reflective steps as the learning model used (Momennasab et al., 2019). Reflective is one of the stages in a series of learning interventions in another article. Reflective is done orally or in reflective writing. Two articles make reflective writing a stage in the learning interventions (Lee et al., 2018; N. Yang et al., 2018).

Four articles used simulation as an intervention to improve the affective aspects of the study. Two articles use simulation activities with standardized patients (SP), people who have been trained to be patients in a setting that has been designed to approach the actual clinical situation (Lee et al., 2018; Lin et al., 2013). Simulations in other research articles are carried out in the classroom or laboratory without using standardized patients.

## 2) Narrative

Three studies used narrative pedagogy or narrative medicine as a learning intervention to influence affective aspects in nursing students. Hsu et al. (2022) in Taiwan using Narrative Pedagogy for one semester of learning showed an increase in empathy on the Older Adult Care Willingness Scale (OCWS). Research by Liao and Wang (2020) in Taiwan examined students using narrative medicine for 15 weeks to increase empathy, and the results showed an increase in empathy as measured by using the empathy scale in patient care (ES-PC). Another study by Yang et al. (2018) in China examined students using narrative medicine for 12 weeks to increase empathy, and the results showed an increase in empathy as measured by the Jefferson Empathy Scale. Learning by using this narrative combines stories in the form of writing and films that have been designed for research purposes.

## 3) Seminars and discussion

Four studies used several learning activity approaches in class, namely discussions and seminars conducted after exposure to theory, videos, and stories (Ahmad et al., 2020; Liao & Wang, 2020; Shahsavari et al., 2017; N. Yang et al., 2018).

Based on the length of the intervention, the time varies from a short lesson 2 hours of class activities (Lin et al., 2013; Momennasab et al., 2019) to implementing the learning intervention for one semester (18 weeks) (Hsu et al., 2022). Interventions aimed to influence empathy were identified as longer, with the duration of intervention from 2 weeks (C. Yang et al., 2020) to 18 weeks (Hsu et al., 2022). Meanwhile, interventions aimed at influencing interpersonal and communication skills were identified as shorter in the intervention time.

## **Identification of Measurement Tools**

Empathy, as the most studied affective aspect, is measured by various measuring instruments. However, there are five of the eight studies use the Empathy Scale developed by Jefferson. Three types of Jefferson empathy scales are used, namely the general empathy scale (Ahmad et al., 2020; N. Yang et al., 2018), the empathy scale for health professions (Gisbert & Rivas, 2021), and the empathy scale for health professional students (Lee et al., 2018; C. Yang et al., 2020).

Communication is measured with various measuring instruments. Three measuring instruments were identified to assess communication skills, the Interprofessional Communication Scale (IPCS) (Lin et al., 2013), the Patient Health Care Communication Scale (P-HCS) (Liao & Wang, 2020), and one study use Standardized grading rubrics and numerical grade in the range of 0-100 (Beauvais et al., 2019). The same as communication, other affective aspects are studied using different measuring instruments, adjusted to research needs.

## **DISCUSSION**

### **Identification of Affective Aspects in Nursing Education**

The affective domain obtained in this systematic review strengthens the results of a qualitative study conducted by Azevedo et al., (2021), which recommends nurses practice empathy, increase the ability and willingness to listen to therapeutics, monitor emotions from the implementation of nursing consultations, and engage in interpersonal coexistence in producing appropriate comprehensive care. In this systematic review, empathy as an affective that has been widely studied in this systematic review has been identified as the most important human attribute. Talib (2023) research shows that a patient-focused service culture can work well if health workers are able to build effective communication, empathy and care with patients. Research of Rahmadhani et al. (2021) shows that empathy is the second largest factor that has the most influence on patient satisfaction.

The provision of patient-centered care requires an empathetic healthcare practitioner. Scientific evidence shows empathy and other affective domains are positively correlated. Empathic students have stronger affective skills. Educational interventions can forge empathy. The effectiveness of educational methods may be strengthened by activities that help students increase empathy and achieve the necessary affective skills. Empathy and empathy-based affective skills that are important in care must be routinely and deliberately taught, modeled, and assessed in the curriculum series (Ratka, 2018). Taylor et al. (2020) explained that empathy consists of three components. the affective (emotional) component is the ability to share other people's emotions, the cognitive component is the ability to understand other people's emotions while appreciating that these emotions may be different from their own emotions, and attention empathy is the inner motivation to respond and care. Role play, role modeling, and reflection are ways that can be used to teach lessons about empathy.

Communication in nursing services is also very influential on patient satisfaction. Therapeutic communication carried out by nurses is positively, strongly, and significantly related to patient satisfaction (Nisa et al., 2022; Sembiring & Munthe, 2019). Communication in nurse-patient interpersonal relationships is described as a bridge that can open the bond between patients and nurses so that patients perceive caring and satisfying services (Bailey, 2011).

### **Identification of learning to intervening Affective Aspect**

The systematic review identified various strategies used to improve the affective abilities of nursing students or affective learning. The use of standardized patients, videos and stories that approach the reality of the patient's life, and reflective activities are integrated into an interesting approach in the research process. The literature shows that the use of SP has a positive impact on the education of healthcare providers. The results also show that the use of SP provides benefits in increasing the achievement of the three cognitive, psychomotor, and affective domains (Felix & Simon, 2021; Herlyssa et al., 2023).

The results of this systematic review are different from the previous literature review, which found that the effects of reflective learning were dominated by cognitive aspects and the ability of reflection itself compared to the affective aspects of health students (Arofiati, 2021) However, this systematic review confirms that reflective practice influences various aspects of health and nursing students' learning. Reflective practice in nursing: Reflective practice was developed based on the philosophy that situations and life experiences provide significant

means for people to learn. Reflective practice includes personal development, professional development, improving the quality of care, and good treatment outcomes (Galutira, 2018). Research by Nuryani et al., (2020) shows that the use of a reflective supervision model as one form of reflective practice can improve the accuracy of nursing services.

Another interesting as a result of this systematic review is the use of narrative medicine or narrative pedagogy in increasing empathy. In medical education, learning through narrative medicine has been widely used, but not so in nursing education. Narrative medicine provides a space for doctors and health workers to be able to hear patient stories so that they can empathize with patient's experiences and act on behalf of patient's (Charon, 2006).

### **Identification of Measurement Tools**

The Jefferson Empathy Scale as a measuring tool widely used in empathy research has been translated into 56 languages around the world and has 3 versions, namely the student version, the health professional version, and the health professional student version (Hojat, 2022), thus, the Jefferson Scale of Empathy, especially the health student version, not only facilitate research on empathy but can also be a measuring tool for the development of student empathy in the learning process.

### **Implication for Practice**

The results of this systematic review provide evidence that the affective aspect as a competency that must be achieved by nursing students during their education can be influenced by certain learning methods or strategies. Measuring tools for affective competence can be identified from existing research. The review shows that one affective skill can be influenced by several different learning strategies, as well as certain affective learning strategies can influence several students' affective competencies. Further research is needed to obtain the best formulation for influencing certain affective skills by comparing one or more learning strategies.

### **Limitation**

Limitations in this systematic review include the research design, namely RCT and quasi-experiment, year of publication, open access journal, and only English language journals which can cause limitations in the findings in this systematic review. The review is prioritized to identify affective learning, affective skills, and measuring tools that can be used as a basis for further research, especially in the scope of affective learning.

### **CONCLUSION**

A systematic review shows that empathy as a fundamental affective skill in nurses' interpersonal relationships can be influenced by certain learning strategies either alone (specifically in assessing empathy) or integrated with other affective skills. Reflective as a learning method seems to be a method that is always present in any learning strategy aimed at influencing affective skills.

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