Nursing Students, Nursing Process and Quality Care

Third Year Nursing Students

A Study to Assess the Attitude of Nursing Students towards Nursing Process in Providing Qualitative Care

In 1980, the American Nurses' Association (ANA) defined nursing as: The diagnosis and treatment of human responses to actual or potential health problems.

Nursing intervention takes place within the context of the nursing process. The nursing process is composed of four essential stages: assessment, planning, implementation and evaluation. Assessment entails collecting data and identifying needs. Planning involves determining specific nursing care goals and intervention. Evaluation requires an assessment of the effectiveness of the intervention and revising the care plan to meet the individual’s health care needs.

Nursing Process
The registered nurse may initiate the nursing process for individuals living in any setting whether they are delivering direct care or providing consultation. Utilization of the nursing process will result in improving the quality of care. As part of developing evidence based teaching practice in nursing, the question is asked, is there a place for nursing care plans in an undergraduate programme? Whose purpose do they serve? There are many clinicians that find the use of nursing care plans unwieldy and unnecessarily verbose. It would appear that the care plan is more a teaching tool than an actual guide to the nursing care required by one individual (Holloway, 1999).

Fonteyn & Cooper (1994) educators who marked many student care plans of variable standard which demonstrated difficulties with the whole concept, ask whether it is valid to continue the process and whether it is realistic to require students to develop the lengthy written nursing plan for individual patient care. Often students will discover the reality of care provided bears little relation to care planned – the care plan allows no avenue for challenging the reasons for this nor the appropriate actions thereby reinforcing the powerlessness of the student. This intensifies for students the questionable value of the nursing care plan and its relationship to nursing care.

Some of the conflict in the debate over the use of the nursing process arises from the language that is required. The increasing requirement for the use of nursing diagnosis as the basis for our practice has been welcomed by the nurse academics but not wholly embraced by the nurse clinicians (Maeve, 1995). Some clinicians have seen this as a devaluing of bedside nursing and find the language offensive and unworkable (Maeve, 1995). Techendorf (1996) terms nursing diagnosis as quasi-medical terminology and suggests that the inception of this system aims to make us closer to doctors. Part of the behaviour of oppressed groups is a desire to emulate their oppressors (Freire, 1972) – for nursing to emulate the medical profession is not inconsistent with this.

Planning Nursing Care
There is a paucity of research in the effectiveness of nursing care plans in developing analytic thinking (Benner et al., 1996). This leaves us to consider the validity of the written nursing process as it patently fails to meet the desired outcomes previously mentioned: individualizing patient care, promoting the art of nursing and developing problem solving skills. Knowledge

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and understanding essential to planning of appropriate nursing care is contextual and value laden. The value free, neutralized language inherent in the nursing process decontextualizes care and negates social and political influences and thus does not reflect reality of practice. Hiraki (1992) opined before we abandon the process altogether consider the redeeming features there is no value in the abandonment of the nursing process without the consideration of alternative constitutive patterns.

With such a diversity of opinions existing among the professional nurses and even nursing students, it is highly imperative to conduct a study to assess the attitude of student nurses towards nursing process as a tool in providing quality care to the clients. With this aim the students sought to undertake this study. It is hoped that the results of this study will contribute to the increasing body of knowledge in nursing.

RESEARCH ABSTRACT

Problem Statement
A study to assess the attitude of nursing students towards nursing process in providing qualitative care.

Objectives
- To assess the attitude of nursing students towards nursing process in providing qualitative care.

- To find out the relationship between the attitude scores and selected factors: course, year of study, age, sex, average percentage of marks obtained in the Fundamentals of Nursing exam.

Methodology
Descriptive approach was used. The study was conducted in Theophilus College of Nursing and P. Geevarghese School of Nursing under M G DM Hospital, Kollam.

The study population consisted of the nursing students of II & III year B.Sc from II year & III year G.N.M and 30 students each were selected from II & III year B.Sc Nursing.

Data collection instrument consisted of a Baseline Proforma and an Attitude Rating Scale consisting of 45 items developed by the researchers. There were 27 (60%) positive items and 18 (40%) negative items. Total possible score was 225. The tool was found to be valid. Each statement had 5 optional responses i.e. strongly agree, don’t know/no opinion, disagree, and strongly disagree and were given scores 5, 4, 3, 2, 1 respectively. The negative items were scored in the reverse order and were given scores 5, 4, 3, 2, 1 respectively. The negative items were scored in the reverse order.

Findings
- General Nursing students have more positive attitude towards nursing process in providing qualitative care.

- 19 year old students have more positive attitude towards nursing process in providing qualitative care.

- Female nursing students have more positive attitude towards nursing process in providing qualitative care than male nursing students.

- 34% students disagree that nursing process is useful only form examination point of view. 80% students agree that nursing process uniquely defines the practice of nursing.
50% students disagree that nursing care can be given only on the basis of nursing process whereas 8% strongly agree with this statement.

60% students agree that nursing process improves the image of nursing.

36% students disagree that nursing process is a burden to nurses whereas 14% students strongly agree with this statement.

40% students disagree with the statement that nursing process is applicable only in well equipped hospitals whereas 14% students strongly agree with this statement.

52% students have highly positive attitude and 4% students have negative attitude towards nursing process in providing qualitative care. There is nobody who has highly negative attitude.

References
8) Basavanthappa, B.T., Nursing Research, New Delhi, 1998.

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