

# Impact of Nursing Education on Clinical Practice

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*Quality Nursing Education Leads to Quality Nursing Practice*

**A**ssessment is the basis of nursing care. Nursing students should be able to perform assessment on patients in order to obtain basic information regarding their physical well being. Assessing patients without thorough understanding of the steps involved in assessment can lead to faulty findings.

Antenatal abdominal examination forms a basis for assessing the well being of the developing foetus in uterus. This is a routing examination procedure done on all antenatal mothers during antenatal check up. Performing antenatal abdominal examination to antenatal mothers needs thorough understanding of the steps involved in it. This can be done only by involving effective methods of teaching.

## Needs for the study

Performance of nursing students in clinical practice depends much on quality of nursing education that they receive from nursing institutions. Various methods of teaching are presently prevalent in nursing education. Students' level of understanding varies with different methods of teaching. This is particularly evident while learning to perform a procedure in the field of nursing. Checking the effectiveness of various teaching methods in improving the performance of nursing student is essential in present day scenario. Hence the investigator was interested in doing a study at comparing the effectiveness of simulation vs live demonstration on performance of antenatal abdominal examination among nursing students.

## Statement of the problem

Comparison of effectiveness of simulation vs live demonstration on performance of antenatal abdominal examination among nursing students.

## Operational definitions

**Effectiveness:** In this study effectiveness refers to improvement in performance of antenatal examination as evaluated by the checklist formulated by the investigator.

**Simulation:** Simulation in this study refers to performing antenatal abdominal examination on elec-

tronic live like device (Maternity Examination Simulator) which resembles antenatal mother's abdomen.

**Live demonstration:** Live demonstration refers to performing antenatal abdominal examination on antenatal mothers.

**Antenatal abdominal examination:** Antenatal abdominal examination in this study refers to performing systematic examination of the antenatal mother's abdomen following the steps of the checklist.

## Objectives

- (i) To assess the level of performance of antenatal abdominal examination among nursing students after simulation.
- (ii) To compare the effectiveness of simulation with live demonstration on performance of antenatal abdominal examination among nursing students.
- (iii) To determine association of the level of performance of antenatal abdominal examination among nursing students after simulation and live demonstration with their socio-demographic variables.

## Hypotheses

H1 - There will be significant difference between the level of performance of antenatal abdominal examination among nursing students who learned by simulation and among nursing students who learned by live demonstration.

H2 - There will be significant association between the level of performance of antenatal abdominal examination among nursing students after simulation and live demonstration and their socio-demographic variables.

## Review of Literature

Sarojini S aimed at Assessing the effectiveness of video teaching vs lecture-cum-demonstration on antenatal examination using one group pre-test post-test design among 80 third year BSc (N) students in Pondicherry selected by simple random sampling technique Sarojini S found that lecture-cum-video was more effective than lecture-cum-demonstration.

Another study by Pohlr, Lewis, Niccolini and Rubenstein R on assessing the effectiveness of video tape vs lecture method on mental status examination among second year students of a medical school revealed that there is no significant difference in the instructional methods used.

Study by Sanatombi, Maya, Bairy, Anice, Many, Bobby et al on 80 undergraduate nursing students in assessing the effectiveness of active lecture-cum-video vs active lecture-cum-demonstration on teaching pharmacology revealed that active lecture-cum-video was very effective.

A comparative study by Hass, Dal, Bazy, Susan, Kelman et al on assessing effectiveness of traditional lecture vs feed back lecture on 36 first year students of physical therapy and occupational therapy in a neurology class proved that feed back lecture was more effective.

Jeffries PR, Woolfs, Linde on assessing effectiveness of interactive multimedia CD-ROM vs traditional methods of teaching on skill in performing a 12-lead ECG among 77 BSc (N) students revealed that there was no significant difference in the teaching methods.

### Methods and Procedure

*Research approach* adopted was quantitative type using quasi-experimental design (randomized two group post-test only design). Fourth year BSc (N) students of CSI College of Nursing, Karakonam, Thiruvanthapuram, constituted the target population. *Sample Size* was fifty students.

#### Criteria for sample selection

*Inclusion criteria:* Final year BSc (N) students, willing to participate in the study were included.

*Exclusion Criteria:* Nursing students other than final year BSc (N) students or those not willing to participate in study were not included.

*Sampling technique:* Systematic random sampling technique was used.

*Sample Procedure:* List of final year BSc (N) students were taken from the class attendance register. Students whose roll numbers were odd were taken in simulation group and students whose roll numbers were even were taken in live demonstration group. Thus samples were selected using systematic random sampling technique.

*Setting:* CSI College of Nursing, Karakonam, Kerala.

*Description of tool used:* The tool for data collection consisted of two sections – section A and section B.

*Section A:* Consisted of questions to assess the socio-demographic data of respondents. No scoring was given to the responses.

*Section B:* Observation check list to evaluate the performance of antenatal abdominal examination, and consisted of 25 items.

*Scoring:* A score of '1' is given for each tick mark placed in 'Yes' column and a score of '0' is given for each tick mark placed in 'No' column.

The score was interpreted as follows:

S. No.	Level of performance	Scoring %
1	Poor	0-50
2	Satisfactory	51-74
3	Good	75-100

*Pilot study* was done on 5 samples, and data collected from 1 to 5 May, 2012.

*Procedure of data collection:* After assigning students into two groups using systematic random sampling technique, the first group was taught antenatal abdominal examination using maternity examination simulator of maternal and child health lab as a part of their college instructional programme and the second group was taught antenatal abdominal examination using live antenatal mothers of Dr. Somervell Memorial Medical College Hospital, Karakonam, Thiruvananthapuram as a part of their clinical instructional programme. Then the performance of both groups of students on live mothers were evaluated by the investigator using the tool which was formulated by the investigator.

### Results & Discussion

Majority of students (92%) were females, majority (90%) were of age less than or equal to 21; most of them (96%) were unmarried. Majority of them (88%) were residing in rural areas and the monthly family income of majority of them (52%) was Rs. 10,000 - Rs. 20,000. Level of performance of antenatal abdominal examination among nursing students after simulation was good, satisfactory and poor in 20 percent, 76 percent and 4 percent of samples respectively. Level of performance of antenatal abdominal examination among nursing students after live demonstration was good, satisfactory and poor in 70 percent, 28 percent and 2 percent of samples respectively. Live demonstration was found to be effective than simulation on the level of performance of antenatal abdominal examination among nursing students. No statistical significance was found between level of performance of antenatal abdomi-

nal examination among nursing students and their socio-demographic variables.

#### *Implication for nursing education*

Nursing students can be taught assessment procedures on live patients as far as possible for effective learning.

#### *Implication for nursing practice*

Teaching assessment procedures on live patients will improve skill of nursing students when they themselves assess patients in clinical setting.

#### *Implication for nursing research*

Doing research studies on assessing the effectiveness of various teaching methods and comparing their effectiveness will add more evidence to the effective teaching methods in nursing practice and education.

### **Recommendations**

The same study can be conducted (i) among nursing students in another setting, (ii) by combining students of more than one nursing college, (iii) by combining students of nursing colleges and nursing schools, and (iv) on large samples.

### **Conclusion**

The study reveals that teaching in live situation is more effective than teaching in situations that mimic live like situation. Hence it is desirable to teach nursing procedures to nursing students on patients rather than on simulators.

### **References**

1. Hass B, Dal V, Bazy K, Susan E, Kelman B et al. A study comparing the effectiveness of the feedback lecture method with the traditional method. *Journal of Physical Therapy Education* 1999.
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4. Sanatombi D, Mayya S, Bairy KL, Anice G, Manu M, Bobby S, et al. A comparative study analysis of the outcome of two teaching learning approaches adopted for teaching pharmacology to under graduate nursing students. *International Journal of Nursing Education* 2010; 2(2)
5. Sarojini S. Effectiveness of video teaching vs lecture-cum-demonstration on antenatal examination. *Nightingale Times of India* 2010;6(9): 21-23

### **TNAI Workshop on "Human Relations and Communication Skills for Effective and Efficient Patient Care"**

A National Workshop on "Human Relations and Communication Skills for Effective and Efficient Patient care" will be held from February 24-28, 2014 at TNAI Headquarters, L-17, Florence Nightingale Lane, Green Park, New Delhi-110016. It is organized for nurse professionals (ANS/DNS PHNs, Nurse Educators, DPHNOs etc and Staff Nurses) working in various levels of health care setting such as hospital/community/educational institutions.

The overall purpose of the workshop is to update the knowledge and skills of the nurse professionals working at various levels of health care settings, on the aspects of human relations and communication skills for effective and efficient patient care.

Request for registration will be considered on a first-cum-first serve basis as there are only limited seats (40). All costs for attending the Workshop will be borne by the sponsoring authorities (Institutions/Governments) or by concerned individuals as the case may be.

#### **Participation fee:**

(i) Registration fee for all participants (includes course materials, CD etc.)		Rs. 5000/-
(ii) Boarding & Lodging charges for out station participants	Rs. 400 x 5 days	Rs. 2000/-
(iii) Lunch and refreshments for local participants	Rs. 200 x 5 days	Rs. 1000/-

The demand draft should be made in favor of "The Trained Nurses' Association of India" payable at *New Delhi*.

Please note that in case of any cancellation, an amount of Rs. 5000/- (the registration fee) will not be refunded. No outstation cheque will be accepted.

For Registration forms, write to : The Coordinator (CEP), TNAI Headquarters, L-17, Florence Nightingale Lane, Green Park, New Delhi-110016, Phone: 26566665, 26966873, Telefax: (011) 26858304, E-mail: tnai\_2003@yahoo.com ; tnai@vsnl.net along with the request for registration form. Kindly enclose a self addressed envelop (9"x4") with a postage stamp of Rs. 5/- affixed. You may also download registration form from TNAI's Website: [www.tnaionline.org](http://www.tnaionline.org). Last date for receiving filled registration form is February 21, 2014. However, seats can be booked tentatively by phone/fax/telegram/Email.

Mrs Sheila Seda  
Secretary-General & Director CEP  
TNAI