

Self-care of Consumption of Psychotropic Substances in Nursing Student

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Abstract--- *The use of psychotropic substances has become global public health problems. Ecuador does not escape this reality, because students of health careers, knowing the harmful consequences of the consumption of these substances, have these practices without any qualms. The objective of the research was to determine the importance of self-care in preventing the use of psychotropic substances in nursing students at Southern Manabí State University. The research was a descriptive-analytic longitudinal cohort. As theoretical methods, analysis-synthesis, logical and inductive-deductive history and as an empirical method was used the survey aimed at students. It was possible to determine that these students regularly consume tobacco and alcohol percentage. Also, it was discovered that there are students who use drugs elicits.*

Keywords--- *Drugs, Integral Health, Lifestyle, Nursing, Students.*

I. INTRODUCTION

Nursing, since its inception, has been considered as a social product linked to the art of caring, so it responds to the need to help people when they do not have sufficient capacity to provide themselves or the people who depend on them, the quality and quantity of care to maintain life, identifying the health problems and the real and/or potential needs of the person, family and community that demand care, generating autonomy or dependence take on the nurse (Bastías & Stiepovich, 2014).

On the other hand, educating not only involves socializing content but also entering into the meaning of the culture in which the educating and contextualizing in its own special structures is immersed. The philosophy of education and the pedagogy of care are one. In education, it is intended, from the constructivist postulates, that knowledge is not a faithful copy of reality, but the construction of the human being from the link of the cognitive aspects with the social aspects of the behavior (Achury, Sepúlveda & Rodríguez, 2011; Duarte & Anderson, 2013).

The pedagogy of care suggests that particular and individual interests are guiding cognitive activity and, therefore, the reflection of knowledge. The generating or motivating experiences within the teaching-learning process in nursing have no less significance than those of any other professional discipline, so it is important to develop the conception of self-care as a center piece of study in the educational experience in the nursing career (Medina & Castillo, 2006; Suryasa *et al.*, 2018; Sadiyani, 2018; Wartawan, 2017).

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Nursing professionals are a social group that fulfills two primary tasks: patient care and nursing teaching; and both require a moral commitment to the needs of society. Different authors recognize that nursing is a practical human science, which uses natural science and behavioral theories to understand and develop care practices. Care is the essence of the discipline, being the core and therefore object of study, must be discerned as such, but also recognized by every nursing professional who decides to be, and exercise it with vocation, duty and human responsibility (Medina & Castillo, 2006; Bastías & Stiepovich, 2014).

Self-care is now an issue of significance because through its knowledge and application they allow increasing the proactivity of workers in the field of health. The practice of self-care requires, to a large extent, a change in attitude in the face of the new challenges of modern life. It is well known that nurses experience distress and pain in response to the suffering of their patients.

Even more so those that are performed in the oncology and palliative care area, as they commonly experience patient loss and are often affected by unprocessed pain (Mataram *et al.*, 2020; Mudra & Sunarini, 2016; Sulistyarningsih, 2016; Djahimo *et al.*, 2018). These emotions can compromise the personal well-being of health workers, as unexamined emotions can lead to exhaustion, moral distress, compassion fatigue, and poor clinical decisions that negatively affect patient care.

Nursing graduates who care for seriously ill patients face a high risk of decreased personal well-being, including exhaustion, moral distress, and compassion fatigue. Exhaustion is defined as the progressive loss of idealism, energy, and purpose experienced by people in aid professions as a result of the conditions of their work. Some factors can intervene negatively in self-care. The working factors include overwork (grades patient volumes, insufficient resources or feeling poorly managed), lack of control over one's work environment, having most of the time spent on tasks inconsistent with one's professional goals, and high levels of interference between work and home (Reina, 2019; Amen *et al.*, 2019; Estevez *et al.*, 2018). All of the problems described leading a large number of nurses to adopt psychotropic substance use behaviors.

The new conceptions of health and health promotion propose a new way of taking on self-care with a human face, as a fundamental strategy to promote life and well-being; that is why the development of personal skills is required to opt for healthy decisions, which is one of the five components of health promotion (Manturano & Cabanillas, 2015; Nyandra *et al.*, 2018; Suryasa *et al.*, 2020; Collins & Jisum, 2019).

Within the area of health arise variously approaches of self-care. This highlights that of Orem (1993), who proposes that the theory of self-care interrelates three theories: self-care, the deficit of self-care and nursing systems. This theory expresses the practice of activities that individuals perform for themselves and for themselves, to maintain life, health, and well-being. Conceptual theories and models are not new to nursing, they have existed since Florence Nightingale expressed her ideas about nursing in 1859.

Today each nursing professional has his vision about it, which influences the decisions made to meet the needs of humans. It is known to nursing professionals that not all models and theories can be applied in all situations, but a small part of them who respond to a need to help people, when they do not have sufficient capacity to provide

themselves the quality and quantity of care required to maintain life and well-being, as a cause of a particular health situation. Nursing models and theories are used to guide and facilitate the practice of nursing professionals (Prado *et al.*, 2014).

The research problem aims to prioritize self-care habits and behaviors in the face of the use of psychotropic substances in students of the Nursing career of the southern State University of Manabí.

II. MATERIAL AND METHOD

The study was descriptive-analytical, longitudinal, executed in the period May-October 2018 in the career of Nursing, Faculty of Health Sciences of the State University of Southern Manabí, the institution of higher education recognized by the Council of Higher Education of Ecuador. Nursing's career has a curriculum mesh comprising 10 semesters of study. The population in the study period was 313 students. The sample was 187 students, a significance level 5%.

It was made up of students from fifth to the eighth semester of the aforementioned career. Among the characteristics of the population that participated in this research was that 60% of students are from other provinces surrounding Manabí. Among the other provinces from which the students come are Esmeraldas, Guayas and the Ecuadorian East. The average age is between 19-22 years (57.2%). Single marital status (74.9%), predominant female sex (56.7%). The area of origin of predominant students is urban (65.8%).

Three of the researchers are faculty of the university and career where the study was done, this facilitated the call for students to collaborate with the research. Those who were part of the sample (187) agreed to participate voluntarily, signing informed consent. The instrument that was applied to students was the habits and behaviors tab. This instrument was validated by expert workshops of the Faculty of Health of the University of Zulia. The instrument consists of 10 items. The data obtained were processed with *the SPSS* version 20 software, analyzed by absolute or relative frequencies, as well as descriptive statistics presented by tables.

III. ANALYSIS AND DISCUSSION

Table 1 describes the habits and behavior of nursing students. Regarding tobacco consumption, it is evident that 34.8% of the student's present consumption habits. Of the total students, 26.7% rarely consume a cigarette, 6.4% consume 1 to 3 cigarettes a day, and 1.6% consume 4 to 7 cigarettes a day. 64.2% of students avoid smoky spaces. Regarding alcohol consumption, 44.9% of students consume alcohol. Of the total students, 42.8% consume it less than 4 times a month and 2.1% consume it at least 1 time a week.

Regarding the consumption of illicit drugs, 7.5% of the students consume them. The results of the applied instrument reaffirm that nursing students, despite receiving the knowledge of the harmful effects of drugs, have a lifestyle that does not consistently reflect what their future profession should exemplify: a lifestyle healthy. Students in health careers do not contribute to their self-care.

Table 1: Habits and Behaviors of Students from the Fifth to the Eighth Semester of Nursing at Southern Manabí State University

Variables	Dimensions	F	%
Smoking habit	Yes	65	34,8
	No	122	65,2
Number of cigarettes you eat per day	Never	122	65,2
	Rarely	50	26,7
	1 a 3	12	6,4
	4 a 7	3	1,6
Avoid smoked spaces	Yes	120	64,2
	No	67	35,8
Alcohol consumption	Yes	84	44,9
	No	103	66,0
Frequency of alcohol consumption	No	103	55,0
	Less than 4 times a month	80	42,8
	Every week	4	2,1
	Daily	0	-
Type of alcoholic beverages	No	103	55,0
	Beer	53	28,3
	Brandy	2	1,1
	Vodka	5	2,7
	Wine	3	1,6
	Whisky	9	4,8
	Ron	1	0,5
	Tequila	2	1,1
	Other	9	4,8
Drug use	Yes	14	7,5
	No	173	92,5

What is intended is to create awareness of the congruence that must exist between theory and practice; especially to educate by example. The learning outcomes of self-care will have a long-term impact on their lives.

IV. CONCLUSION

The nursing professional, thanks to the training received, knows about self-care and healthy lifestyles, however, this knowledge does not guarantee that this occupational group applies self-care through its lifestyles because of the individual factors and the environment to which they are exposed, especially their habits, customs and attitudes, for which it is necessary to internalize the importance of responsibility and the commitment to oneself.

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