

# Effectiveness of Planned Teaching Program on Knowledge Regarding Preparation of Nursing Process among Nursing Students

Rachana Pandya\*, Vruti Patel, Khushbu Patel, Hitisha Patel and  
Maitree Patel

## **Abstract---**

**Background:** Nursing process is considered as an appropriate method for explaining the essence of nursing, its scientific bases, creativeness, critical thinking process and solving problem in the professional practice. Nursing process is characterized as the global concept that is being taught and implemented world widely. Different global organizations like WHO & ICN (International Council for Nurses) also acknowledged the use of the nursing process as the central-integral concept among nursing professionals.

The developed and detailed-standardized nursing care plan consists the nursing diagnosis, definition, etiological or related causative factors that contribute to the patient's condition, recording its pattern, desired optimum outcomes and nursing care orders that is nursing interventions.

**Objectives:** To assess the knowledge of nursing students regarding preparation of nursing process. To prepare and administer planned teaching programmed for nursing students on preparation of nursing process. To evaluate effectiveness of planned teaching programme for nursing students on preparation of nursing process.

**Material and Methods:** Quantitative research approach with pre experimental, one group pre test post test design is used for study and data is collected from 100 samples of nursing students with using non probability purposive sampling technique. Planned teaching programme regarding preparations of nursing process with having 10 standardized care plan preparation was implemented to all students.

**Results:** With regards to pre test and post test assessment it indicate that there is drastically increase in knowledge level of nursing student after providing planned teaching program. The planned teaching program was effective in improving knowledge among nursing student regarding preparation of standardized nursing process.

**Keywords---** Planned Teaching Program, Nursing Students, Nursing Process, Standardized Nursing Care Plans.

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## **I. INTRODUCTION**

The nursing process was firstly adopted by the North American nursing professionals based on the general systems theory (GST) and quickly it became symbol of contemporary nursing professionals as well as entered in the professionalism nurse ideology.<sup>1</sup> The nursing process is considered as the perfect method to explain the nursing style,

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Rachana Pandya\*, Assistant Professor, Department of OBG Nursing, Sumandeep Nursing College, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat. E mail: rachanapandya@hotmail.com

Vruti Patel, Assistant Professor, Department of OBG Nursing, Sumandeep Nursing College, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat.

Khushbu Patel, Undergraduate Nursing Student, Sumandeep Nursing College, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat.

Hitisha Patel, Undergraduate Nursing Student, Sumandeep Nursing College, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat.

Maitree Patel, Undergraduate Nursing Student, Sumandeep Nursing College, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat.

its scientific methods and humanist predictions that can encourage critical thinking and creativity process and permits the professionals to solve problems in the nursing practice. This method represents as a attempt to find evidence and understand the nursing work based on care as a reflective practice.<sup>2</sup>

The nursing process is the professional nurse's approach for choosing, organizing and delivering perfect nursing care to the respective patient. The nursing plan is used to diagnose, identify, and treating patients based on health and illness continuum.<sup>3</sup> the process consists of five steps: Need Assessment, Nursing diagnosis based on NANDA, Planning, Implementations and Evaluation. In practice the nursing process used continuously, allowing modifying care as patient's need to change.<sup>4</sup> using the nursing process it promotes individualized nursing care plan. It also assists in responding to clients needs in a timely and consistent manner to improve and maintain the patient's optimum level of health.<sup>5</sup>

The nursing process is simply one of the variation of scientific reasoning that allows organizing care for patients, whether the patient is an individual, family or from community. It is an approach of differentiating nursing practice from that of doctors and other health care professionals do. A nurse collect the data about patient through compiled assessment. This includes the use of observation, measurements, recording, collaboration and interview methods.<sup>6</sup>

A nurse follows the nursing process to organize and delivering quality nursing care to their clients. It allow nurse to have critical thinking which can leads to the actions based on reasons.<sup>7</sup>

Nursing information systems which have potential for documenting the nursing practice, clinical symptoms to improve nursing performance, improve nursing knowledge, and provide relevant data and information necessary to participate in the formulation of nursing health care policies<sup>8</sup>.

## II. MATERIAL AND METHODS

The study design was pre experimental one group pre test post test design with 100 samples studying in the graduate nursing course in a nursing institute. Sample selected by using non-probability convenient sampling technique. Self structured knowledge questionnaire was used to collect the data, in which there were 30 questions to choose the right option to assess the knowledge regarding dysmenorrhoea and its management. The total score was calculated by summing up the answers given to the questions and categorised as inadequate, moderate & adequate knowledge. However after obtaining formal administrative approval from concerning authorities, informed consent was taken from the samples. Where the investigator personally collects the data and after that data collection, it is explained in 3 phases:

**PHASE 1:** Pre-test was conducted to assess the level of knowledge regarding preparation of nursing process among selected nursing students.

**PHASE 2:** Administration of the planned teaching programme on regarding preparation of nursing process with application of 10 standardized care plans preparations.

**PHASE 3:** After the intervention of planned teaching programme, post test level of knowledge assessed with the same tool.

### III. FINDINGS

The data analysis was done by using descriptive and inferential statistics.

**Frequency and percentages distribution of samples according to their demographic characteristic:** Out of 100 samples, majority (71%) were females and only (29%) were Male. Moreover all 100 samples were studying in B.SC Nursing.

**Distribution of pre test and post test knowledge score according to the percentage:** The data shows that the percentage of nursing students before the administration of planned teaching programme, in pre test (18%) nursing students had inadequate knowledge, (82%) having moderate knowledge and none of them having adequate knowledge, whereas in post test the majority (65%) of nursing students had adequate knowledge and (35%) having moderate knowledge, none of were there in the inadequate knowledge category after providing planned teaching programme.

| Sr. No | Categories of knowledge score | Percentage | Pre test | Post test |
|--------|-------------------------------|------------|----------|-----------|
| 1      | Inadequate                    | <33%       | 18.3%    | 0%        |
| 2      | Moderate                      | 34-66%     | 81.7%    | 35%       |
| 3      | Adequate                      | >67%       | 00       | 65%       |

**Comparison of pre test and post test knowledge score of nursing students:** The table shows the comparison of knowledge regarding planned teaching programme of nursing students. It shows overall mean score of knowledge in pre test was (11.7) while after providing PTP, the score of knowledge was increased to (23.6). The mean difference between pre test and post test knowledge score is (11.9) which shows positive impact of Planned teaching programme on sample. The calculated “t” value (62.89) was greater than the tabulated “t” value at 0.05 levels. Data shows there was significant difference between pre test and post test.

| Variable                             |           | Mean  | Mean Difference | Std. Deviation | t- Value |
|--------------------------------------|-----------|-------|-----------------|----------------|----------|
| Knowledge regarding nursing process. | Pre-test  | 11.17 | 11.9            | 111.75         | 62.89    |
|                                      | Post-Test | 23.6  |                 | 234.75         |          |

\*Significant at 0.05 level \*t (0.05, 99df) = 2

### IV. DISCUSSION

Fadia A. Abdelkader and Walaa N.E.Othman conducted a study in 2017 on factors affecting implementation of the nursing process: The Nurses perspective was taken in, women were more included in study group, they constituted 91.0%. About level of education, the majority of samples 94.0% were holding bachelor degree of nursing science.<sup>9</sup> In present study also majority (71%) were females and only (29%) were Male. Moreover all 100 samples were studying in B.SC Nursing.

Present study has dealt with the analysis and elucidation of the data collected from 100 students. It is found that post test knowledge is elevated then the pre test score after providing planned teaching programme regarding implementing standard nursing care plan so, it indicates effective outcome of plan teaching programme on preparation of nursing process among nursing student. Similar study carried out by: Zeray Barak, Fiseha Girmay, et all by cross sectional design, where 200 samples were selected and structured self-administered questionnaire was distributed. The majority of the participants were not implementing the nursing care plan properly. There are many factors that hinder

them from the application of nursing process.<sup>10</sup> Thus these types of research defines how important to know about implementation of standardized nursing care plan.

## V. CONCLUSION

This study was undertaken to assess the knowledge of girls regarding preparation of nursing care plan. Results revealed that, there is increase in knowledge regarding nursing process after implementation of Planned Teaching Programme. Thus, these types of plan teachings are playing an important role in improving knowledge on nursing process preparations.

### *Ethical Approval*

Since the study involved human subjects, a formal ethical approval received from Sumandeep Vidyapeeth institutional ethical committee.

### *Conflict of Interest*

The authors declare no conflict of interest.

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