INTRODUCTION

The system of the nursing process starts with the nurse gathering and collating pertinent information about the patient by identifying all the health needs from general to specific. Afterward, the nurse develops a care plan for the patient that would answer and satisfy the identified needs through nursing interventions and implementation designed for certain purposes. All interventions would be evaluated for its efficacy and efficiency going back to the set plans and goals of the patient care.

Clinical judgment is essential with nursing process to keep abreast with a balance epistemology to evidence based Clinical judgment is essential with nursing process to keep its efficacy and efficiency going back to the set plans and for certain purposes. All interventions would be evaluated for through nursing interventions and implementation designed specific. Afterward, the nurse develops a care plan for the patient by identifying all the health needs from general to setting.

OBJECTIVES

The objectives of the study will be as follows:

1. To explore and understand the students’ perspectives towards their experiences in implementing the nursing process into care plan for both theoretical and clinical setting;

2. To formulate and design a nursing process assessment tool that will gauge the level of knowledge, skills and attitude of the students in dealing with nursing process; and

3. To generate an accurate and realistic statistics of the students’ achievement towards application of the nursing process. This would also figure-out the competency level of the students per phases in the process. And develop an action plan to mitigate the gaps of the teaching effectiveness of the nursing process that would benefit the students as well as the faculty members.

METHODS

This study utilized the exploratory sequential mixed methods encompassing both qualitative and quantitative. Creswell (2009) characterized this type of design with two phases, ‘an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis,’ with the determination to investigate a social phenomenon.

The study will be in three (3) phases. The first phase commissioned a phenomenological-based approach in gathering data in the form of semi-structured in-depth interviews with the prospective participants, nursing students. The second phase is the creation of a survey development tool and lastly, the third phase will be a descriptive correlational study.

Phase 2: Survey Tool Development

The second phase started with the self-development survey procedure. The results of the phenomenological-based approach generated theme domains, which were used as constructs as the five headings for the large-scale sections within the survey tool. In the instrument, the categories were cluster of themes and codes produced from the qualitative data sets that were utilized as the individual survey items. The survey tool comes in 2 parts: demographic profiling and the nursing process domains. The total number of survey items is 25.

Rating scale will be classified w as 5 for Strongly Agree/Excellent, 4 for Agree/Very Good, 3 for Neutral/Good, 2 for Disagree/Fair and 1 for Strongly Disagree/Poor. The tool underwent various test of validity:

1. Face Validity – Met all the criteria (Oluwatayo, 2012)
2. Content Validity Index (CVI) – 0.98 (Proportion Favorable)

Pilot study was initiated with 35 students, which then subjected to reliability tests:

1. Internal Consistency (Cronbach’s Alpha) – 0.955 (excellent)
2. Test-retest (Interclass Correlation Coefficient) – 0.955 (almost perfect)
3. Inter-rater Reliability (Percentage Agreement) 93.33-100% (almost perfect)

REFERENCES


