Formulation of Nursing Process Assessment Tool From Students’ Perception as Outcome of Exploratory Mixed Methods

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Purpose:

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 research and personal interpretation, thus, nurses’ critical thinking and problem solving skills are necessary in sorting out the health issues in formulating the course of actions in promoting, preventing, curing and rehabilitating the patients.

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) 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:

The study design will be utilizing the Exploratory Sequential Mixed Method, this two-phase approach that the outcomes of the initial approach (qualitative), which can support in advance or enlighten the second approach (quantitative). This is actually called the exploratory two-phase design. This sequential schema is grounded on the foundation that a learning discovery is indispensable for a solitary detail. Likewise, there is no guiding theory or existing framework, there are no variables determined in the past research and quantitative measures or instruments do not existing. Therefore, the study will be commencing with qualitative inquiry followed by establishment of a tool and proceed with quantitative approach.

The research setting of the study will be conducted in one of the government university in Saudi Arabia. Likewise, the research sample would be a total of thirty purposive sample (15 male and 15 female students) will be recruited of third and fourth year according to the inclusion criteria.
Results:

Data gathering is on-going.

Conclusion:

The aftermath of this nursing inquiry will give way in the creation of an assessment tool of nursing process to gauge the level of knowledge, skills and attitude of the selected nursing students: 15 students from the female section and another 15 students from male section to finally develop an action plan on how the students will master the nursing process, likewise, it would also be a way of modifying the teaching strategies’ and methodologies of the faculty members teaching this process.

Title:

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Keywords:

Nursing Care Plan, Nursing Process and Students’ Perception

References:


2. Hancock, B (2002). Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research. Trent Focus Group. University of Nottingham, Division of General Practice.


Abstract Summary:

This ongoing research project is an exploratory sequential mixed methods design which aims to formulate a Nursing Process Assessment Tool based from the students’ perceptions. This three-phase multi-staged design is currently administered with 3rd and 4th year students.
Content Outline:

I. Introduction
   a. Background of the Study
   b. Research Objective (Qualitative)
   c. Statement of the Problem (Quantitative)
   d. Significance of the Study
   e. Scopes and Limitations

II. Methodology
   a. Research Design (Exploratory Sequential Mixed Methods)
      a.1. Phase 1 (Qualitative Phase: Phenomenological Study)
      a.2. Phase 2 (Creation of Survey Tool based from the Qualitative constructs)
      a.3. Phase 3 (Quantitative Phase: Descriptive Correlational Study)
   b. Research Locale
   c. Participants of the Study
   d. Research Instrumentation
   e. Data Gathering Procedures
   f. Data Analysis
      f.1 Phase 1 - Collaizi's Phenomenological Analysis
      f.2 Phase 2 - Inferential Statistics (Pearson R and Regression Analysis)

III. Presentation of Results, Analysis and Interpretation (On-going)

IV. Summary, Conclusion and Recommendation
   a. Summary
   b. Conclusion
   c. Recommendations/Implications
LEARNING OBJECTIVES

The learner will be able to recognize (knowledge), interpret (understand), point out (analyze), and articulate (apply) the essential milestones in the lived experiences of the nursing students towards nursing process and nursing care plan.

The learner will be able to recommend (evaluate) formulate, design ideas and prospective projects and activities (create) that will improve the study, since, the project is on-going at the moment.

EXPECTED CONTENT OUTLINE

The learner will be able to meet the learning objective based from the following content of the study: 1. Introduction and Background of the Study 2. Research Objective 3. Significance of the Study 4. Scopes and Delimitations 5. Review of Related Literature and Studies 6. Research Methodology (Design, Participants, Data Gathering Procedures, Data Analysis, etc.) 7. Implication of the Study

The learner will be able to meet the learning objective based from the Summary, Conclusion/Essence, and Implication/Recommendation of the Study.

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