

Senior nursing students' perceptions of individualized care and nursing diagnoses

Background

The nursing profession in Turkey is based on a minimum of four years of education at the undergraduate level. This education process includes classroom teaching, laboratory, and clinical practice. Reinforcement of nursing knowledge and skills in clinical education is an indispensable factor in getting ready for professional life [1,2]. The main purpose of nursing education is to educate nurses who can provide quality care. In some nursing schools in Turkey, the length of clinical practice has been increased in the last year to boost the quality of nursing care, reinforce nursing skills, and improve decision-making skills [2,3].

Aim(s)

The study was planned to determine the perceptions of individualized care and nursing diagnoses of senior intern and non-intern nursing students studying at two different universities.

Methods

A descriptive and correlational design was used in this research. It was carried out with a total of 194 (intern student nurses = 100, non-intern student nurses = 94) senior students studying at two different public universities, considering the impact of the study and not using any sampling method. Data were collected using a Student Information Form, Individualized Care Scale-A-Nurse (ICS-A-Nurse), and the Perceptions of Nursing Diagnosis Scale (PNDS). The significance level was accepted as $p < 0.05$. Analyses were performed on the SPSS-28 software package. Ethical approval was obtained from the ethics committee. Data were analyzed on the IBM SPSS V28 software. Conformity to normal distribution was evaluated with the Kolmogorov–Smirnov test. The Pearson correlation coefficient was used to examine the relationship between normally distributed data. Linear regression analysis was used to examine the effect of other scales on the PNDS. Independent samples t-test was used to compare normally distributed data of paired groups.

Results

The mean age was 22.60 ± 2.29 years for the intern nursing students and 21.89 ± 1.71 years for the non-intern nursing students. There was no statistically significant difference between the mean perception of individualized care scores of interns and non-interns. The mean score on the total perceptions of nursing diagnosis scale was 2.36 ± 0.76 in intern nursing students and 3.85 ± 0.60 in non-intern students, and the difference between the two was statistically significant ($p < 0.001$). A positive low ($r = 0.213$) and moderate ($r = 0.622$) correlation was found between the mean scores of the intern nursing students on the total ICS-A and PNDS. The linear regression model established between the ICS-A and PNDS scale scores of intern nursing students yielded a statistically significant difference ($F = 4.673$, $p < 0.001$). Similarly, a statistically significant difference was found in the same model for non-intern nursing students ($F = 57.948$, $p < 0.001$).

Discussion

It was determined that there was a significant correlation between students' perceptions of individualized care and nursing diagnoses. This finding is important in determining problems during the perception of individualized care and reflecting how the problems related to the individual will be evaluated. It can be recommended that more studies should be carried out to increase the functionality and effectiveness of the nursing process in solving patients' problems so that the process can have a positive effect on the perception of individualized care and nursing diagnosis [3].

Implications and future perspectives

According to the results of the research, the mean scores of intern and non-intern nursing students on the perception of individualized care were high and there was no difference between the two groups. This result indicates that the concept of individualized care is widely included in the curriculum in Turkey. Intern students' perception of nursing diagnoses was positive and this showed that they were positively affected by their professional experiences and that they experienced the functionality of nursing diagnoses more.

References

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