

Assessment of Senior Students' Knowledge Concerning Nursing Diagnosis at Southern of Iraq Nursing Faculties

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ABSTRACT

Objective: The aim of the study is to assess the senior students' knowledge concerning nursing diagnosis at southern of Iraq nursing faculties, and to find out relationship between students' knowledge with demographic characteristics (age, gender, acceptance certification in college; residency during study; monthly income and desire of admission to the faculty of nursing). A quasi experimental design was carried out at southern of Iraq nursing faculties (Misan; Thi-Qar and Basra) from 11th November, 2018 to 28th March, 2019. The instruments was constructed by the researcher for the purpose of the study. It was consisted of two parts: Part one demographic characteristics. Part two of the questionnaire was include knowledge level which include (25) question. A random sample comprised of (90) male and female students who were admission in college of nursing at fourth stage. The measurement of instrument used observes knowledge level as the following: Within low (0-0.33); moderate (0.34-0.67); and high (0.68-1.00). The study findings indicated that there were the majority of participants' level in colleges of nursing (Basra, Misan, and Thi-Qar) have moderate level of knowledge; = (0.34- 0.67) for students were (66.7%), (40%), (69%) and (66.7%) respectively.

Keyword: assessment; senior students; knowledge; nursing diagnoses; nursing faculties

Introduction

Nursing process is a global concept, which forms the foundation and organizational framework that guides professional nursing practice. The process has defined as a systematic and dynamic way to deliver nursing care, operating through five interrelated steps: assessment, diagnosis, planning, implementation and evaluation⁽¹⁾. The introduction of nursing process as a systematic and scientific approach to patient's care started in the early 60s in the developed countries, which be used in demonstrating nurses' responsibility and responsibility while providing care to the patients. It is a widely accepted scientific method to guide procedures and quality nursing care⁽²⁾. The term of nursing diagnosis was introduced

in 1953 to describe a step necessary in developing a nursing care plan, after the next 20 years specifically 1973, the American Nurses Association published the standards of practice, and it was followed in 1980 with a statement of social policy, which defined nursing as "the diagnosis and treatment of human response to actual or potential health problems"⁽³⁾. More than 40 years have passed, and the idea of "nursing diagnosis" has inspired and encouraged nurses around the world who seek independent practice based upon professional knowledge. nursing diagnosis "provides the basis for selection of nursing interventions to achieve outcomes for which nursing has accountability" (NANDA-I 2013)⁽⁴⁾. Nursing diagnosis is defined as "a clinical judgment about individual, family, or community experiences/responses to actual or potential health problems/life processes. There are four types of nursing diagnoses: actual, risk, possible, wellness, and syndrome⁽⁵⁾. The NANDA-I system of nursing diagnosis provides for four categories and each has 3 parts: diagnostic label or the problem, related factors or the cause of the problem, and defining characteristics found in the selected patient are

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the symptoms present that are supporting the diagnosis. These categories include: Actual diagnosis; Risk diagnosis; Health promotion diagnosis, and Syndrome diagnosis ⁽⁶⁾. **Importance of the Study:** The important nursing diagnosis formula used to identify a complex problem involves investigating the problem etiology and describing signs and symptoms, it can provide the basis for the proper nursing intervention.

Methodology

Descriptive design is carried out in order to achieve the early stated aims of the study by using the assessment knowledge for fourth stage nursing colleges students concerning nursing diagnosis, the study was performed in southern of Iraq nursing faculties (University of Basra; University of Misan and University of Thi-Qar). The period of the study was from 11th November, 2018 to 28th March, 2019. The total population of the study was consist of (178) students who were study in colleges of nursing fourth stage. Random sample selected in the present study consisted of (90) students distributed equally (30) students in each college of nursing. The data collection process has been performed through the utilization of the developed questionnaire in Arabic version, Each test spends approximately (15-25) minutes to complete the interview. The study instrument was adopted and developed by the researcher to assess knowledge of the nursing students colleges. It was consisted of two parts: Self-administered questionnaire sheet related to demographic characteristics of the students consisted of (6) items, which included age, gender, acceptance certification in college; residency during study; monthly income and desire of admission to the faculty of nursing, and second part of questionnaire sheet is assessment students' knowledge, it was composed of (25) questions, which use to assessment of students' knowledge. Each question comprised of (4) alternatives for multiple choice. The questions were scored as correct (1) point and incorrect (0) point. The test covered relevant points from the major content area of the nursing diagnosis.

Results and Discussion

Analysis of nursing colleges students' demographic characteristics in our study revealed that the most of age group to the study sample were within (21) years represented (44.4%), and the majority of participants in study sample were female (60%). In regarding to the

subject acceptance certification in college, the results show that majority of them have secondary school graduate (78.9%). This study is supported by (Narmein Badri., 2009) reported that evaluation the knowledge of the nursing students colleges related to nursing diagnosis, its revealed that the most ages of the sample was between (20-25) years and the most of them was male who are come from secondary school/scientific⁽⁸⁾. Residency during study, majority of them live in internal department (56.7%). In addition the monthly income, the finding show that of them have some rather enough (44.4%). In the above table the results show that majority of desire of admission to the faculty of nursing were unconvinced of acceptance (40%) (table-1). This study agree with Demir, (2017) Nursing Diagnoses Determined by Second Year Students: Findings of study involve students mean age was 19.93 ± 1.18 and most of students were female (71.2%). The students were determined 13 out of the 15 nursing diagnoses. Conclusion: Students were successful in half identified the majority of nursing diagnoses. Assess what stage we are at identifying nursing diagnoses will contribute to the development of nursing education ⁹. The assessment of knowledge was developed purposely by the investigator for the students in colleges of nursing for the purpose of evaluating students' knowledge. The knowledge score was divided into; low (0-0.33):1; moderate (0.34-0.67):2; high (0.68-1.00):3. The results of the study revealed that the analysis of the data (25 items) of the students' knowledge concerning nursing diagnosis in the study sample had indicated that there table (2) demonstrates that overall assessment of the students' knowledge concerning nursing diagnosis at southern of Iraq nursing faculties (university of Basra; university of Misan and university of Thi-Qar) are moderate level of knowledge, with average of mean and standard deviation were (n=90; (0.61 0.083). As well as table (3) reveals that the majority distribution of participants in all colleges of nursing (Basra, Misan, and Thi-Qar) have the moderate level of knowledge, with total percentage (n=90; (74.4%) and each college represented (66.7%, 73.3%, 83.3%) from participants in study sample respectively. The results agree with following study : Examination of nursing diagnoses used by nursing students and their opinions about nursing diagnoses. The findings of the students, 76.9% knew what nursing diagnosis was, but 31.5% had difficulty stating patient care needs as nursing diagnoses ¹⁰ Our study also shows that there are no significant differences in students' knowledge among

nursing colleges (university of Basra; university of Misan and university of Thi-Qar) in overall items concerning nursing diagnosis, when analyzed by ANOVA (table-4). This study revealed that the colleges of nursing (university of Basra, university of Misan, and university of Thi-Qar) have similar participants' level of knowledge, with average of mean and standard deviation were (n=30; (0.59 0.099), n=30;(0.63),and n=30; (0.60), respectively. (table-3).

Table 1: Distribution of the Study Sample by their Demographic Characteristics for Nursing Colleges Students in Southern of Iraq (n = 90 student)

Variables	Characteristic	Basra		Misan		Thi-Qar		Total	
		F	%	F	%	F	%	F	%
Age (year)	21years	24	80.0	9	30.0	7	23.3	40	44.4
	22 years	6	20.0	8	26.7	15	50.0	29	32.2
	23 years	0	0.0	7	23.3	6	20.0	13	14.4
	24 years	0	0.0	5	16.7	2	6.7	7	7.8
	≥ 25 years	0	0.0	1	3.3	0	0.0	1	1.1
	Total	30	100.0	30	100.0	30	100.0	90	100.0
Gender	Male	19	63.3	4	13.3	13	43.3	36	40.5
	Female	11	36.7	26	86.7	17	56.7	54	60.0
	Total	30	100.0	30	100.0	30	100.0	90	100.0
Acceptance Certification in College	Secondary School Graduate	30	100.0	25	83.3	16	53.3	71	78.9
	High School Nursing Graduate	0	0.0	2	6.7	9	30.0	11	12.2
	Nursing Institute Graduate	0	0.0	3	10.0	5	16.7	8	8.9
	Total	30	100.0	30	100.0	30	100.0	90	100.0
Residency during study	live with the Family	16	53.3	8	26.7	14	46.7	38	42.2
	Live in internal Department	14	46.7	22	73.3	15	50.0	51	56.7
	Other	0	0.0	0	0.0	1	3.3	1	1.1
	Total	30	100.0	30	100.0	30	100.0	90	100.0
Monthly Income	Enough	10	33.3	11	36.7	11	36.7	32	35.6
	Some Rather Enough	12	40.0	10	33.3	18	60.0	40	44.4
	Not Enough	8	26.7	9	30.0	1	3.3	18	20.0
	Total	30	100.0	30	100.0	30	100.0	90	100.0
Desire of Admission to the Faculty of Nursing	Convinced of acceptance	9	30.0	6	20.0	19	63.3	34	37.8
	Compulsion of acceptance	5	16.7	6	20.0	9	30.0	20	22.2
	Unconvinced of acceptance	16	53.3	18	60.0	2	6.7	36	40.0
	Total	30	100.0	30	100.0	30	100.0	90	100.0

Table 2: Overall Assessment of the Students' knowledge Concerning Nursing Diagnosis

Items	Answers				Mean	S.D.
	True		False			
	F	%	F	%		
The concept of use of diagnosis and nursing discovered by about	60	66.7	30	33.3	0.67	0.474
If the first method of data collection is to conduct an interview, what is the second method?	49	54.4	41	45.6	0.54	0.501
After establishing a database and before the identification of nursing diagnosis, what does a nurse do?	52	57.8	38	42.2	0.61	0.083

Conted...

Clinical judgment	63	70.0	27	30.0	0.70	0.461
Which of the following is a Risk Nursing Diagnosis statement?	63	70.0	27	30.0	0.70	0.461
Difference between Medical and Nursing Diagnoses	38	42.2	52	57.8	0.42	0.497
Syndrom Nursing Diagnosis	44	48.9	46	51.1	0.49	0.503
Clear, precise description of a problem	51	56.7	39	43.3	0.57	0.498
A synonym for significant data that usually demonstrate an unhealthy response	37	41.1	37	58.9	0.41	0.495
Data Clustering are meaning	60	66.7	30	33.3	0.67	0.474
Secondary Source of Data except	47	52.2	43	47.8	0.52	0.502
A common framework that helps guide the prioritization of nursing tasks during the process of planning	51	56.7	39	43.3	0.57	0.498
Prioritization of tasks belongs to which phase of the Nursing Process?	46	51.1	44	48.9	0.51	0.503
Components of a Nursing Diagnosis except	56	62.2	34	37.8	0.62	0.488
Which of the following are true regarding nursing diagnosis?	53	58.9	37	41.1	0.59	0.495
How many parts does a risk nursing diagnosis have?	55	61.1	35	38.9	0.61	0.490
What is a risk nursing diagnosis as described by NANDA-I	58	64.4	32	35.6	0.64	0.481
Wellness Nursing Diagnosis	51	56.7	39	43.3	0.57	0.498
Clinical cues, signs, symptoms that furnish evidence that the problem exists	52	57.8	38	42.2	0.58	0.497

Table 3: Distribution of the participants’ level of knowledge Concerning Nursing Diagnosis

Level of Students’ Knowledge	Basra		Misan		Thi-Qar		Total Knowledge	
	F	%	F	%	F	%	F	%
Low = (0 - 0.33)	0	0 %	0	0 %	0	0 %	0	0 %
Moderate= (0.34 - 0.67)	20	66.7	22	73.3	25	83.3	67	74.4
High= (0.68 - 1.00)	10	33.3	8	26.7	5	16.7	23	25.6
Total	30	100.0	30	100.0	30	100.0	90	100.0
	0.59		0.63		0.60		0.61	

Table 4: Comparison of students’ knowledge among Colleges of Nursing

Items	Colleges of Nursing			ANOVA		
	Basra	Misan	Thi-Qar	F	P-value	Sig.
	Mean	Mean	Mean			
The concept of use of diagnosis and nursing discovered by about	0.67	0.77	0.57	1.345	0.266	NS
If the first method of data collection is to conduct an interview, what is the second method?	0.50	0.63	0.50	0.704	0.497	NS
After establishing a database and before the identification of nursing diagnosis, what does a nurse do?	0.59	0.63	0.60	1.409	0.250	NS
Clinical judgment	0.60	0.70	0.80	1.426	0.246	NS
Which of the following is a Risk Nursing Diagnosis statement?	0.70	0.67	0.73	0.154	0.858	NS
Difference between Medical and Nursing Diagnoses	0.40	0.57	0.30	2.270	0.109	NS

Conted...

Syndrome Nursing Diagnosis	0.57	0.50	0.40	0.832	0.438	NS
Clear, precise description of a problem	0.53	0.63	0.53	0.397	0.673	NS
A synonym for significant data that usually demonstrate an unhealthy response	0.33	0.47	0.43	0.584	0.560	NS
Data Clustering are meaning	0.67	0.57	0.77	1.345	0.266	NS
Secondary Source of Data except	0.50	0.53	0.53	0.043	0.958	NS
A common framework that helps guide the prioritization of nursing tasks during the process of planning	0.53	0.60	0.57	0.132	0.877	NS
Prioritization of tasks belongs to which phase of the Nursing Process?	0.47	0.57	0.50	0.303	0.739	NS
Components of a Nursing Diagnosis except	0.67	0.63	0.57	0.322	0.725	NS
Which of the following are true regarding nursing diagnosis?	0.53	0.57	0.67	0.584	0.560	NS
How many parts does a risk nursing diagnosis have?	0.60	0.63	0.60	0.045	0.956	NS
What is a risk nursing diagnosis as described by NANDA-I	0.73	0.57	0.63	0.909	0.407	NS
Wellness Nursing Diagnosis	0.57	0.60	0.53	0.132	0.877	NS
Clinical cues, signs, symptoms that furnish evidence that the problem exists	0.60	0.53	0.60	0.177	0.838	NS

Table 5: Association between the Students' knowledge and their Demographic characteristics (Age, Gender, Acceptance Certification in College; Residency during study; Monthly Income and Desire of Admission to the Faculty of Nursing)

Variables	Characteristics	No.	Mean	S.D.	d.f.	F	Sig.
Age (year)	21years	40	0.62	0.094	85	1.033	0.395
	22 years	29	0.59	0.072			
	23 years	13	0.63	0.066			
	24 years	7	0.58	0.080			
	≥ 25 years	1	0.68	0.0			
	Total	90	0.61	0.083			
Gender	Male	36	0.62	0.091	88	1.454	0.231
	Female	54	0.60	0.077			
	Total	90	0.61	0.083			
Acceptance Certification in College	Secondary School Graduate	71	0.61	0.084	87	1.798	0.172
	High School Nursing Graduate	11	0.57	0.076			
	Nursing Institute Graduate	8	0.64	0.078			
	Total	90	0.61	0.083			
Residency during study	live with the Family	38	0.61	0.076	87	1.383	0.256
	Live in internal Department	51	0.60	0.087			
	Other	1	0.48	0.0			
	Total	90	0.61	0.083			
Monthly Income	Enough	32	0.62	0.090	87	0.483	0.618
	Some Rather Enough	40	0.60	0.081			
	Not Enough	18	0.60	0.076			
	Total	90	0.61	0.083			
Desire of Admission to the Faculty of Nursing	Convinced of acceptance	34	0.62	0.083	87	0.695	0.502
	Compulsion of acceptance	20	0.59	0.077			
	Unconvinced of acceptance	36	0.61	0.087			
	Total	90	0.61	0.083			

Conclusion

The majority of participants' level in colleges of nursing (Basra, Misan, and Thi-Qar) have moderate level of knowledge. The results of study sample represented that the nursing students have deficit knowledge in nursing diagnosis. Analysis findings of the study show that there are no significant differences among nursing colleges in southern of Iraq (Basra; Misan and Thi-Qar) in all students' knowledge items.

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Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the Department of Adult Nursing, College of Nursing, University of Misan, Iraq and all experiments were carried out in accordance with approved guidelines.

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