

Nursing Process With Nursing Students

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ABSTRACT

The nursing process is a method for organizing the practice of nursing, for individual nurses as well as nursing teams. The nursing process is also an area of academic study. The present study takes a detailed look at the nursing process and its applicability, while analyzing the views of Brazilian nursing students on the nursing process, at a time when they were participating in nursing practicum's in local hospitals. The study involved a quantitative field research utilizing semi-structured questions. The data analysis showed that it is not enough to know the various phases of the nursing process, it is also necessary to understand the importance of their applicability.

Keywords: Nursing, Nursing Process, Applicability.

Key Phrases

- The nursing process is divided into five stages: assessment, diagnosis, planning, implementation and evaluation.
- The nursing students of the Amazon region of Brazil had difficulties in performing the nursing process in practical classes in the hospital.
- The nursing process is a tool for implementing the systematization of nursing care in Brazil.
- Nursing students acknowledge multiple applications of the nursing process to the nursing practice.
- The nursing process should be taught to nursing students.

Introduction

The nursing process is a method that is used by nurses during the planning of nursing care, and requires scientific reasoning, not just skills. The nursing process encourages nurses to reflect on their practice of care and provides a guarantee that the care, the patient is receiving, is consistent with scientific breakthroughs in the science of nursing (Alfaro-Lefevre, 2002).

The nursing process is based on five interrelated steps (assessment, diagnosis, planning, implementation, and evaluation), which together contribute to the systematization of nursing care provided to the client, visibility of the nursing team, and make the nursing care more valuable (Alfaro-Lefevre, 2002).

When this step of the nursing process is not performed, an interference with the continuity of nursing care is produced, as now there is no concrete basis for making nursing diagnoses and prescriptions (Repetto and Souza, 2005).

Reviewing international nursing literature reveal the nursing process is widespread and used in the United States. However in Europe and England had no less diffusion. Castledine (2011) considers that the nursing process is important to guide nursing practice and evaluate nursing actions, producing health outcomes.

The viable nursing process for nursing care in mental health (Chung et al, 2010) and the study Thai demonstrated that the nursing process when used can improve the nursing records and increase the satisfaction of nurses (Shu-Hui Yeh *et al*, 2009).

A study of RNs, by Backes *et al* (2005), found that 80% of participants understood that the knowledge of the nursing process is a prerequisite for becoming a professional nurse. When asked if the nursing process put value on nurses; 87% of respondents agreed that the nursing process delivers quality, efficiency, autonomy and scientific nursing; thereby ensuring greater appreciation and recognition of nurses.

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Nurses plan individual nursing care using the nursing process, which directs and organizes the practice of nursing. This instrument allows these professionals to determine patients' needs, serve as a comprehensive guide for making appropriate prescriptions during clinical care, supervise professional and personal performance of the nursing staff, and engage in the continuous evaluation of results (Malagutti and Caetano, 2009; Andrade and Vieira, 2005).

The nursing process enables the nursing students to quickly identify the nursing interventions that need to be carried out on ill patients. When students apply the nursing process in the practical class in the hospital, they understand which nursing treatments are based on a scientific method, standardized, and understood by all nurses in the world (Garcia and Nóbrega, 2000).

Hence, using the nursing process ensures communication, enables the continuation of care, and provides the multidisciplinary healthcare team and the nursing students with feedback about the context and subject of nursing (Cruz and Almeida, 2010).

Each nurse is responsible for following the nursing process; as s/he must develop, implement and evaluate plans of care, in order to individualize care according to the characteristics of each patient, while managing and assuming the role of the nursing team leader (Ito *et al*, 2011; Hermida and Araújo, 2006).

The area of nursing education, being dynamically involved with the changes occurring in society, is often called upon to observe a growing managerial trend; which translates into seeking procedures and/or methods of organization and planning of nursing services, which will be more efficient and will lead to higher quality nursing care (Araujo *et al*, 2010; Cunha and Barros, 2005). During their undergraduate studies, nursing students are faced with many situations that simulate reality and future difficulties that will require technical, critical, and clinical knowledge and practices (Araujo *et al*, 2010; Cunha and Barros, 2005).

The Amazon region of Brazil is far from Brazil's main centers of healthcare and research. Hence, it is important to research the popularity of the nursing process in this poorly studied region of Brazil. According to the literature, the nursing process has been used in the leading parts of the world since 1955, but in Brazil only since 1986; following the adoption of the Federal Law no. 7.498/86, which set down the rules for nursing prescription and consultation to be followed by Brazilian Registered Nurses (RNs) (Tannure and Pinheiro, 2010; Ley n. 7.498 of 1986 (Brazil)).

The present study aims to ascertain the views of the nursing students on the nursing process in hospitals, during the practicum sessions, in the Amazon region of Brazil. The academic nursing education often helps students to research and apply systematic care during classes and required internships. While the scholar no longer needs to become a licensed nurse, this study should help him/her to see more clearly that the nursing process is not only essential for differentiated assistance, but also guarantees support for

professional nurses under the stress of work (Cunha and Barros, 2005).

This work is justified because it is necessary to investigate how the nursing students, after learning the nursing process, apply it in the practical context of hospital classes; because nursing students should acquire credibility and autonomy in their actions during the course on the nursing process, essential to a life of professional practice (Castilho *et al*, 2009).

Method

The research began with the approval of the Ethics Committee on Human Research of the Lutheran University of Brazil (CEULJI/ULBRA), registered under protocol 025/2010, according to Resolution 466/2012.

The research was conducted at a private university in the Brazilian state of Rondônia (region Amazon Legal of Brazil), with nursing students who had completed the course that addressed the issue of Theory and Process in Nursing. The population consisted of 40, fourth year, nursing students. This population was chosen from those nursing students who have learned about the nursing process through courses in this discipline. A manageable random sample of nursing students, for the next stage of the research, was obtained by drawing, at random, 15 students from the overall population of 40. These 15 students received and signed the Free Informed consent, pursuant to Resolution 466/2012, laying down guidelines for research involving humans and explaining the reasons for the research (Resolução n. 466 of 2012 (Brazil)).

Data were always collected at the end of practical classes in the hospital, during the period from May to June 2010. An instrument guiding this research was a semi-structured questionnaire, adapted from a study by Hermida (2004). The questions used were those directly related to the nursing process in the clinical practice of nursing students (Appendix I). Data were analyzed using descriptive statistics, using one table for completion.

Results

87% of the surveyed nursing students stated that they consider the knowledge of physiology to be important for performing the nursing process; 74% of the surveyed nursing students thought the same about physical examination nursing; and 54% thought the same about the knowledge of anatomy.

As for the academic views on the applicability of the nursing process, it can be seen from Table 1 that nursing students recognize the potential of the nursing process even in class practice.

Table 1: Views of nursing students on the applicability of the nursing process to various aspects of nursing theory and practice.

| Area of Applicability | N | % |
|--|----|------|
| Contributes to the professional development of the nurse. | 10 | 67% |
| Helps with early intervention, when the results are not achieved. | 11 | 77% |
| Organizes nursing practice. | 12 | 80% |
| Promotes logical implementation of assistance. | 12 | 80% |
| Helps with the documentation of nursing care, and thus contributes to the legal protection of nurses against accusations of medical error. | 12 | 80% |
| Makes it easy to check whether the necessary interventions have been properly carried out. | 13 | 87% |
| Promotes the interaction between the nurses. | 14 | 96% |
| Determines the primary needs of the patients. | 15 | 100% |

Discussion

The knowledge of anatomy, physiology and physical examination are important for ensuring the efficiency and certainty of care. If the student does not have detailed knowledge of anatomy and physiology, s/he cannot apply nursing process (Johnson, 2000; Viera and Glashan, 1996).

The present study showed that the nursing students, in this sample, had difficulties utilizing the disciplines of anatomy, physiology and physical examination, in the nursing process. It was also noticed during the present research that at the start of their practical training, many nursing students perceived the need to redeem such previous knowledge. Importantly, at the institution where the research was conducted, the nursing process is not utilized by either the Registered Nurses (RNs) of the studied units, the nursing teachers, or the nursing students, whether for teaching, practice, or work. This happens for various reasons (lack of knowledge, time, and motivation; political and institutional resistance; etc.).

However, the nursing students that participated in the present study realized the importance of utilizing the nursing process in hospital settings; whether for the sake of improving the nursing work, or the patient-family-staff communication.

So nursing programs must prepare their students with theoretical foundations and scientific practices. So that when they become RNs, they are prepared to not only perform the nursing process in a mechanical manner; but make sure their utilization of the nursing process is consistent with human needs and pathologies (Hermida, 2004; Koerich *et al*, 2007).

One of the paths, to the applicability of the nursing process, is the effective integration between colleges and health institutions that serve as places of hands-on training for future RNs. Sometimes one encounters instances of disagreement between theory and practice, a situation that requires the accumulated scientific knowledge, both theoretical and clinical, to solve it (Hermida, 2004; Koerich *et al*, 2007).

But what we see, instead, is a discrepancy and inconsistency: there is a major disagreement about the implementation of

techniques. Thus, there is a failure to work out the nursing problems involving the patients' needs and the care plan; with the only work in that direction being limited, in this case, to isolated actions in the course of care (which are strictly subordinate to doctors' orders) without clinical opinions of RNs (Hermida, 2004; Koerich *et al*, 2007).

In practice, the application of the nursing process remains, in most health services, far short of the ideal level demanded by the theory; even though it is seen as a desirable model for the systematization of nursing care. The nursing process, in addition to being an instrument that qualifies and personalizes care, should not be seen, strictly, as a tool of assistance to nurses, as it is also a tool for planning and organization, connoting a vision of managerial assistance (Hausmann M, Peduzzi, 2009).

Knowledge is undoubtedly of great value to the nurse, since it gives him/her security in making decisions related to the patient, other staff, and the activities of the unit. This is reflected in the nursing team, where the nurse is often considered to be a transmitter of information. The need to take on professional behaviors and attitudes is closely related to the knowledge possessed by the nursing professionals, because this allows them to make sure that they are acting in the most correct, adequate, and professional manner (Hausmann M, Peduzzi, 2009).

Conclusion

The nursing process is a tool that has to be taught / used in the early grades of nursing bachelor. The nursing process is a method that provides the autonomy and the development of nursing as applied science. In our study, nursing students reported the application of the nursing process in practice, when performing internships in hospitals. Demonstrating how the nursing process was important for nursing care provided to patients. However, nursing students valued the fact of knowing basic disciplines of nursing, such as anatomy, physiology and physical examination, as necessary to make the nursing process applicable in practice. We hope that this study may instigate nursing teachers to teach the nursing process in Brazil, in Europe ... so that the student understands

that the nursing process is the applicability of nursing practice, bringing security to the patient.

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Legislation

1. Ley n. 7.498 of 1986 (Government of Brazil), viewed 17 December 2013, <<http://novo.portalcofen.gov.br/lei-n-749886-de-25-de-junho-de-1986-4161.html>>
2. Resolução n. 466 of 2012 (Government of Brazil), viewed 18 December 2013, <<http://conselho.saude.gov.br/resolucoes/2012/Reso466.pdf>>

Appendix I

Questions Used For Eliciting The Views Of The Nursing Students On Topics Relevant To The Nursing Process.

- The knowledge of which of the following disciplines do you consider to be important for performing the nursing process?
 - Anatomy
 - Physiology
 - Physical examination
 - Other, specify: _____
- Do you agree that the nursing process
 - Contributes to the professional development of the nurse? Yes, No.
 - Helps with early intervention, when the results are not achieved? Yes, No.
 - Organizes nursing practice? Yes, No.
 - Promotes logical implementation of assistance? Yes, No.
 - Helps with the documentation of nursing care, and thus contributes to the legal protection of nurses against accusations of medical error? Yes, No.
 - Makes it easy to check whether the necessary interventions have been properly carried out? Yes, No.
 - Promotes interaction between the nurses? Yes, No.
 - Determines the primary needs of the patients? Yes, No.