

# STRESS RELATED TO CLINICAL PRACTICE OF NURSING STUDENTS DURING PANDEMIC

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## **ABSTRACT:**

The coronavirus disease (COVID-19) pandemic, which began in China in December 2019 and spread around the world, has given rise to new issues and debates. Social, economic, political, and, of course, spiritual resources, and consequences must be addressed, and it is necessary that we manage the outbreak through basic principles of public health, and operate the country in a manner that respects basic human rights

Coronavirus disease 2019 (COVID-19) outbreak caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) infection in the Chinese city of Wuhan, a situation of socio-economic crisis and profound psychological distress rapidly occurred worldwide.

## **KEYWORDS:**

Corona virus, Problem solving, Outbreak, SARS, Critical issues, Crisis,

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. Currently, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments.

The coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease is common in every individual.

## **PROBLEM STATEMENT**

Stress related to clinical practice of nursing students during pandemic.

## **OBJECTIVES**

1. To assess the degree of stress related to clinical practice experienced by nursing students during pandemic.
2. To teach the coping strategies to nursing students to deal with stress related to clinical area during pandemic.
3. To assess the effectiveness of coping strategies on stress related to clinical area during pandemic.

## METHODS USED FOR DATA COLLECTION

### TOOL

Five points 'Likert' scale is used to assess the degree of stress related to clinical practice experience by nursing students during pandemic.

Tool consists of 2 sections:

Section 1. Demographic profile

Section 2. Structured knowledge questionnaire.

### VALIDATION OF TOOL

The five points Likert Scale is used to assess the degree of stress related to clinical practice experience by nursing students during pandemic was validated by Ms. M. Jibanlata Devi, Associate Prof HFCON, New Delhi.

### CRITERIA FOR SELECTION OF SAMPLE

- The samples were selected on the basis of availability
- Purposive sampling technique.
- Sample size was 48

### SAMPLE

It consisted of Nursing students of B.Sc. nursing 4<sup>th</sup> year of Holy Family College of Nursing New Delhi.

### SETTING

Holy Family College of Nursing, Delhi.

### SAMPLE SIZE: 48

### PLAN OF ACTION

Permission was taken from Principal Prof. Dr. Raminder Kalra (Holy Family College of Nursing) for conduction of problem solving on nursing students of B.Sc. nursing 4<sup>th</sup> year at Holy Family College of Nursing okhla New Delhi

Date, time and venue was fixed after meeting with class coordinator and according the availability of samples.

Prepared a Five points 'Likert' scale to assess the degree of stress related to clinical practice experienced by nursing students during pandemic.

Pre-test was conducted using Likert scale.

Conducted planned teaching programme.

Assessed the effectiveness of planned teaching programme by administering post-test.

Mean scores was calculated and mean difference were found.

**IMPLEMENTATION**

- Pre-test was conducted using Likert scale.
- Conducted planned teaching programme.
- Assessed the effectiveness of planned teaching programme by administering post-test.

S. No	Date	Activity Performed
1	24/8/2020	<ul style="list-style-type: none"> <li>• Introduced myself to the B.Sc. Nursing Interns.</li> <li>• Made them comfortable.</li> <li>• Pretest was done by using 5 points Likert scale to assess the stress level of student nurses related to clinical practice during pandemic.</li> </ul>
2.	25/8/2020	<ul style="list-style-type: none"> <li>• Planned teaching programme was conducted.</li> <li>• Effectiveness of planned teaching programme was assessed.</li> </ul>
3.	28/8/2020 (3 <sup>rd</sup> day)	<ul style="list-style-type: none"> <li>• Post test was conducted.</li> </ul>

**ANALYSIS & INTERPRETATION****PRE-TEST SCORE****INTERPRETATION OF SCORES**

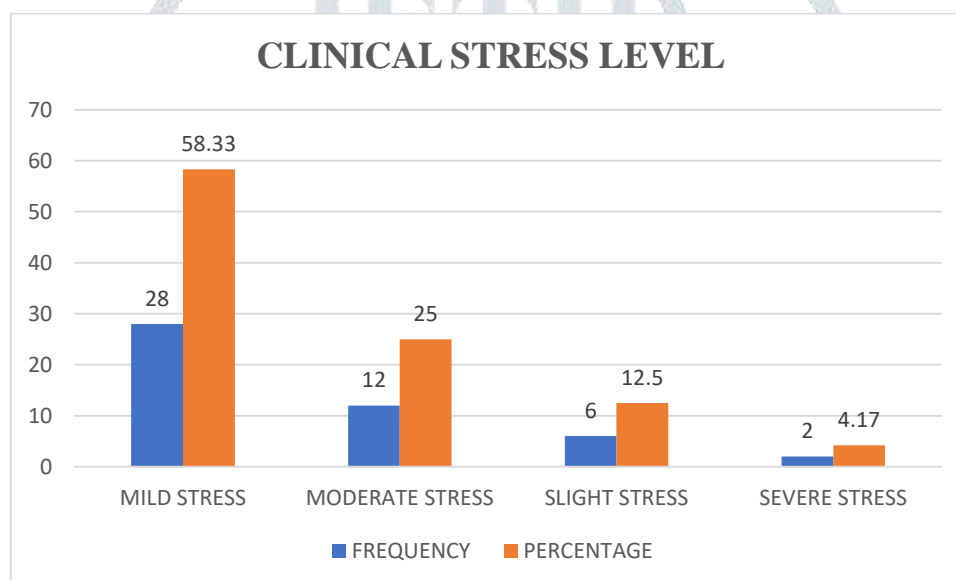
<b><u>RESULT</u></b>	<b><u>SCORES</u></b>
Slight clinical practice stress	< 20
Mild clinical practice stress	21-40
Moderate clinical practice stress	41-60
Severe clinical practice stress	61-80

**PRE-TEST MEAN**

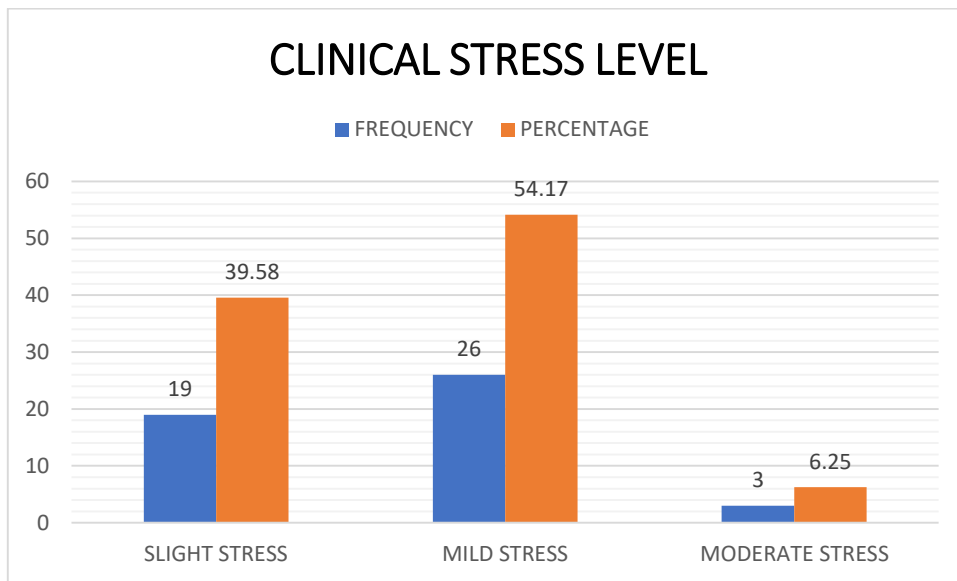
N=48

Mean =  $1644/48 = 34.25$ **PRE- TEST SCORE**

RANGE	FREQUENCY	PERCENTAGE
MILD STRESS	28	58.33
MODERATE STRESS	12	25
SLIGHT STRESS	6	12.5
SEVERE STRESS	2	4.17
<b>TOTAL</b>	<b>48</b>	<b>100</b>

**BAR CHART SHOWING LEVEL OF CLINICAL PRACTICE STRESS WITH FREQUENCY & PERCENTAGE****POST-TEST MEAN**MEAN =  $1413/48 = 29.43$ .**POST-TEST SCORE**

RANGE	FREQUENCY	PERCENTAGE
MILD STRESS	26	54.17
SLIGHT STRESS	19	39.58
MODERATE STRESS	3	6.25
<b>TOTAL</b>	<b>48</b>	<b>100</b>



BAR CHART SHOWING LEVEL OF CLINICAL PRACTICE STRESS WITH FREQUENCY & PERCENTAGE

**MEAN DIFFERENCE BETWEEN PRE-TEST AND POST TEST**

PRE-TEST MEAN= 34.25

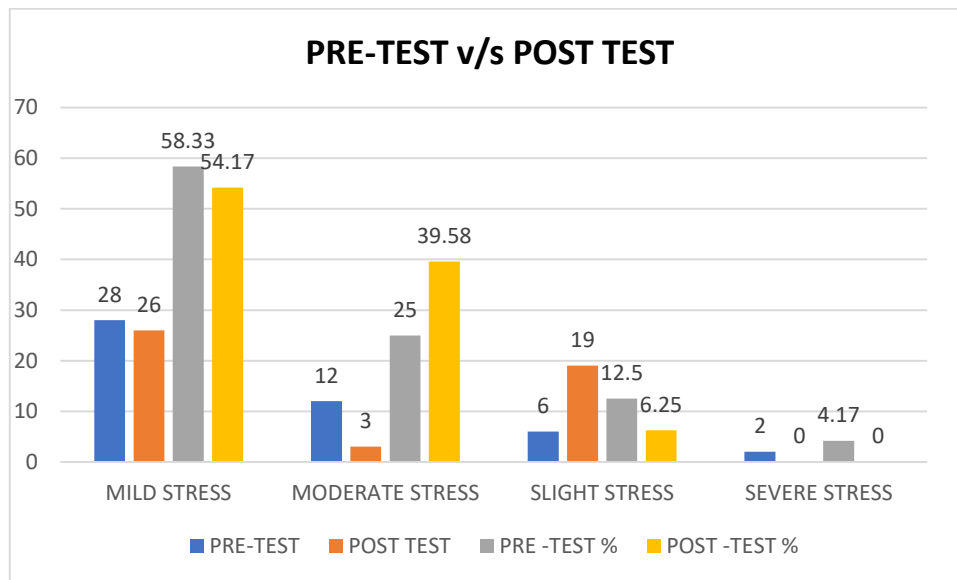
POST-TEST MEAN=29.43

DIFFERENCE = 4.82.

MEAN SCORE OF PRE-TESTS	MEAN SCORE OF POST - TEST	MEAN DIFFERENCE
34.25	29.43	4.82

**COMPARASION BETWEEN PRE -TEST SCORE AND POST -TEST SCORE**

BAR CHART SHOWING THE PRE- TEST v/s POST- TEST



## CONCLUSION

Evaluation was done by administering pre-test, post-test and the mean scores were compared.

Evaluation of teaching programme was done by analyzing mean of pre-test and post test scores. The mean difference was found to be 4.82. Hence, teaching programme was found to be effective in reducing the stress related to clinical practice of student nurses during pandemic.

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