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.


KEYWORDS:

Coronavirus, 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 4th 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 4th 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.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Date</th>
<th>Activity Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24/8/2020</td>
<td>• Introduced myself to the B.Sc. Nursing Interns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Made them comfortable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pretest was done by using 5 points Likert scale to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assess the stress level of student nurses related to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>clinical practice during pandemic.</td>
</tr>
<tr>
<td>2.</td>
<td>25/8/2020</td>
<td>• Planned teaching programme was conducted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Effectiveness of planned teaching programme was</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessed.</td>
</tr>
<tr>
<td>3.</td>
<td>28/8/2020 (3rd day)</td>
<td>• Post test was conducted.</td>
</tr>
</tbody>
</table>

ANALYSIS & INTERPRETATION

PRE-TEST SCORE

INTERPRETATION OF SCORES

<table>
<thead>
<tr>
<th>RESULT</th>
<th>SCORES</th>
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</thead>
<tbody>
<tr>
<td>Slight clinical practice stress</td>
<td>&lt; 20</td>
</tr>
<tr>
<td>Mild clinical practice stress</td>
<td>21-40</td>
</tr>
<tr>
<td>Moderate clinical practice stress</td>
<td>41-60</td>
</tr>
<tr>
<td>Severe clinical practice stress</td>
<td>61-80</td>
</tr>
</tbody>
</table>
PRE-TEST MEAN

N=48

Mean = 1644/48 = 34.25

PRE-TEST SCORE

<table>
<thead>
<tr>
<th>RANGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILD STRESS</td>
<td>28</td>
<td>58.33</td>
</tr>
<tr>
<td>MODERATE STRESS</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>SLIGHT STRESS</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>SEVERE STRESS</td>
<td>2</td>
<td>4.17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

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

POST-TEST MEAN

MEAN = 1413/48 = 29.43.

POST-TEST SCORE

<table>
<thead>
<tr>
<th>RANGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILD STRESS</td>
<td>26</td>
<td>54.17</td>
</tr>
<tr>
<td>SLIGHT STRESS</td>
<td>19</td>
<td>39.58</td>
</tr>
<tr>
<td>MODERATE STRESS</td>
<td>3</td>
<td>6.25</td>
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<tr>
<td>TOTAL</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>MEAN SCORE OF PRE-TESTS</th>
<th>MEAN SCORE OF POST-TEST</th>
<th>MEAN DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.25</td>
<td>29.43</td>
<td>4.82</td>
</tr>
</tbody>
</table>

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.

REFERENCES


