



# POSSIBLE PHOBIAS OF CLINICAL POSTING AMONG NURSING STUDENTS OF SELECTED NURSING COLLEGE IN SOUTH INDIA

<sup>1</sup>Mr. Subin Jimmy, <sup>2</sup>Mrs. Joyce John, <sup>3</sup>Ms. Shubnum Khursheed Mir, <sup>3</sup>Ms. Sufaya Ashiq, <sup>4</sup>Ms. Sumaia Unnisa, <sup>5</sup>Ms. Tintu Paulose, <sup>6</sup>Ms. Soly Susan Thomas, <sup>7</sup>Ms. Surya Suresh, <sup>8</sup>Mr. Sivaneethi S, <sup>9</sup>Ms. Sushma M. K, <sup>10</sup>Ms.

Precilla V

<sup>1</sup>Clinical Instructor, <sup>2</sup>Assistant Professor, Nursing, T. John College of Nursing, Bangalore, India

**Abstract:** Phobia is a type of anxiety disorder characterized by intense and irrational fear of something, leading to avoidance of the object, activity, or situation. Clinical posting can be a common trigger for phobias among medical, nursing, and other paramedical students, which can adversely impact their clinical performance and career. The study aims to assess the possible phobias of clinical postings in nursing students and develop an e-information booklet on therapies to overcome these phobias. A non-experimental, descriptive and quantitative study was adopted. Stratified random sampling technique was used to select the sample of 100 from nursing students from selected college of nursing in South India. A written consent was obtained before the data was collected and data obtained were analyzed in terms of statistical measures showing the majority samples had mild phobia. The findings of this study support the need for developing programs on awareness of phobias in clinical postings and therapies to overcome these phobias, as well as to inculcate them into the curriculum as extracurricular activities for medical, paramedical students and staffs respectively. There is a need to assess the phobias before beginning of the students' clinical experience and implement the self-help guide to overcome their phobias. This will uplift the students' overall performance in the clinical setting.

**Keywords:** Phobia, anxiety, clinical postings, nursing

## I. INTRODUCTION

Phobia is an extreme, irrational, fear of something that may cause a person to panic. The individual seeks to avoid the object, activity, or situation. In adults, the individual recognizes that the fear is excessive or unreasonable. <sup>(1)</sup> Some of the causes of phobias are past incidents or trauma. In some cases, it may be in relation to some earlier traumatic early experience, it may be inherited or even rooted in evolutionary factors. Phobias can leave a person feeling helpless and can affect the persons' whole career, can also cause mental disturbances, anxiety, etc. Hence, we found a need to assess the possible phobias associated with medical students for clinical posting during their course period. Efforts are made to intervene in their phobias through adequate measures so that they can get rid of it and be a futuristic professional without carrying a baggage of embarrassment, anxiety, fear & reluctance towards their practice & learning.

### Need for study

The anxiety in nursing students during their clinical posting affects their performance is explained in the study results as the verbalization of students' experience. It includes the following: (i) the students stated that the first month of their training in clinical placement was anxiety producing for them, (ii) the students' concern about the possibility of harming a patient through their lack of knowledge in the second year, (iii) fear of failure and making mistakes concerning nursing procedures was expressed by another student. <sup>(2)</sup> These statements show that anxiety produced during their clinical experience is stressful to the students, there may be potential harm due to fear, inadequate skill and practice along with fear of failure or making mistakes affects the students' performance. Therefore, it is imperative that the educational system consider instructions to increase students' awareness regarding phobia that they may experience during their clinical postings.

The benefits of treating these phobias are purely aimed at enhancing the student's overall performance and to develop their confidence to continue in their profession. By treating the anxiety produced during clinical postings, students will experience a less stressful and comfortable learning environment. This will also enhance the convenience of learning in a real- life situation and help improve social interaction. The social and situational anxiety may hinder this process, but through intervention the students can improve their communication skills and reporting. As anxiety reduces, overall performance as well as productivity increases. A conducive and less stressful environment reduces the possibility of making any mistakes as well as reducing the potential of causing any harm to the patient designated for providing care. Therefore, awareness and intervening these phobias are necessary in regard to a student's clinical training.

**II. PROBLEM STATEMENT**

A study to assess the possible phobia of clinical posting in nursing students of selected nursing colleges in South India, with a view to develop an e-information booklet on therapies to overcome those phobias.

**Objectives of the study**

1. To assess the possible phobias during clinical posting among nursing students of a selected nursing college.
2. To assess the association of phobias during clinical posting with the selected demographic variables.
3. To prepare an e-information booklet regarding the therapies to overcome the possible phobia of clinical posting among nursing students of a selected nursing college.

**III. RESEARCH METHODOLOGY**

**Research approach:** In view of the nature of the problem and to accomplish the objectives of the study, a Descriptive research approach was used for the present study. An Evaluative approach was used to assess the phobias during clinical postings & develop an e-information booklet for the Nursing students.

**Research design:** The research design selected for the present study is Descriptive research design where the test was given without control group approach.

**Sample and sampling technique:** The sample for the study consisted of 100 nursing students of T. John College of Nursing, Bangalore. Using stratified random sampling techniques, 1<sup>st</sup> Year and 2<sup>nd</sup> Year B. Sc. Nursing 30 (30%) students and, 1<sup>st</sup> Year and 2<sup>nd</sup> Year GNM. 20 (20%) students respectively were randomly selected from each group based-on the inclusion criteria.

**Inclusion criteria**

- ❖ Those who are students of 1<sup>st</sup> Year and 2<sup>nd</sup> of Year B. Sc. Nursing, and GNM students respectively.
- ❖ Those who are willing to participate.
- ❖ Those who are available at the time of study.

**Exclusion criteria**

- ❖ Those who are not students of 1<sup>st</sup> Year and 2<sup>nd</sup> Year of B. Sc. Nursing, and GNM students respectively.
- ❖ Those who are not willing to participate.
- ❖ Those who are not available at the time of study.

**Data collection and tool description**

The tools contained simple and direct questions. The questions were taken after referring to the review of literature and the suggestions taken from the experts of the nursing field. A dichotomous checklist was prepared to assess the phobia in clinical postings.

**Data collection procedure**

Data was collected from 100 nursing students of four batches of B. Sc. Nursing and GNM who fulfilled the inclusion & exclusion criteria. Phobia assessment checklist was given through Google forms which was available for 1 hour for submitting their responses after getting informed consent. After 7 days an e-information booklet on therapies to overcome these phobias was provided.

**IV. RESULTS****4.1 Percentage and frequency distribution of nursing students according to no. of phobia.**

Table 4.1: Descriptive statistics

No. of phobia	N (95)	%
Mild (1 - 10)	60	63.16
Moderate (11 - 20)	26	27.37
Severe (21 - 30)	9	9.47

**1.2 Evaluating the significance of no. of phobias of clinical postings with statistical significance.**

Table 4.2: Descriptive statistics

S/N	Domain	Max score	Mean	Mean %	SD
1	Nursing students	30	10.136	10.669%	6.619

**4.3 Association between no. of phobia with the selected demographic variables of selected nursing students of T. John College of Nursing.**

Table 4.3: Inferential statistics

S/N	Demographic variable	Samples n = % (95)	Phobia no. of Respondents (n = 95)				Chi square
			Mean ≥ 11		Mean ≤ 10		
			No. of samples	% of samples	No. of samples	% of samples	
1.	Age						
	17 - 20 years	74	28	38.89%	46	63.39%	2.1482 df 2 NS
	21 - 24 years	20	6	30%	14	70%	
25 years and above	1	1	100%	0	0%		
2.	Gender						

	Male	6	2	33.33%	4	66.67%	0.0566 df 1 NS
	Female	89	34	38.20%	55	61.80%	
3.	<b>Course</b>						
	B. Sc Nursing	57	18	31.58%	39	68.42%	0.018 df 1 NS
	GNM	38	17	36.17%	30	63.83%	
4.	<b>Year</b>						
	1st Year	48	18	37.50%	30	62.50%	0.018 df 1 NS
	2nd Year	47	17	36.17%	30	63.83%	
5.	<b>Religion</b>						
	Hindu	57	21	36.84%	36	63.16%	1.8194 df 3 NS
	Muslim	5	3	60%	2	40%	
	Christian	32	11	34.37%	21	65.63%	
	Others	1	0	0%	1	100%	
6.	<b>Education: 12th Board</b>						
	State	71	25	35.21%	46	64.79%	0.5817 df 3 NS
	CBSE	11	5	45.45%	6	54.54%	
	ICSE	2	1	50%	1	50%	
	Others	11	4	36.36%	7	63.64%	
7.	<b>Family type</b>						
	Joint family	19	8	42.10%	11	57.90%	0.9283 df 2 NS
	Nuclear family	75	26	34.67%	49	65.33%	
	Extended family	1	0	0%	1	100%	
8.	<b>Number of siblings</b>						
	0	17	4	23.53%	13	76.45%	1.6321 df 2 NS
	1	54	21	38.89%	33	61.11%	
	2 or more	24	10	41.67%	14	58.33%	
9.	<b>Ordinal position</b>						
	1st child	51	19	37.25%	32	62.74%	0.1359 df 2 NS
	2nd child	33	11	33.33%	22	66.67%	
	3rd child or younger	11	4	36.36%	7	63.64%	
10.	<b>Family income</b>						
	Below 2 lakhs	85	29	34.12%	56	65.88%	3.3399 df 2 NS
	2,00,001 to 4,00,000	9	5	55.55%	4	44.44%	
	4,00,001 and more	1	1	100%	0	0%	
11.	<b>Media exposure</b>						
	Newspaper/Magazines	3	0	0%	3	100%	2.899 df 2 NS
	TV/Radio	3	2	66.67%	1	33.33%	
	Internet	89	33	37.08%	56	62.92%	

## V. MAJOR FINDINGS

- ❖ The significance no. of phobia of the samples ranges only from mild to moderate. Majority of the samples have mild phobia, irrespective of the demographic variables.
- ❖ Thus, selected demographics variables did not have any significance in relation to the no. of phobia.
- ❖ Therapies to overcome phobias can be formulated by generalizing the phobias present in the nursing students of the selected college.

## VI. SUGGESTIONS

The findings of this study support the need for developing programs on awareness of phobia in clinical posting into the curriculum of the courses and therapies to overcome these phobias. The study also supports the need to inculcate them into extracurricular activities of medical and paramedical students, and staff. Hence the study concludes that the phobia of the students is more likely to be their individual character which can be treated easily as without being affected by controlled factors. Thus, for the future outlook, there is a need to assess the level of phobia before the beginning of the students' clinical experience to overcome their limitations to the practice and implement cost effective self-help guide with therapies to overcome these phobias.

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