STUDENT ABILITY TO WRITE OF NURSING DIAGNOSIS

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Abstract

Background: Nursing students of third semester began a nursing clinical practice for four weeks were required to provide care to two patients and writing nursing care.

Aim: The study goal was describe the ability of student to write a nursing diagnosis.

Methods: Design was descriptive used documentary study. Material study were all student writing about nursing diagnosis in practical report of the 3rd basic human needs on the third semester of the academic year 2015/2016 at study program of Blitar third diploma of Malang Health Polytechnic as much as 180 nursing diagnoses writing. Sampled used total nursing diagnosis. Analysis used descriptive.

Result: NANDA domain that the focus of nursing students were nutrition, elimination and exchange, activity and rest, safety, and comfort. Congruence of writing of problem toward domain nursing diagnosis was as much as 75.6% was matching and as much as 24.4% was mismatching. Congruence of etiology toward problem of nursing diagnosis was as much as 48.9% was mismatching and as much as 7.8% was not written.

Analysis: Incongruity writing of nursing problem toward domain and etiology toward nursing problem of nursing diagnosis by 3rd semester nursing students cause they confused for analizing and synthesing, limitation of assessment data, and inability critical thinking.

Discuss: Effort to reduce of incongruity can be done by intensive guidance, consultations every writing, correction after consultation, guidance practice by bed side teaching, and preceptorship training.

Key words: student, ability, nursing diagnosis

Background

Student clinical learning effort to socialiation for clinical practice include in writing of nursing care. A part of nursing care is nursing diagnosis. Writing of nursing diagnosis by student must be trained and applied. Learning format for student should be implemented as early as in clinical practice.

According course curriculum, clinical practice for student began in the third semester of basic human needs practice. Student determine their own basic human needs of patients who are treated in accordance practice. So, student do the assessment and formulate nursing diagnosis. Result of clinical practice activities organized in practice report.

The study goal was describe the ability of student to write a nursing diagnosis.

Methods

Design was descriptive used documentary study. Material study were all student writing about nursing diagnosis in practical report of the 3rd basic human needs on the third semester of the academic year 2015/2016 at study program of Blitar third diploma of Malang Health Polytechnic as much as 180 nursing diagnoses writing. Sampled used total nursing diagnosis. Analysis used descriptive.

Result

Clinical practice activities every nursing student of basic human needs was conducted four weeks in two ward rooms of hospital nursing services. Students get the task of

providing nursing care to a patient every two weeks of practice. Nursing care provided must be comprehensive begin assessment until an evaluation directed at basic human needs. Each student during practice four weeks has written two nursing diagnoses.

Students practice as many as 90 people to produce 180 nursing diagnoses. Writing guidelines using NANDA (North American Nursing Diagnosis Association) 2015-2017, expected outcomes using NOC (Nursing Outcomes Classification), and nursing intervention usingNIC (Nursing Interventions Classification. Written nursing diagnoses students when grouped in the NANDA domain are as much as 23.3% (42 nursing diagnoses) in the domain of nutrition, 21.1% (38 nursing diagnoses) in the domain of elimination and exchange, 33.3% (60 nursing diagnoses) in the domain of activity and rest, 3.3% (6 nursing diagnoses) in the domain of safety, and 18.9% (34 nursing diagnoses) in the domain of comfort.

Congurence of writing of problem toward domain nursing diagnosis and etiologytoward problem of nursing diagnosis presented in the table below.

Table of congruence of writing of problem toward domain nursing diagnosis and etiologytoward problem of nursing diagnosis

Congruence of writing of problem toward domain nursing diagnosis		Congruence of etiology toward problem of nursing diagnosis			Total
		Matching	Not matching	No written	
Matching	Nutrition	12 (6.7%)	12 (6.7%)	2 (1.1%)	26 (14.4%)
	Elimination and exchange	16 (8.9%)	2 (1.1%)	2 (1.1%)	20 (11.1%)
	Activity and rest	26 (14.4%)	22 (12.2%)	4 (2.2%)	52 (28.9%)
	Safety	2 (1.1%)	4 (2.2%)	0 (0%)	6 (3.3%)
	Comfort	22 (12.2%)	10 (5.6%)	0 (0%)	32 (17.8%)
	Total	78 (43.3%)	50 (27.8%)	8 (4.4%)	136 (75.6%)
No matching	Nutrition	--	14 (7.8%)	2 (1.1%)	16 (8.9%)
	Elimination and exchange	--	14 (7.8%)	4 (2.2%)	18 (10.0%)
	Activity and rest	--	8 (4.4%)	0 (0%)	8 (4.4%)
	Safety	--	0 (0%)	0 (0%)	0 (0%)
	Comfort	--	2 (1.1%)	0 (0%)	2 (1.1%)
	Total	--	38 (21.1%)	6 (3.3%)	44 (24.4%)
Total	Nutrition	12 (6.7%)	26 (14.4%)	4 (2.2%)	42 (23.3%)
	Elimination and exchange	16 (8.9%)	16 (8.9%)	6 (3.3%)	38 (21.1%)
	Activity and rest	26 (14.4%)	30 (16.7%)	4 (2.2%)	60 (33.3%)
	Safety	2 (1.1%)	4 (2.2%)	0 (0%)	6 (3.3%)
	Comfort	22 (12.2%)	12 (6.7%)	0 (0%)	34 (18.9%)
	Total	78 (43.3%)	88 (48.9%)	14 (7.8%)	180 (100%)

Discussion

Student writing ability of nursing diagnosis should be practiced earliest. Nursingpractice implemented since the odd semester of second years. Practice is performed integrated between the practice to fulfilment patient basic needs and writing

nursing care.Nursing care provided to patients is the assessment, diagnosis formulation, planning, implementation, and evaluation.The patient basic needs is determined by preceptor. So, students provide care for two weeks for each patient. Student writing of nursing care consulted continuously to preceptor.

Written nursing diagnoses students describe the patient basic needs of who were care for four weeks and in accordance with the highest ranked health problems of patients served by the hospital.Domain nursing problems (nutrition, elimination and exchange, activity and rest, safety, and comfort) matching with the most diseases caring of hospitals in East Java namely anemia, hypertension, diarrhea, and Diabetes Mellitus (Dinkes Prov Jawa Timur, 2012). Patients has a tendency to have physical weakness for the move and do not dare to mobilize around the bedduring care. Interviews results showed that patients has a fear becomes severe or prolonged recovery.Thus the patient who makes the students training to be educators and to train the patient to be able to undertake activities and mobilization capabilities.

Mismatching problems nursing written with domain as much as 24.4% (table) possible that students have confused for analysing and synthesingfrom assessment result.Should, student confusion does not occur because the student has got a theory about nursing care and critical thinking in nursing.Also, during practice guidance from preceptor. Reasonableness of write nursing problems mismatching with the domain because students nursing practice is the first time so that the confusion occurrs.Research result of Kyung-Sook Kim and Jung-Hyun Choi (2014) that the students' ability to write is influenced by the experience of clinical practice.That is, if the experience of the students practice improved then the mismatch writing of nursing problem will be reduced.Students who have the appropriate write nursing problems with the domain (75.6%) probably because during the writing using a pocket book about guide writing nursing diagnoses.

A writing congruence of nursing problems with the domain, there are as many as 27.8% of the etiologyis not matching with nursing problem and as many as 4.4% is not written. The situation may be due to the inability critical thinkingor limitations of assessment data, possible causes of emotional intelligence of students. According Austyn Snowdenet al (2015) that emotional intelligence is associated with success. Writing of etiology faultof the nursing diagnoses formulation can be improved with intensive guidance, consultations every writing, correction after consultation, and guidance practice by bed side teaching.Also, need to increase the critical thinking skills and emotional intelligence of preceptor that is preceptorship training.

Conclussion

Incongruity writing of nursing problem toward domain and etiology toward nursing problem of nursing diagnosis by 3rd semester nursing students cause they confused for analizing and synthesing, limitation of assessment data, and inability critical thinking.

Recommendation

Effort to reduce of incongruity can be done by intensive guidance, consultations every writing, correction after consultation, guidance practice by bed side teaching,and preceptorship training.

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