

Effectiveness of a Psychiatric Nursing Procedure Manual (PNPM) on Psychiatric Nursing Training among the Undergraduate Students in Selected Setting

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ABSTRACT

Introduction: Psychiatric nursing teaches students how to engage and communicate with patients who have severe emotional distress. Nurses need this knowledge as the majority of patients encountered in hospitals are distressed

Objectives of the Study: To assess the need of the procedure manual for nursing training among UG student nurses before and after the introduction of procedure manual in selected setting. To determine the levels of performance ability and confidence of psychiatric student nurses' group I (using procedure manual) and group II (without using procedure manual) during their clinical practice training.

Methodology: An evaluatory research approach, post-test only control design was used in this study to assess the effectiveness of a psychiatric nursing procedure manual (PNPM) on psychiatric nursing training among the undergraduate students. In this study, the sample consists of 48 undergraduate psychiatric student nurses, selected by using random sampling method, further they were divided into two groups

Result: Majority of the subjects in 75% before and 86% after the introduction of procedure manual have expressed high necessity of the procedure manual, no subject has fallen in the less need category or no need category and control group need of procedure manual is 74% before and 74% after same without intervention.

Conclusion: The Psychiatric Nursing Procedure Manual of Clinical Nursing Procedures has been specially compiled for students to include the essential procedures they need to know.

Keywords: Psychiatric nursing procedure manual, performance ability, confidence.

INTRODUCTION

The subject of psychiatric is very vast with the psychiatric disorders following the pattern of permutation-combination.[1] The use of work book unveils the hidden self of the person assessed and helps the student to understand the person as a whole.[2] Psychiatric nursing teaches students how to engage and communicate with patients who have severe emotional

distress³. The Teaching-Learning Process that occurs in the learning environment in turn produces the product of learning. [3]

Clinical practice helps to develop skills to integrate theory and practice according to the requirement. Student nurses are facing so many problems in their clinical training period such as fear and stress, lack of confidence in doing procedures, unavailability of trained faculty, less teacher

to student ratio, lack of adequate instructional material etc.[4] The main cause of stress among students is related to the ineffective clinical environment, lack of confidence and competence [5]

There are procedure manuals available for the general nursing procedures. Though there are lots of procedures in psychiatry, a manual is not available like other specialties.[6] The investigator's experience from the psychiatry ward has found that students are facing difficulties during their clinical training period. The nursing students are not able to maintain a proper therapeutic interpersonal relationship. [7]

To assess the need of the procedure manual for psychiatric nursing training Among UG student nurses before and after the introduction of procedure Manual in selected setting. To determine the levels of performance ability and confidence of psychiatric student nurses' experimental group (using procedure manual) and control group (without using Procedure manual) during their clinical practice training. To determine the difference between experimental group and control group student's levels of Performance ability and confidence. To assess the association between the demographic variable and the levels of Performance ability and confidence of the psychiatric student nurses.[8]

RESEARCH METHODS

Research design is the overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process. The research design used in this study was Post-test-only control design.[9]

study was conducted by selecting 48 psychiatric student nurses of Basic B.sc nursing 3rd year student who were under psychiatric nursing training. Observation checklist and self-reported checklist were used to assess the performance ability and confidence level of psychiatric student nurses.

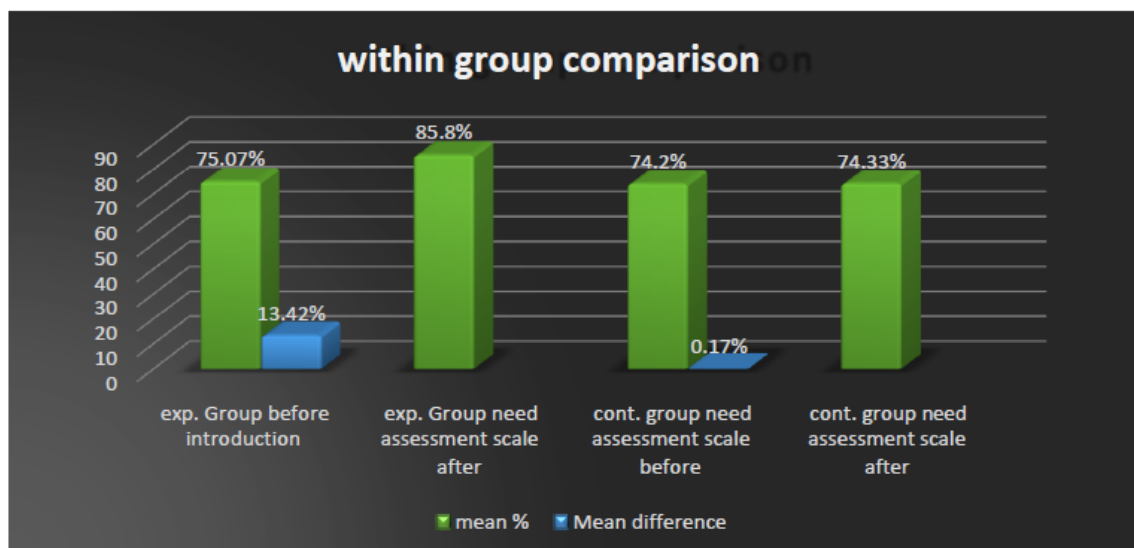
RESULT

Table 1: Frequency and percentage distribution of the Baseline characteristics of subjects. N=24+24

Variable	exp. Group		control group	
	f	%	f	%
1. Age in years				
a) 15-24 years	24	100	24	100
b) 25-34 years	0	0	0	0
c) 35-44 years	0	0	0	0
d) 45-54 years	0	0	0	0
2. Gender				
a) Male	14	58.30%	10	41.70%
b) female	10	41.70%	14	58.30%
3. Professional course				
a) 3 rd year B.B.Sc Nursing Course	24	100.00%	24	100.00%
4. Previous Psychiatric Training				
a) Yes	1	4.20%	0	0
b) no	23	95.80%	24	100.00%
5. Availability of Clinical Instructor				
a) always	13	54.20%	12	50.00%
b) sometimes	10	41.70%	12	50.00%
c) never	1	4.20%	0	0.00%

Table 2: Assessing the need of procedure manual Within group comparison (n=48)

Group	Scale	f	Mean	Std. Deviation	mean %	Mean difference	S.D difference of	Change (%)	t value	P
Exp.	need assessment scale before	24	94	5	75	13	5	11	12	0
	need assessment scale after	24	107	4	86					
Cont.	need assessment scale before	24	93	4	74	0	8	0	0	1
	need assessment scale after	24	93	6	74					



Graph-1 Bar diagram showing the need of procedure manual of control group and experimental group

INFERENCE: The data presented in Table 2 and figure 8 bar diagram shows that, in control group need assessment scale score 74.33 and after 74.20. In the experimental group majority 75.07% before and 85.80%

after the introduction of procedure manual have expressed the high necessity of experimental group of psychiatric nursing procedure manual.

Table 3: Determine the levels of performance ability and confidence of psychiatric student nurses' group I (student nurses using procedure manual) and group II (not using procedure manual). (n=24+24)

level of performance ability	range of percentage	category	Exp. group		control Group	
			f	%	f	%
10-14	65-100	high	10	79	0	0
5-9	29-64	medium	5	21	12	50
0-04	0- 28	low	0	0	12	50

INFERENCE: The data presented in table 4 depicts that majority of subjects 79% in experimental group has high level, 21% of experimental group moderate level and 50%

of control group has moderate level and 50% of control group has low level of performance ability.

Table 4: Determining the levels of confidence of subjects according to the scores obtained. (n=24+24)

Level of confidence	range of percentage	category	Exp. group		control Group	
			f	%	F	%
6-8	63-100	high	20	83	1	4
3-5	26-62	medium	4	17	14	58
0-02	0-25	low	0	0	9	38

INFERENCE: The data presented in table 5 depicts that majority of subjects 83% in experimental group indicate high level and 17% moderate level and 4% of control

group has high level, control group 58% has moderate level and 38% of control group has low level of confidence.

Table 5: Determine the difference between group I (student nurses using procedure manual) and group II (not using procedure manual) student's levels of performance ability and confidence. (n=48)

Skill	Group	Mean	Std. deviation	Mean (%)	t value
performance ability	Exp.	10.46	0.98	74.7	15.98
	control	4.75	1.45	33.93	
confidence level	Exp.	6.5	0.98	81.25	11.63
	control	3	1.1	37.5	

INFERENCE: The Independent 't' test showed that there is significant difference between the levels of performance ability

and confidence among the student nurses using and not using psychiatric nursing

procedure manual, during their procedure practice. Hence null hypothesis is rejected.

DISCUSSION

The study was done to find out the Majority of the subjects in 75% before and 86% after the introduction of procedure manual have expressed high necessity of the procedure manual, no subject has fallen in the less need category or no need category and control group need of procedure manual is 74% before and 74% after same without intervention. In the group I majority of subjects 79% has high level and 21% has moderate level of performance ability. No subject has fallen in the low-level category. Whereas only 50% of group II has moderate level and 50% has low level of performance ability, no subject has fallen in the high-level category. The majority of the subjects, 83% in group I has high level and 17% has moderate level of confidence. No subject has fallen in the low level of confidence. Whereas 4% of group II has high level and 58% has moderate level of confidence and 38% subject has low confidence level. [10]

The post intervention performance ability Mean \pm SD of group I is 10.46 ± 0.98 and that of group II is 4.75 ± 1.45 . The post intervention confidence Mean \pm SD of group I is 6.5 ± 0.98 and that of group II is 3 ± 1.1 .

Result shows in this study The finding demographic variable clinical instructor clarifies doubts was significant association in control group with performance ability calculated chi square value (4.167) is more than table value <0.05 . there was no association between age, gender, professional course, previous psychiatric training. none of the demographic variables was found to have significant association with confidence level.

CONCLUSION

The study concludes that there was significant difference levels of performance ability and confidence among the student nurses using and not using psychiatric nursing procedure manual, during their

procedure practice. The present study was limited to the post test only control research design. The study is limited to those student nurses undergoing clinical practice training. Only selected procedures were assessed in the present study. There was a limitation of assessment of the performance ability, only investigator assessed the psychiatric student nurses. findings of the study, the following recommendations are made; Similar study can be conducted with the pre-test post-test research design. The study could be replicated on a larger sample drawn from different setting. A similar study can be performed to assess the performance ability and confidence of psychiatric staff nurses.

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