RESEARCH ARTICLE

A STUDY TO ASSESS THE EFFECTIVENESS OF DEBATE ON INNOVATIONS IN NURSING AMONG 1ST YEAR B.SC NURSING STUDENTS IN SELECTED NURSING COLLEGE TIRUPATI, AP, INDIA

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ABSTRACT

The aim of the study was to assess the effectiveness of debate on innovations in Nursing among 1st year B.Sc.(N) students in, CON, SVIMS, Tirupati.
Objectives
• To assess the level of knowledge on innovations in nursing, among1 st year B.Sc.(N) students
• To assess the effectiveness of debate, among1 st year B.Sc.(N) students
• To find out the association between level of knowledge and selected demographic variables, among1 st year B.Sc. (N) students.
Methodology: By using convenient sampling technique, a Pre-experimental research design was adopted, 100 B.Sc. (N) 1st year students were taken as samples. Data collection was done by using a self-structured questionnaire. **Results:** The study results revealed that out of 100 samples 92% (92) had inadequate knowledge, 8%(08) had moderate knowledge, and 0%(0) had adequate knowledge in their pre-test, whereas in post-test 8% (8) had inadequate, 53%(53) had moderate knowledge, and 39%(39) had adequate knowledge. **Conclusion:** As the technology in nursing education has been increasing day by day; debate is one of the best method of understanding the facts and faults about a specific topic and the students be able to understand the scenario in a clear way, which gives essential information to the students. In the present study the result showed that, the debate was effectively improved the knowledge of 1st year B.Sc. (N) students regarding innovations in nursing.

INTRODUCTION

"Learning gives creativity, creativity leads to thinking. Thinking provides knowledge, knowledge makes you great."

-Dr. A.P.J. Abdul Kalam

Innovation is to a large extent considered a social and communicative process, and input from other individuals potentially improves the generation of novel and, valuable ideas also in the early stages of idea creation and development (Bergendahl, 2015). This term is not a new concept to in the nursing profession (ICN, 2009). As the encouragement of nursing professionals to utilize their acquired knowledge and skills to creatively generate and develop new ways of working, drawing on technologies, systems, theories and associated partners/stakeholders to further enhance and, evaluate nursing practice. The nursing care changes and challenges respect to a constant environment. Changes in demographics and the burden of disease continue

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to present new demands on the care system, placed as is on the front line of addressing the global challenges of disease and delivering on the Millennium Development Goals. It is imperative in order to improve patient safety and quality care; it does not and will not occur in isolation requiring investment, support and resource allocation from managers, leaders and governments (ICN, 2009; Mcsherry, 2011). Nursing innovation is a fundamental source of progress for health care systems around the world. Nurses work in all settings with all types of patients, families, communities, health care personnel and staff in other sectors. Nurses are supported in their efforts to provide innovative solutions to the challenges and demands of health care provision (ICN, 2009). Innovation in nursing care continues to be a driving force seeking to balance cost containment and health care quality. It is considered to be a critical component of business productivity and competitive survival (Omachonu, 2010). In addition, nursing theorists, scholars and health care professions have varying interpretations of what innovation is or should be. Disasters are special circumstances, and their management requires cooperation of all trained members of the health team. This is because the healthcare team, especially nurses, are among the first persons to deal with these cases (Negar Pourvakhshoori,

2017). The science of forensic nursing represents an emerging worldview in the future of the forensic sciences as crime and violence bring together the two most powerful systems affecting the lives of people throughout the world – health and justice. These concerns require a joint endeavor involving physicians, nurses, police officials, attorneys, magistrates, sociologists, psychologists, social workers, forensic and political scientists, advocates and activists, and other criminal justice practitioners to reduce and prevent social injustice. Effective forensic case management is an area lacking in sufficient policy and legislation to ensure protection of the legal, civil and human rights of both the victims and the accused (Virginia, 2011). The gap that exists in healthcare organizations between research evidence production and the users of that evidence continues to promote a separation between what's known about the organization and delivery of health services and what's actually done in practice. Consequently, there's growing interest in innovative knowledge translation models with emphasis on collaboration, active participation, and shared learning among nurses at all levels within the organization and their interdisciplinary stakeholders.

Building a sustainable evidence-based practice (EBP) infrastructure, particularly during times of financial constraints, poses challenges for nurse leaders. To be successful, models must be creative and adaptive while being mindful of limited resources (Gwenyth, 2014). Telehealth nursing is not a claim to popularize the areas in nursing. Nurses in any area who utilize information transfers and wellbeing advances, for example, sound, video, or information coordinated into their current practice are giving Telehealth nursing. Consolidated with a collection of learning and abilities used to transfer nursing operations over distance Telehealth patients are effectively administering to patients remotely. The understanding of this technology is important to a career in nursing operations. However, outlining the details of the operations and benefits of the Tele Nursing technology and its effectiveness in the health care sector will help to understand the usefulness in the sector.

NEED FOR THE STUDY

Knowledge and Performance about Nursing Ethic Codes from Nurses' and Patients' Perspective in Tabriz Teaching Hospitals, Iran. Most of the nurses were female, married, educated at BS degree and 86.4% of them were aware of Ethic codes also 91.9% of nurses and 41.8% of patients represented nurses respect ethic codes. Nurses' and patients' perspective about ethic codes differed significantly. Significant relationship was found between nurses' knowledge of ethic codes and job satisfaction and complaint of ethical performance In Selçuk University & Hacettepe University in turkey. The majority of University A students (67.8%) reported that they had received education on disasters; however, this rose to 83.2% for University B students. A great majority of University B students (72.6%) had knowledge about disasters due to school courses. Only 6.8% of University A students stated that they had received disaster nursing education, while 68.6% of students studying in University B received education about disaster nursing. The primary source of knowledge of students who stated that they had received education on disaster nursing, was school courses at the rate of 54.5% in University A students, and of 95.0% in University B students.

Muller College of nursing Mangalore 50.3% of nurses have average knowledge on EBP, 42.9% of nurses have good knowledge on EBP and 6.8% nurses have poor knowledge on EBP. The Knowledge Level of Nursing Students on Forensic Nursing. The survey prepared for the study was applied to 135 women and 48 men and totally 183 students. Sample group consists of nearly 74% women and 26% men. 42%, 6 of interviewed of people were 3 class students, 57%, 4 were 4 class students. Mean age of students was 22, 23 years. The phrases related to legal responsibilities of a nurse, 'Health staff have legal responsibility on forensic case declaration' and 'Each medical paper has potential to gain forensic document qualifications' were answered truly by nearly % 75 of students. Also, the rate of true answer to the phrase 'Health staff have criminal, juristical, administrative and vocational responsibilities' is 49%. Through health staff's criminal, juristical, administrative and vocational responsibilities, each medical paper can be a forensic document from the acceptance of the patient to the hospital till being discharged. Despite this, 25% of people interweaved answered the questions wrong. And it establishes that subject must be in a different course curriculum. In questions to assess the level of knowledge of students on forensic medicine subject, 44% of participants know forensic circumstance definition, 32 %,2 know the meaning of malpractice which is a part of forensic process and 31%,1 know that determination of forensic cases is not only done by forensic medicine department.

Tele health and Tele Nursing Perception and Knowledge among University Students of Nursing in universities in Poland. There were 116 students in their first year (course) (38%) and 96 students each in the second and third years (31%). Most of the students (220 (71%)) in the study group were in the age range from 20 to 23 years. The accurate definition of telemedicine was identified by 251 (82%) respondents. The definition of telenursing was recognized properly by 230 (75%) respondents. Of the students, 207 (67%) would anticipate telenursing service implementation into the National healthcare system, and 214 (69.49%) would appreciate the addition of Tele nursing classes to the curriculum. Students from a few universities showed significantly higher willingness to introduce Tele Nursing classes into nursing curriculum and the intention to use Tele Nursing services in their future nursing practice.

MATERIALS AND METHODOLOGY

Research approach: Pre - experimental one group pre-testpost-test research design.

Setting of the study: College of Nursing, SVIMS, Tirupati.

Study population: Students studying 1st year B.Sc. (N), Tirupati.

Study sample: Students studying 1st year B.Sc. (N), SVIMS, Tirupati.

Sample size: 100 students were taken.

Sampling technique: Non probability convenient sampling technique was adopted for the present study.

Criteria for Sample Selection

Inclusion criteria:

- Who are studying 1st year B.sc (N) in SVIMS, CON, Tirupathi.
- Who are willing to participate.

Exclusion criteria

- Who are absent on the day
- Who are not willing to participate
- Those who are studying 2nd, 3rd and 4th year B.sc(N)

INSTRUMENT

The tool was developed with the help of related literatures from various textbooks, journals, websites discussion and guidance from experts.

Section-I

It consists of questions related to demographic data like name of the student, age, sex, religion, academic qualification, type of family, and type of living area.

Section –II

It consists of questions on innovations in nursing.

Scoring key: Correct answer was given a score of 1 and wrong answer was given a score of 0.

Content Validity

The tool was given 10 experts constituting nursing professionals and taken their valuable suggestions.

RELIABILITY OF THE TOOL: Reliability of the tool is defined as the extent which the instrument yields the same results in repeated measures. The tool was administered to 10 1st year b.sc nursing students, who were not included in the main study.

The reliability was established by cronbachs alpha methods for correlation coefficient formula. The obtained r score was = 0.92 which shows that instrument was reliable. Hence the tool was reliable for proceeding with the pilot study.

Data collection procedure: Formal permission was obtained from authority to conduct study at College of nursing SVIMS, Tirupati. The investigator initially established rapport with the study subjects and explained the purpose of the study.

Consent from the subjects were obtained confidentially was maintained throughout the study. The data was collected by pre- test among 1st year B.sc nursing students by structured teaching programme was given for 45minutes. And after one week post test was conducted for same 1st year B.sc nursing students.

DATA ANALYSIS

Descriptive methods like percentage, Mean, and Standard deviation and inferential statistics t-test, Chi-square were used.

FINDINGS

Table 1: Frequency and Percentage Distribution of pre-test and post-test knowledge.

(n=100)

Variable	Inadequate		Moderate		Adequate	
	F	%	F	%	F	%
Level of knowledge in the pre test	92	92.00	8	8.00	0	0.00
Level of knowledge in the post test	8	8.00	53	53.00	39	39.00

Table 1: The above table shows that in Pre-test out of 100 students 92% (92) had inadequate knowledge, 8%(08) had moderate knowledge, and 0%(0) had adequate knowledge whereas in post-test 8% (8) had inadequate, 53%(53) had moderate knowledge, and 39%(39) had adequate knowledge.

Table 2. Mean Standard deviation and t-value of pre-test and post-test knowledge

		Mean	N	Std. Deviation	t-value	p value
Knowledge	Pre test	7.460	100	2.459	38.254	0.000
	Post test	14.170	100	3.327		

The table shows the level of knowledge of students in the pre-test and post test results shows the mean of pre-test is 7.460 and mean of post-test is 14.170 shows a significant increase in the level of knowledge has increased.

Table 3. Association between the selected demographic variable and level of knowledge among 1st year B.Sc.(N) students

S.no	Demographic variable	Chi-square	P value	Chi-square	P value
		Pre test		Post test	
1.	Age	12.758**	0.000	9.029**	0.011
2.	Gender	1.075	0.300	52.754**	0.000
3.	Academic qualification	7.479**	0.006	7.547*	0.023
4.	Religion	1.040	0.594	6.041	0.196
5.	Type of family.	9.817**	0.002	2.818	0.244
6.	Type of living area.	3.552	0.169	19.188**	0.001

*Significant at 0.01 level; **Significant at 0.05 level

Table-3: it reveals that there is significant association between level of knowledge and demographic variable were significant at p<0.05 level and religion, type of family, type of living area is significant at p<0.01 level in pretest. And age, academic qualification are significant at p<0.05 level, religion, type of family, type of living area is significant at p<0.01 level in post test.

DISCUSSION

This chapter deals with discussion part to the results, obtained from statistical analysis based on the study, the reviewed literature, hypothesis, which was selected for the study. The present was conducted to assess the effectiveness of innovations in nursing among BSc nursing students. It was presented in the view of the objectives of the study.

Objectives of the study

- To assess the level of knowledge on innovations in nursing.
- To assess the effectiveness of debate.
- To find the association between level of knowledge and selected demographic variables.

The major findings of the study population were: The finding of the study was the Debate had a great impact among the students which was clearly evident by the results it revealed that the majority of the students gained the knowledge on team nursing after the Debate. Among 100 students 39% had adequate knowledge in the post test results.

The first objective of the study is to assess the level of knowledge on Innovations in nursing and found that out of 100 students 92% (92) had inadequate knowledge, 8%(08) had moderate knowledge, and 0%(0) had adequate knowledge. Dilek kara2015 explained regarding the innovations in the nursing practice in second world conference on health sciences which was conducted on 2 may 2015 in Turkey. Innovation is vital for improving the quality of nursing care and its sustainability. Although there are many examples of innovation in the nursing field, nursing profession is strengthened by a rapidly evolving world. The increasingly aging population, chronic treatment of acute illness depending on which treatment applications have changed the perspective on the quality of the patient's care and maintenance.

The second objective of the study to assess the effectiveness of debate which was been clearly shown in the post test results it has shown that 8% (8) had inadequate, 53% (53) had moderate knowledge, and 39%(39) had adequate knowledge. Thirunavukarasu M.R., Velmurugan A 2018. conducted a descriptive study on Knowledge regarding law and ethics among nurses at a tertiary care hospital in rural India. A pre-tested questionnaire covering socio demographic information and questions regarding laws and ethics was used to collect the information. The study covered 50 staff nurses from both gender. The study showed that majority of the participant's 78% had inadequate knowledge, nearly 7% of then are having moderate knowledge and only 4% are having adequate knowledge regarding law and ethics in nursing. The study shows the need for increase in awareness regarding ethical issues associated with clinical practice and research among nurses.

The third objective of the study to find the association between the level of knowledge and selected demographic variables shown for pre-test was significant p 0.01 and post-test was significant p0.05.

Conclusion

Debate is one of the effective method to express yourself and speak your heart out on a given topic and you will get the opposition in your reasoning, it teaches you to prove your point ,even if you get the contradiction. It helps the students to gain knowledge regarding a specific topic the present study has shown that the debate has been shown to be effective in incorporating the knowledge among the students regarding innovations in nursing, this clearly evident that to improve the involvement of the students in learning and to improve their performance the management should adopt any one of the innovative method of teaching is one of such innovation where the students interest can be maintained and education can be more interesting.

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