

KNOWLEDGE REGARDING PATIENT SAFETY AMONG NURSING STUDENTS AT SELECTED SETTING, LUCKNOW.

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ABSTRACT

Patient Safety is a fundamental principle of health care. Burnout among clinicians both nurses and physicians has consistently been linked to patient safety risks, and some studies show that higher number of patients per nurse is correlated with increased risk of burnout among nurses. The high intensity nature of nurses' work means that nurses themselves are at risk of committing errors while providing routine care. Interruptions have been tied to an increased risk of errors, particularly medication administration errors. In literature less attention has been paid to the perception of patient safety. Therefore, it is important to assess Nursing students' knowledge on patient safety to have a base line data and implement a relevant educational intervention on selected aspects of patient safety which includes fundamentals of patient safety, emerging challenges, human factors and patient safety, communicating effectively, preventing and managing adverse events and near misses, medication safety and multifaceted approach. Therefore, the researcher conducted an educational intervention on patient safety among the Nursing students. Objectives of the study: The objectives of the study were: 1) To assess the knowledge regarding patient safety among Nursing Students. 2) To find the effect of educational intervention on Knowledge regarding patient safety among Nursing students. Methods: An evaluative approach with pre-experimental one group design was adopted for the study. Convenient sampling was selected. Permission was obtained from the ethical committee. A structured knowledge questionnaire was used to assess the knowledge regarding patient safety among Nursing students. Pretest was done followed by educational intervention and posttest was done on 8 day with the same tool. Data was analyzed using descriptive and inferential statistics. The findings revealed that overall pretest mean score for knowledge was 6.60, and posttest mean score was 8.47. The Computed "t" value was 1.704 was greater than the table value. Hence the study concluded that educational intervention on patient safety was effective in improving the knowledge of nursing students.

KEYWORDS: Patient safety, educational intervention, knowledge, nursing students.

ABOUT AUTHOR



Author Ms. Mini Paul is 10 years of experience as a Family Nurse Practitioner in primary care. 5 years of teaching experience as Assistant Lecturer / Clinical instructor in Nursing at Mahatma Gandhi University, PSG College of Nursing; providing clinical guidance and instruction to undergraduate nursing students. Precepted nurse practitioner students from D'youville College, Buffalo, USA and York University in Toronto Canada.

INTRODUCTION

Patient safety is the corner stone of high-quality health care. Nurses are critical to the surveillance and coordinates that reduce such outcomes. Of all the members of the health care team, nurses therefore play a critically important role in ensuring patient safety, by monitoring patients for clinical deterioration, detecting errors and near misses, understanding care processes and weaknesses inherent in some system and performing countless other tasks to ensure patient receive a high-quality care.

Nurses working conditions and patient safety also play a vital role. The Causal relationship between nurse-to-patient ratio and patient outcomes likely is accounted for both increased workload and increased stress and risk of burn out for nurses. Missed nursing care – a type of error of omission in which required care elements are not complete is relatively common in-patient wards.

Furthermore, it is recommended that the initial exposure to patient safety should occur early in undergraduate and graduate nursing education programs and be ongoing throughout Nursing education. In literature less attention has been paid to the perception of patient safety. Therefore, it is important to assess Nursing students' knowledge on patient safety to have a base line data and implement a relevant educational intervention and selected aspects of patient safety which included fundamentals of patient safety, emerging challenges, human factors and patient safety, communicating effectively, preventing and managing adverse events and near misses, medication safety and multifaceted approach. Therefore, the researcher conducted an educational intervention on knowledge regarding patient safety among nursing students at Lucknow.

STATEMENT OF THE PROBLEM

Effect of educational intervention on knowledge regarding patient safety among nursing students of Lucknow

OBJECTIVES

- To assess the knowledge regarding patient safety among Nursing Students.
- To find the effect of educational intervention on Knowledge regarding patient safety among Nursing students.

ASSUMPTIONS:

- 1) Students may have some knowledge regarding patient safety.
- 2) Educational intervention may enhance knowledge.

HYPOTHESIS:

H₁ There is significant difference in the knowledge regarding patient safety among Nursing students before and after educational intervention.

METHODOLOGY**RESEARCH APPROACH:**

Quantitative Approach

RESEARCH DESIGN:

Pre- experimental one group pretest, post-test design was selected.

VARIABLES:

Independent variable: Educational Intervention

Dependent variable:

Knowledge on patient safety among Nursing Students.

Setting:

The study was conducted in selected Nursing Colleges of lucknow.

Population:

B.Sc. Nursing III year and GNM III-year students.

Sample size:

50 students participated in the study.

Sampling Technique:

Non-probability convenient sampling technique was used

DATA COLLECTION PROCESS

A formal written permission and ethical clearance was obtained to conduct the study from the authorities. The students were selected based on the inclusion and exclusion criteria and assessed by using the structured Questionnaire. Informed consent was taken from the participants. Pretest done on the first day followed by educational intervention on patient safety. Post test done on the 8 day on the same participants.

DISCUSSION

Out of 50 participants, on knowledge regarding burden of care on patient safety 52.77% had given a correct response in the pretest, whereas in the post test was 63.63%.In regard to safety climate, 9.09% had given correct response in the pretest, whereas in the posttest was 3.63%.In regard to act carried out during an adverse event 45.45% gave a correct response in the pretest, and 58.18% in the post test. In regard to adverse

event, the pretest knowledge score was 63.63 and post test was 60% respectively. In regard to highest priority for patient safety the pretest knowledge score was 67.26% with a post test score knowledge of 87.27%. In regard to ensuring correct site, correct procedure and correct patient surgery the pretest score was 38.17% with a post test score of 38.18%. With regard to action areas to reduce risk of patient safety, the pretest score was 74.59% with a post test score of 92.72%.

Table: -Comparison of the pretest and post test score n=55

Score	Pre test Mean	SD	Post test Mean	SD	T value	Df	Influence
Overall knowledge	6.60	2.46	8.47	2.06	1.704	54	P<0.005

The above Table shows there was a significant difference between the overall knowledge mean pretest score 6.60 and the mean post test score 8.47. The computed "t" value was greater than the table value. So the hypothesis was accepted and concluded that there was a significant relationship between video assisted teaching and knowledge on patient safety among Nurses.

CONCLUSION

To conclude, the present study explored the importance of patient safety in the curriculum of nursing education and emphasized the concept of medication safety is of high priority which has to be incorporated during the training period.

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