

Nursing Assessment of Health Needs for Female Adolescent Students with Blindness

Thesis

**Submitted in Partial Fulfillment of the Master
degree in
Nursing Sciences (Community Health Nursing)**

Under Supervision of

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By

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التقييم التمريضي للاحتياجات الصحية للطالبات المراهقات المصابات بفقدان البصر

رسالة

مقدمة من

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بكالوريوس تمريض
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توطئة للحصول علي درجة الماجستير في علوم التمريض

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The candidate
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قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا
إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

صدق الله العظيم

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ABSTRACT

Blindness is serious disabilities that can impose a heavy social and economic burden on individual, families, communication and countries. Blindness has an impact on vision, language, education and social integration. Blindness has profound effects on student's physical, spiritual, mental, emotional and social status that in turn can affect health needs. **The aim** of this study was to assess the health needs of female adolescence students with blindness. **Research Design:** A descriptive analytic study design was used to achieve the aim of the study. **Setting:** the study was conducted at two governmental schools of blind female adolescence students **Sample:** A Sample of convenience consisting of all students from the preparatory till the end of the secondary school they were 110 blind female. **Tools 1:** Interviewing questionnaire format, it contain **part 1:** Socio Demographic Data characteristics. **Part 2:** Medical history **Tool 2:** health needs assessment sheet **Tool 3:** Coping scale to assess coping methods of blind female adolescence students **Tool 4:** problems scale is modified version of the original scale. **Tool 5:** Rosenberg Global Self-esteem Scale: **Results:** the present study includes. Their age, the majority 45.45 % from 14- 16 years, 38.18 % from 12- 14 years while the minority 16.36 %, mean of age 35.341 ± 5.850 . The majority of the blind female adolescent students reported their highest needs to physical, psychological and social. The study also revealed that were statistically significant correlations between coping and level of fathers education, level of mother, occupation of father, occupation of mother and family income. No significant correlations between age, educational level. **Conclusion:** According to the findings of the present study, it could be concluded that: the greater percentage of female adolescent students with blindness in both schools had a severe and moderate impairment in health problems and highest needs to physical, psychological & social. **Recommendations for students,** Increase female adolescent student's awareness about health needs and the coping with blindness. **For school,** Training of educators at sign language to facilitate communications between students and their teachers. **For community,** Provision of special programmers through mass media about the blindness population, their problems, rights and how to deal with them.

KEY WORDS: Blindness, Health needs, Female adolescent students, coping.

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LIST OF ABBREVIATIONS

ADL:	Activities of Daily Living.
ANA:	American Nurses Association
BCVA:	Best Corrected Visual Acuity.
CARF:	Commission on Accreditation of Rehabilitation Facilities.
DSMIV:	Diagnostic and Statistical Manual of Mental Disorder fourth edition)
IEP:	Individualized Educational Programs
NASN:	National Association of School Nurses
NCBDDD:	National Center of Birth Defects and Development Disabilities.
RBB:	Regional Blindness Burden.
RGSES:	Rosenberg Global Self-esteem Scale
RP:	Retinitis Pigments

Introduction

Blindness means partial or complete loss of sight. Blindness is defined as loss of vision sufficient to prevent an individual from being self-supporting in an occupation, making that individual dependent on other persons, agencies or devices in order to live **(Elgilany, 2012)**.

Visual impairment is a condition in which the individual's vision is deficient to such a degree that it significantly affects their functioning. Two sub-classifications are found within the area of visual impairment, partially sighted (low vision) and blindness **(Dworkin 2011 and Harvey 2010)**.

Blindness has a serious effect on the female adolescent students, family and community. As it considered the most traumatic sensory impairment where vision is one of the most important channels through which the adolescent is informed about environment and it is vital in coordinating experiences. So early blindness delayed development in all aspects in female adolescent students with blindness **(Christie and Viner, 2012)**.

They demonstrate problems in the motor development and mobility, perception of space, body image, play and socialization. In addition they may show emotional or behavioral disturbance which will increase the probability of antisocial behavior as well as failure of independent living which result in waste of community human resources. On the

family level, the parents of blind female adolescent are shocked, hopeless, and may blame themselves for the blind female adolescent disability. Both parents may develop symptoms of grief, depression, preoccupation with the blind female adolescent, loss of appetite, and sleep problem. Often these symptoms lead to irritability and parents may be hostile toward the female adolescent students (**Parker, 2011; Nettina, 2010 and Rook, 2012**).

Blind Female adolescent students are different from sighted female adolescent in their needs for basic health care; special educational treatment is needed in order to affect their personal, social and educational readjustment. They require some specialized forms of education as tactile code (Braille) (**Hayward, 2010 and Mark, 2012**).

Blind Female adolescent students have the same needs for socialization, recreation activities and to be independent as regards to self care activities. So they require additional training and encouragement to become independent, thus the school nurse should be involved in helping blind female adolescent students to achieve maximum functional ability, maintain their optimal health and adapt to life style changes within realistic and attainable goals (**Nettina, 2010; Rook, 2012 and Hayward, 2010**).

The nurse and family with effective coping mechanisms to promote family stability through helping their parents to be aware of their blind female adolescent student's potential. Blind female adolescent students can also encourage full

parental involvement in care of the adult female to improve the female skills in interpreting information through the senses of hearing, smell and touch (**Nettina, 2010; Rook, 2012 and Hayward, 2010**).

Although parents provide the major social and development support, the nurse can sustain the Blind female adolescent students and family through counseling, education. Assistance with management of the technical aspects of care, and facilitating access to community agencies and resources (**Parker, 2011 and Hayward, 2010**).