

Self-awareness among Nursing Students Dealing with Psychiatric Patients

Thesis

Submitted for Partial Fulfillment of the Requirement of Master
degree
in Psychiatric Health Nursing

By

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2017

Introduction

Psychiatric disorders have special communication and relationship needs that require advanced therapeutic communication skills. In psychiatric and mental health nursing; the nurse-client relationship is an important intervention tool that is used to reach treatment goals (*Kim and Patterson, 2016*).

Student nurses beginning their clinical experience in psychiatric-mental health nursing usually find the discipline to be very different from any previous experience. As a result, they often have a variety of concerns; these concerns are normal and usually do not persist once the students have initial contacts with clients (*Videbeck, 2011*).

Self-awareness is the active process of learning about the components of the self. The initial step to growing caring is self-awareness, which is defined as being aware of one's presence of mental capacity. Self-awareness also helps one's ability to restore mental stability. A better understanding of the self enhances one's growth and enables the nurse to establish a caring relationship with patients in an honest, genuine, and respectful manner

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(*Sitzman & Watson, 2014; Watson, 2012*). The genuineness that is necessary for the therapeutic nurse–patient relationship is connected to one’s inner core self (*Sitzman & Watson 2014; Kim et al., 2016*).

Self-awareness is particularly important in mental health nursing. Everyone, including nurses and student nurses, has values, ideas, and beliefs that are unique and different from others’. At times, a nurse’s values and beliefs will conflict with those of the client or with the client’s behavior (*Videbeck, 2011*).

Psychiatric mental health nurse practitioners (PMHNPs) are assuming increasing clinical responsibilities in the treatment of individuals with mental illness as the shortage of psychiatrists and their maldistribution continues to persist in the United States. States vary widely in their statutes and administrative rules delineating psychiatric mental health nurse practitioners (PMHNPs) scope of practice. Psychiatric mental health nurse practitioners (PMHNPs) have worked closely with physician leaders and policy makers to allow this to occur (*de Nesnera and Allen, 2016*).

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Significance of the study:

It is really important for nursing students to understand the components of self. So, students should learn how to react and manage different situations rather than avoiding them. Also, self-awareness is important for personal growth; it helps nurses to manage self and to improve performance. So, self-esteem in nursing is a fundamental part of personal and professional identity. Randle .refers to the process of becoming a nurse as an integral part of the formation of self-esteem, whereby the knowledge, attitudes, values and skills which are characteristic of nursing are gradually assimilated. As nursing students today are the nucleus of professional nurses of tomorrow, so, it is crucial for nursing students to be individuals with high self-esteem in order to ensure competent and safe practice .It further helps in setting appropriate and realistic goals, and career and manage personal life stressors. As, being a nurse means caring for patients from different sociocultural backgrounds and different values. In this way, nurse need to accept herself to know how accept others (*Eckroth & Bucher, 2010*).

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Aim of the Study

The study aims to assess self-awareness among Nursing Students dealing with psychiatric patients.

Research questions: -

- 1- What are the levels of self-awareness and self-esteem among secondary nursing students dealing with psychiatric patients?
- 2- Is there a relation between self-awareness level and self-esteem level among secondary nursing students dealing with psychiatric patients?

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Subjects and Methods

The study will be portrayed under four main designs as follows:

- **Technical design:**

It includes the research designs, setting, subjects and tools of data collection.

a) Research design:

In this study, the researcher will use a descriptive exploratory design.

b) Setting:

The study will be conducted at two Secondary Technical Nursing Schools, one at Abbassia Secondary Technical Nursing School for males and another at Abbassia Secondary Technical Nursing School for female (both affiliated to Abbassia Psychiatric Hospital)

c) Sampling:

The subjects of this study will be all students at third year that will be included in the study fulfilling the following inclusion criteria:

- Age: 17-19 years old.
- Sex: both sexes (males & females).

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- Grading : third year students in the Academic year (2017-2018)
- Agree to participate in the study.

d) Tools of data collection:

The tool will be designed by the researcher. It is composed of two parts:

➤ First part:

Socio-demographic interviewing tools, it includes data related to socio-demographic characteristics (sex, residence, and parent's educational level, number of brothers and sisters and age, etc.).

➤ Second part:

2. Cooper smith self-awareness scale (Appendix II):

The pre-designed tool aims at measuring self-awareness among children and adolescents. It consists of 25 statements and divided into positive statements and negative statements.

- Data will be scored according to the tool guidelines.





Scoring system:

The Cooper Smith scale can be obtained by following these steps:

If the student's answer "does not apply" to the negative terms we give (1), or if the answer "applies" the score is (0)

If the student's answer to the positive words "applies" the score is (1), or if the answer "does not apply" score (0)

The total score of the scale can be obtained by adding the correct number of statements and multiplying the total estimate of the raw grades in the number (4)

Table (1): shows the categories of levels of self-awareness.

Levels of self-awareness categories:

- Low grade 20-40
- Medium grade 40-60
- High grade 60-80

➤ Third part:

3. Rosenberg self-esteem scale (Appendix III):

It consists of 10 statement 2 positive statement with number(6,9) and 8 positive statement with number(1,2,3,4,5,7,8,10) .

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Scoring system:

The scores are collected and the higher the degree, the higher the total score is between 0-40 and the average are 20

Content validity:

The revision of the tool will be done by 3 expertise in psychiatric mental health nursing specialty to ensure validity of the tool and necessary modification will be done accordingly.

Content reliability:

Reliability of tools was done by using Alpha Cronbach test.

• Operational design:

The operational design includes the preparatory phase, content validity, pilot study and field work.

A. Preparatory phase:

It includes receiving current, past, local and international related literature and theoretical knowledge of various aspects of the study, using books, articles and internet to develop tools for data collection.

B. Pilot study:

The pilot study will be carried out for 10% of the sample to test the applicability of the tool. Then the tool

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will be modified according to the findings of the pilot study.

C. Field Work:

The purpose of the study will be simply explained to the students who agreed to participate in the study prior to any data collection.

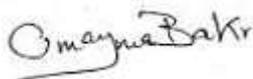
● **Administrative design:**

An official approval will be obtained from dean of faculty of nursing Ain shams University, a letter containing the title and aim of the study will be directed to the director of Abbassia Nursing Secondary School for females and the Director of Nursing Secondary School for males to obtain his approval.

○ *Ethical Consideration:*

The ethical research consideration in this study includes the following:

- The researcher will clarify the objectives and aim of the study to students included in the study.
- Anonymity and confidentiality of the data will be assured and maintained.





- Students will be informed that they are allowed to participate or not in the study and they have the right to withdrawal from the study at any time.
- Informed consent is obtained from every participant in the study after explaining the nature of the study.

Statistical design:

Results:

The collected data will be organized; tabulated scored & analyzed using the appropriate statistical methods, descriptive inferential statistics will be carried out.

Discussion of the result will be done based on the related researcher point of view and compared with related literature.

Conclusion:

It will be drawn from the discussed.

Recommendation:

It will be drawn from the discussed items and conclusions.





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Omayna Bakr

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الوعي الذاتي بين طلاب التمريض الذين يتعاملون
مع المرضى النفسيين

رسالة

توطئة للحصول على درجة الماجستير
في تمريض الصحة النفسية

مقدمة من

أمل محمد أسامة عبد المعز
(بكالوريوس تمريض)

تحت إشراف

أ.د/ أميمة أبو بكر عثمان

رئيس قسم تمريض الصحة النفسية
كلية التمريض-جامعة عين شمس

أ.م.د/ جلييلة شوقي الجنزوري

أستاذ مساعد في تمريض الصحة النفسية والعقلية
كلية التمريض-جامعة عين شمس

كلية التمريض

جامعة عين شمس

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المقدمة

تتضمن الاضطرابات النفسية مجموعة من الاحتياجات الخاصة ومهارات الاتصال والعلاقات التي تتطلب مهارات متقدمة في مجال الاتصالات العلاجية. وفي ترميض الصحة النفسية والعقلية، تُعد العلاقة بين الممرضة والعمل أداة تدخل هامة تُستخدم للوصول إلى أهداف العلاج.

يجد طلاب التمريض عند بداية تجربتهم العملية في مجال ترميض الصحة النفسية والعقلية عادةً الانضباط على خلاف أي تجربة سابقة. ونتيجة لذلك، كثيراً ما تتطوى على مخاوف مختلفة؛ هذه المخاوف هي طبيعیه وعاده لا تستمر عندما يتواصل الطلاب بشكل فعلي مع المرضى.

يعد الوعي الذاتي عملية نشطة للتعلم عن مكونات الذات. والخطوة الأولى لزيادة الرعاية هي الوعي الذاتي، الذي يعرف بأنه ادراك لوجود المرء للقدرة العقلية يساعد الوعي الذاتي أيضاً على قدرة المرء على استعادة الاستقرار العقلي. ويعزز الفهم الأفضل للنفس على النمو الذاتي للمرء وتمكن الممرضة من إقامة علاقة مع المرضى بطريقة صادقة وحقيقية ومحترمة.

ويتسم الوعي الذاتي بأهمية خاصة في مجال ترميض الصحة النفسية والعقلية فالجميع، بما في ذلك الممرضات وطلاب التمريض، لديهم قيم وأفكار ومعتقدات تعد فريدة من نوعها ومختلفة عن الآخرين. ففي بعض الأحيان، فقيم ومعتقدات الممرضة تتعارض مع تلك التي يمتلكها المريض أو مع سلوكه.

يتحمل ممارسي مهنة ترميض الصحة النفسية والعقلية مسؤوليات عملية متزايدة في علاج الأفراد المصابين بأمراض عقلية لأن نقص الأطباء النفسيين و سوء توزيعهم المستمر في الولايات المتحدة. وتختلف الدول بشكل متفاوت وواسع في نظمها الأساسية وقواعدها الإدارية التي تحدد نطاق ممارسي مهنة ترميض الصحة النفسية والعقلية. وقد عمل ممارسو مهنة ترميض الصحة النفسية والعقلية بشكل مقرب مع قادة الأطباء وصانعي السياسات للسماح بذلك.