

Effect of an Educational Program on Internship Student's Skills regarding Evidence Based Nursing Practices in Postnatal Unit

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Abstract

Background: Post-Partum Hemorrhage (PPH) is the most common cause of maternal deaths worldwide & could be prevented with early recognition and management. **Aim of the study:** Was to evaluate effect of the educational program on internship student's skills regarding evidence based nursing practices in postnatal unit. **Design:** Quasi-experimental study design pre and post intervention. **Setting:** The study was conducted in postnatal unit at Benha University Hospital in obstetric and gynecological department. **Sample:** A convenient sample of 198 internship student. **Tools of data collection:** (1): Self-administered questionnaire schedule. (2): an observational checklist. (3): Reeda scale and (4) Visual analog scale. **Results:** There was a highly statistical significant difference between total score of knowledge, and a practice (skills) among intern student's pre and post intervention ($p < 0.001$). **Conclusion :** There was a statistically improvement students' knowledge and practice (skills) after the educational program intervention, **Recommendation:** Developing Continuous educational programs and workshops should be planned in regular basis to internship who receive training in Postnatal unit to enhance their skills regarding Evidence Based nursing Practices.

Key words: Educational Program - Evidence Based Nursing – Postnatal.

Introduction

Postnatal period starts immediately after birth of placenta and membranes and continues for 6 weeks. This period is a critical transitional time for women at physiological and psychological levels (Ricci and Kyle, 2009).

During postpartum period, many complications may develop which if not diagnosed promptly and treated effectively can lead to morbidity and death of mother and neonate (Ministry of health and population, 2004). Up to two thirds of maternal deaths around the world occur after delivery, Therefore world health organization suggested that health care should be provided at 6 hours,

6 days, 6 weeks and 6 months post-delivery in order to ensure women's physical and mental health and well-being (Ronsomans and graham, 2016).

More than one quarter of all maternal deaths in Egypt occur during the post-partum period and one third of those cases the baby also dies (Egypt national mortality survey, 2015).

Evidence Based Nursing Practices (EBNP) is the process by which nurses make clinical decisions using the best available research evidence, clinical expertise, and patient preferences. It stresses on the use of research findings, other operational and evaluation data, the consensus of recognized

experts, and affirmed experiences to substantiate clinical practice (**Fernandez et al., 2012**).

The implementation of evidence based nursing practice is a meaningful goal of healthcare professionals practicing in a wide range of disciplines and settings. However, according to the American Nurses Association such practice should occur within the context of available resources (**Heaslip et al., 2013**).

Hence, implementing evidence based nursing practice is especially important in different areas to ensure the best outcomes for populations in areas with limited health-care choices and resources (**Kenny et al., 2010**). Creating an EBNP in nursing culture is the most fundamental way for nurses to recognize the importance of evidence based nursing practice and subsequently, adopt to solve clinical problems.

evidence based practice process include six steps: cultivate a spirit of inquiry; Ask clinical questions in PICOT format which takes into account patient population of interest (P), intervention or area of interest (I), comparison intervention or group (C), outcome (O), and time (T); Search for the best evidence to inform clinical practice ; Critically appraise the evidence to determine which are most relevant, valid, reliable, and applicable to the clinical question; Integrate the evidence with clinical expertise and patient preferences and values; Evaluate the outcomes of the practice decisions or changes based on evidence; Disseminate evidence based practice results (**Melnyk et. al, 2010**).

An internship year begins at the fifth year of bachelor of nursing program under supervision of the Nursing Administration department. The nursing interns are trained in various areas: ICU, Hemodialysis, Burn,

Operating Room, Oncology, Emergency, and Neonatal Intensive Care Units in the different hospitals (**Ghada & Huda, 2016**).

The internship year aims at providing students with the nursing information and skills and the experience necessary to qualify them as highly competent nursing specialists. The period of training in obstetrics and gynecology are two months (**Lamadah & nagger, 2018**).

Maternity nurses play an essential role in promoting and improving postpartum health outcomes. They need to have the appropriate knowledge and skills regarding evidence based nursing practice in postpartum topics. So extensive instruction of mother in the usual behavior, needs of the newborn and patterns of growth and developments of the infant during the first week should be given (**Moustafa, 2012**).

Significance of study:

Postnatal period is critical in woman's life in which there are risks that increas morbidity and mortality rates among women in childbearing periods.

In Egypt, the national maternal mortality rate was recorded as 59.8 maternal death per100.000 live birth, while in kalubeya governorate, maternal mortality rate was reported as 51.1 maternal death per100.000live birth (**Ministry of health and population, 2014**).

Postpartum period is a delicate period in the life of every woman that require optimum care to avoid the complications which may arise. The nurse plays an essential role in promoting and improving postpartum outcomes, not only as a health care provider but also as an administrator, manager, educator, researcher and counselor (**Lamadah et al., 2014**).

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Post-Partum Hemorrhage (PPH) is the most common cause of maternal deaths worldwide & could be prevented with early recognition and more appropriate and adequate management. (United nations millenium development goals report, 2010).

Each year, PPH is diagnosed in 14 million women 140.000 die and 1.6 million will become anemic (Abedzadeh-Kalahroudi, M, 2015).

In Egypt, especially in rural areas, PPH is still one of the main causes responsible for maternal morbidity and mortality. It still needs a radical solution (El-edessy et al., 2014).

Postpartum hemorrhage is the single most important cause of maternal death. it kills 150000 women each year and nearly nine out of these deaths take place within four hours of delivery. A woman who is anemic is usually less able to cope with blood loss than a woman who is well nourished. During the first hours after the birth, the care has to make sure that the uterus remains well contracted and that there is no heavy blood loss (Michele, Marcia and Patricia, 2013).

Although evidence based practice is gaining increasing importance in the era of accreditation, its implementation in our settings is still lagging behind other areas of innovation. There is scanty information regarding nursing skills (knowledge, practice) and attitude as well as the barriers they perceive in its implementation. Hence, this study would be attempted to empower Internship Student's to identify their competencies in application of evidence based nursing practice in their practice.

Aim of the of study

The aim of the present study was to evaluate the effect of an educational program on internship student's skills regarding

evidence based nursing practices in postnatal unit.

Research Hypothesis

The internship student's skills regarding evidence based nursing practices in postnatal unit would show significant improvement after implementation of an educational program compared to pre intervention.

Subject and method

Study design:

Quasi-experimental study design would be used (pre & post) test

Research setting:

This study would be conducted at postnatal unit of obstetrics and Gynecology department at Benha University Hospital, which provides free medical services for rural and urban citizens.

Sample type:

A convenient sample of 198 internship students was included in the study.

Sample size & technique:

All internship students in academic year (2019-2020) were 198, student and they were divided into 4 groups.

Tools of data collection:

Tool I: Self-administered questionnaire schedule that included:

A- Socio demographic data of internship students was consisted of 7 questions

B- Knowledge assessment sheet: will be used to assess:

a) Internship student's knowledge regarding evidence based nursing practice, it consisted of 24 questions.

b) Post natal care, it consisted of 23 questions.

c) Reported practices regarding, it consisted of 8 questions. This tool has based on **Funk et al., (1991)**, **Nguyen (2008)**, and **Panagiari (2008)**

The scoring system:

Score for correct answer (3),

Score for incorrect answers (2) &

Score for don't know (1).

The total scores: Poor <50%

Average 50 > 70 %

Good 70 -100%

Tool II - An Observational checklist would be used to assess the internship student's practices regarding evidence based nursing practices in postnatal unit (15 question uterine massages & 6 question care of episiotomy)

The scoring system: 3 if done correctly, 2 if done incorrectly **and** 1 if not done

The total scores:

Poor < 50%

Accepted (fair) 50 >70%

Good 70 –100%).

Tool III REEDA scale: Used to assess healing of the episiotomy scar

It was adopted from **Alvarenga et al (2015)**, is a tool that assess the inflammatory process and tissue healing in wound.it include five items related to the healing process: - hyperemia, edema, ecchymosis, discharge, cooptation of the wound edges (redness, edema, ecchymosis, discharge, approximation). Each parameter describes a higher score indicates a greater level of tissue trauma (worst) healing.

Scoring system:

Score 0 indicated healing

Score 1 indicated mild healing

Score 2 indicated moderate healing

Score 3 indicated worst healing.

Tool IV: Visual Analog Scale (VAS) 0 –10 Numeric Pain Rating Scale developed by (**Black& Howks, 2005**), would be used to

measure the intensity of postnatal episiotomy pain. It applies as both a numeric pain rating scale from zero to ten, as well as a categorical scale: (no pain = 0), (mild pain 0 - 3), (moderate pain 3- 7), and (severe pain 7-10).

- **Supportive material** (Handout): regarding evidence based nursing practices in postnatal unit.

Content validity:

Panel expertise one from medicine obstetrics and gynecology department and two from nursing obstetrics and gynecology department .The developed tool was reviewed for appropriateness of items and measuring the concepts through (3) an expert's jury panel to assure content validity.

Reliability:

The tool questionnaire was modified related to clarity of sentences and appropriateness of contents. Reliability was done by Cronbach's alpha, the internal consistency of knowledge was (81.8%) and practice was (69.2%).

Ethical and legal considerations:

An official permission from Dean of Benha faculty of nursing contains the title and objective of the study was directed to the manager of Benha university hospital & supervisor of internship students to obtain the official agreement to conduct the study

-The aim of the study would be explained to each student before applying the tools to gain their confidence and trust.

-An oral consent would be obtained from each student to participate in the program.

-The tools of this study would not affect the student's shyness.

-Each student would be told that she can withdraw from study at any time without obligation.

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-Data would be collected and treated confidentially.

Pilot study:

A pilot study carried out on 10% from the total number (20 students) of the internship students to evaluate the clarity, feasibility and applicability of the tools as well as to estimate the time needed for data collection. The necessary modifications were conducted in the form of clarification and omission of some question. Internship students involved in the pilot study were excluded from the main study sample.

Field work:

-The study was conducted from the beginning of 8/8/2019 to 1/9/2020 about (12 months) & three weeks.

The program carried out before beginning the intern year with 3 week.

The first week:

The researcher Collected interviewed with all students in the faculty class & clarified the aim of the study.

The researcher distributed the self-administered questionnaire tool (I) to all student to fulfill this tool for pretest of theoretical part in the first day & second day.

The researcher divided students into four groups for practical part of pretest (uterine massage, episiotomy care) & one group in each day, 50 students.

The second week: (teaching theoretical and practical part)

The first day & second day

-the researcher explained theoretical part

The theoretical sessions:-

First session: At the beginning of the first session the researcher gave the students the handout and introduced an orientation of the

handout including the general and specific objectives by using Arabic language to suit all level of education. Then the researcher started by the introduction of theoretical part of handout and provided students with knowledge about evidence based nursing practice.

Second session: Started by feedback about the previous session and introduction of the objectives of the new session then researcher provided students with knowledge about sources of searching evidence based nursing practice. at the end of the session the researcher gave students the opportunity to ask question and provided period of discussion

Third session: Started by feedback about the previous session and introduction of the objectives of the new session then researcher provided students with knowledge about postpartum (definition, mechanism of stoppage bleeding, complication & care).

Fourth session: Started by feedback about the previous session and introduction of the objectives of the new session then researcher provided students with knowledge about episiotomy (definition, types, complication)

Fifth session: Started by feedback about the previous session and introduction of the objectives of the new session then researcher provided students with knowledge about evidence based in postpartum hemorrhage and episiotomy relieving pain

-The researcher divided student to four groups, one group in each day to apply the uterine massage and episiotomy care by using the Tool (II) observational checklist, Tool III REEDA scale & Tool IV visual analogue scale.

The practical sessions:

The six sessions: Implied the implementation of the practical part of handout for all cases of postpartum period and included certain procedures as uterine massage.

The seventh session: Started by feedback and re-demonstration of the previous session and introduction of the objectives of the new session then the researcher demonstrated the procedure of episiotomy care.

The eight session: Started by feedback and re-demonstration of the previous session and introduction of the objectives of the new session then the researcher demonstrated the procedure of evidence based nursing practice in episiotomy and postpartum as cold compresses for episiotomy and suckling breast for stopping bleeding postpartum .at end of session researcher informed the students the objectives of next session.

The nine sessions: Started by feedback and re-demonstration of the previous session and introduction of the objectives of the new session then the researcher demonstrated the procedure of application searching on internet for application of PICO

The ten sessions:

Included feedback and re-demonstration of the previous procedure

-The third week (evaluation)

-The first day &second day posttest for theoretical part, then the student were divided into four group on four days for testing the practical procedures &each group were tested procedures (uterine massage, episiotomy care)

-In the first two month in hospital, the researcher observed students for application of uterine massage and episiotomy care on postpartum women& stressed on the deficit and needs of students through re-demonstration.

-In the following two month for other groups in hospital the researcher observed students for

application of uterine massage and episiotomy care on postpartum women& stressed on the deficit and needs of students through re-demonstration

The last week of first two month-

-The researcher tested students follow up theoretical in the first day &second day& divided into four groups, one group in each day for follow up of practical part.

Statistical analysis:

Computerized data entry and statistical analysis were fulfilling scored using Statistical Package for Social Science (SPSS) version 20. Descriptive statistic was applied (frequency, percentage) for qualitative data and using Chi-square to determine significant using mean and standard deviation for quantitative data and correlation coefficient was used to test "r".

Results

Table (1): Shows that the mean age and standard deviation of studied sample were 22.65+_1.98) years.(The majority of studied sample were female 83.3% and from urban area 66.2% and not attended previous evidence based training 89.4%.

Table (2): Reveals that, there was a highly statistical improvement in post intervention related to total level of knowledge (Postpartum hemorrhage, management, Episiotomy, evidence based, hemorrhage EB and episiotomy EB). Also there was a slight reduction in follow up test.

Table (3): Clears that, there was a highly statistical improvement in post intervention related to total Level of practice (uterine massage and perineal &episiotomy care). Also there was a slight reduction in follow up test.

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Table (1): Distribution of studied sample according to personnel characteristics (n=198)

Variable	Frequency	%
Age		
22-	175	88.4
23-24	23	11.6
Mean ±SD	22.65±1.98	
Gender		
Male	33	16.7
Female	165	83.3
Residence		
Urban	131	66.2
Rural	67	33.8
Previous evidence based training		
Yes	21	10.6
No	177	89.4
If yes ,how many training (n=21)		
1	18	85.7
2	3	14.3

Table (2): Distribution of studied students' to total Level of different knowledge topics regarding (Postpartum hemorrhage, management, Episiotomy, evidence based, hemorrhage EB and episiotomy EB) during three measures (pre, post and follow up Tests (n=198)).

Total Level of student Knowledge	Pre		Post		Follow Up		Chi. Test
	No	%	No	%	No	%	
-Postpartum hemorrhage, management, Episiotomy evidence based, hemorrhage evidence based and Episiotomy evidence based							
Poor	93	95.5	8	4.1	9	4.6	158.2**
Average	61	30.1	28	14.1	29	14.6	
Good	44	22.2	162	81.8	160	80.8	

Table (3): Distribution of students' according to their total practice topics regarding uterine message and perineal & episiotomy care during three measures (pre, post and follow up intervention

Total Level of student Practice	Pre		Post		Follow Up		
	No	%	No	%	No	%	
Unsatisfactory	111	56.1	19	9.6	20	10.1	78.9**
Satisfactory	55	27.8	42	21.2	44	22.2	
High Satisfactory	32	16.7	137	69.2	134	67.7	

Discussion

The present study revealed that the mean age and standard deviation of studied sample were 22.65 +_1.98 years. The majority of studied sample were female 83.3% and from urban area 66.2% and not attended previous evidence based training 89.4%. It may due to the nursing occupation is feminists and they consider that the studying of nursing is an opportunity and occupation after graduation match with the female rather than male, also girls more willing than men to study in nursing.

Ramadan et al., 2019 revealed that the mean age of nurse interns was 22.8±0.96. The highest percentages of them were female, single and living in rural areas (72.5%, 88.8 %, & 67.5 % respectively), 72.5% was female and 27.5% were male.

The present study revealed that the total level of student knowledge regarding (Postpartum hemorrhage, management, episiotomy, evidence based, hemorrhage EB and episiotomy EB) were a poor in the pre test phase (95.5%). From the researchers' point of view, this finding can be explained by the fact that EBP is not included in the curricula of undergraduate nursing program.

Also, the highest percentage of Internship Student's didn't attend any formal training on EBP. Only 10.6% attend short training on EBP.

In the same respect, various studies have revealed that nurses have little knowledge of evidence-based practice (**Melnyk et al., 2004 & Olade, 2004**), especially about research evaluation (**Adamsen et al. 2003, Gerrish & Clayton 2004, Hutchinson & Johnston 2004**), research methods and statistics (**Nagy et al. 2001, Veeramah 2004**), However, even nurses with substantial knowledge about evaluating research evidence find themselves powerless and with limited authority to introduce changes in their workplaces. Some researchers claim that this derives from nurses' insufficient exposure to discussions on clinical and nursing topics (**Cooke et al. 2004, Gerrish & Clayton 2004**).

Regarding (Postpartum hemorrhage, management, episiotomy, evidence based, hemorrhage EB and episiotomy EB) were a highly statistical improvement in post intervention 81.8 % .It may due to the distributed Arabic booklets ,also, played a crucial role in attaining and retain knowledge about(Postpartum hemorrhage, management,

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Episiotomy, evidence based, hemorrhage EB and Episiotomy EB In accordance with our findings, the study of **Abdelrahman and Omar, 2018** regarding the basic nursing care for postpartum hemorrhage which was reported in learning guide, there is statistical significant difference between pre and post training of the internship nursing students.

The present study revealed that the Total Level of student Knowledge Regarding (Postpartum hemorrhage, management, Episiotomy, evidence based, hemorrhage EB and Episiotomy EB) were a slight reduction in follow up test 80.8 %.

The present study revealed that Total Level of student Practice regarding uterine message and perineal &episiotomy care during post intervention were High Satisfactory (69.2%). It may due to practical hand on training, using real situations to apply EBNP.

The findings are in congruence with the results of the systematic review of **Melnyk et al (2006)** and **Morris et al (2013)** which revealed that such programs are beneficial process as they involve multi-dimensional teaching strategies **Morris et al(2013)**

On the same line, **Melnyket al (2002)** showed that practical collaborative learning using journal articles was successful in improving nursing students' research abilities. Additionally, the use of computer-based media as in the present study was shown to be superior to other teaching methods in EBN **Nguyen YH (2008)**.

The present study revealed that total level of student practice regarding uterine message and perineal &episiotomy care during pre-intervention were Unsatisfactory (56.1%). It may due to they were not have enthusiasm to

gain more skill about EBP, so continuing education program can successfully influence nursing practice.

In line with this, a German study revealed that although nurses confirm the value of research for their own practice, there is a lack of fundamental requirements to identify and implement relevant research findings as for example the use of recent scientific evidence' **Panagiari D (2008)**

The present study revealed that the Total Level of student Practice Regarding (Postpartum hemorrhage, management, episiotomy, evidence based, hemorrhage EB and episiotomy EB) were a slight reduction in follow up test 67.7 %. It may due to lack of student knowledge which reflected on their Practice.

A study conducted in Britain showed that students who attend a university program reported improvement in their critical evaluation ability in relation to research, enhanced search skills, ability to use and apply study findings and discuss research with others (**Veeramah 2004**). Studies have emphasized the importance of educating nurses in research and in critical reading of professional journals (**Estabrooks 1999, Egerod & Hansen 2005, Pravikoff et al. 2005, and Thompson et al. 2007**). Additional research has pointed to the importance of organizational support.

Conclusion:

There was a statistically improvement students' knowledge and practice (skills) after the educational program intervention, so the aim of the study was achieved and the research hypothesis was accepted and supported.

Recommendation:

Continuous developing educational programs and workshops should be planned in regular basis to internship who receives training in postnatal unit to enhance their skills regarding Evidence Based Nursing Practices.

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تأثير البرنامج التعليمي لمهارات طلاب الامتياز تجاه الدليل المبني على البرهان للممارسات التمريضية في وحدة ما بعد الولادة

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تعد فترة ما بعد الولادة مباشرة بعد ولادة المشيمة والأغشية وتستمر لمدة 6 أسابيع، هذه الفترة هي الفترة الإنتقالية الحرجة للمرأة في المستويات الفسيولوجية والنفسية. ولذا قد تتطور العديد من المشاكل بسرعة في فترة ما بعد الولادة، والتي إذا لم يتم تشخيصها بسرعة ومعالجتها بشكل فعال، سوف تؤدي إلى مرض ووفاة الأم والطفل. ولذلك يعد الدليل المبني على البرهان للممارسات التمريضية في ثقافة التمريض هي الطريقة الأساسية للتعرف على أهميته وبالتالي إعتماها لحل المشاكل الإكلينيكية ، لذلك هدفت هذه الدراسة إلى تقييم تأثير البرنامج التعليمي لمهارات طلاب الإمتياز تجاه الدليل المبني على البرهان للممارسات التمريضية في وحدة ما بعد الولادة، وقد أجريت الدراسة علي ١٩٨ من طلاب الامتياز في وحدة ما بعد الولادة في قسم التوليد بمستشفى بنها الجامعي، حيث كشفت النتائج عن تحسن في المعرفة والممارسات للطلاب تجاه الدليل المبني على البرهان للممارسات التمريضية، كما أوصت الدراسة انه يجب توفير كتيب مبسط وشامل عن أهمية البحث العلمي وتعريف الدليل المبني على البرهان، وأهدافه، وكذلك مزاياة وعيوبه، والمصادر التي يمكن البحث عنه، وخطواته وعوائقه، وتعريف نزيف ما بعد الولادة وأنواعه والأعراض التي تظهر على الأم، وأسباب ومخاطر نزيف ما بعد الولادة وأعراض انفصال المشيمة، ومضاعفات نزيف ما بعد الولادة وتعريف إنتشار الجلطات، وميكانيكة الرحم لوقف النزيف والرعاية التمريضية لنزيف ما بعد الولادة.