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Educating creation of subjective nursing diagnoses for patient conducting

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The study aims to offer a possible way for teaching of subjective nursing diagnoses by integrating knowledge from students' previously acquired nursing and psychological studies to demonstrate its role in nursing practice with the focus on its utility in nursing education. Applying the structure and characteristics of the LINER assessment method, students were helped with interpretation of patient's reaction and in set up subjective nursing diagnoses statement. Full time students' (N=19) attending 3rd semester of four years nursing training program, task was to create a short, substantial patient description (up to 120 words), and based on it, to decode patient's messages for subjective nursing diagnoses and explore how the patients respond to their health-related problems and recommendations for care. The patients' descriptions were performed at high level of 89,47%. The summarized results of the qualitative data analysis, show 65,96% in the success of the fulfillments. At the scope of subjective nursing diagnoses students know well the structure of the diagnosis, yet the most frequent weak points are: attributing losses that the patients did not mentioned (Losses from objective view); they misunderstand the reasons of patients' difficulties to face their problems (Cognitive attitude); identifying helplessness as anxiety (Emotional Status); interpreting ruminating strategies as problem-centered coping (Coping Strategies). The method helps students with the understanding the essences of subjective nursing diagnoses and their relationships with the somatic nursing diagnoses. Teachers have real feed-back to implement targeted interventions and research for improving practice of education and nursing care

Biography

Beáta Oltványi, clinical instructor, qualified in nursing at bachelor's degree. Previously she worked as BSc Nurse in Intensive Care Unit for 20 years, both in Hungary and United Kingdom. Throughout the years in London, she has participated in several further education training courses.

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