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## A survey comparison quality of writing and application nursing process between students of Hamadan city, 2010.

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### Abstract

One of the important ways for nursing work is use of nursing process. Nursing process is a systematic method. Nursing for reason particular attention to understanding of the patient's health status is unique. In order to successfully use this process, critical thinking and correct judging are necessary. Nursing process is including 5 steps: assessment and identify, diagnose, planning, implementation and evaluation. Education of this method for nursing student is very important and will cause increase quality care of patient. This is a descriptive – analyzing study. Samples were selected using random sampling method. Check List is used for data collection. After the encoded data and assessment of check lists were then classified and using statistical software SPSS16 were analyzed. The research results showed that writing style nursing student of Islamic azad university in section assessment, problem list, goals and evaluation have better quality than medical science university while writing style and application of nursing diagnosis and implementation in the medical science university nursing students is higher quality than nursing student of Islamic azad university. Results of this study are obtained from care plan can be used. And usable for nursing student and teachers, for assessment of student. Feedback of this results help to self steam of nursing student. Also teachers can assessment their education needs and performance stable method for paramedical education. Health care authorized must help in promotion of the health care with education nursing student and providing necessary situation for nursing process.

*Keyword:* quality, application, writing, nursing process

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### 1. Introduction

Nurses one of the effective members of health treatment can effect on the health status of patients duty of clinical expert and performance favorite clinical educations. For student nursing (salami, 2005). Quality of education is one of the important problems of education it many country of world. Studies show that educations of nursing have very lack and failures (keyzori, 2008). Nursing clinical education and education of nursing process for student is very important. Nursing process is frame work that nurses determined abilities and health problems of patient, determine assessment method, planning plane of nursing care for per patient and evaluation this plans. Skill of nurses would have enough information about of physiology, psychopathology, socio science and behavioral and medical treatment. Nursing unique have affect in promotion of health. Nurse use of critical thinking and judgment. For patient care (Akhachian, 2003). Since 1955, Hall for first use word of nursing process since 1960, nursing theorizing, consider nurses as planer specific steps of nursing process (Niromand, 2003). Nursing process is a

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systematic method and goals center that present. Human efficacy care and include include of 5 steps: assessment, diagnosis, implementation and evaluation and evaluation (roark, 2004, Alfaro, 1986).

1. Assessment: gathering of necessary data for disease status or patient problem.
2. Nursing diagnosis: diagnosis problems of patient.
3. Goals and planning: a problem of caring cause decrease health problems and will cause health promotion.
4. Implementation: after gathering information converts of care planning to act and report of treatment that patient need.
5. Evaluation: detection and determination achieve to goals or planning and needs of changes, while create a new problems (department, 1996, Akhachian, 2003).

One of the strengths object nursing process, is problem solving methodology that is awareness many nursing student of this. Today, nurses must be confirming positive role of nursing theory in problem solving in clinical decisions. (Niroomand, 2003). Problem solving one of the best educational methods that use all of students (Harris, 2007). This method is dynamic process that for patient needs. Use of nursing process is cause promotion of nursing care (Akhachian, 2003). Nurse one of member's health team that can direct affect on health status of patient (salami, 2005). Akbari and collegious in 2009 performance study and result show that 13/3% of nurses in caring patient use of nursing process. Performance criteria of nursing process are systematic record. Therefore no evidence for correct performance Iran. That is cause decrease quality of care. Important cases which cause nurses don't use of nursing process are: no understanding content of nursing process, lack of teaching nursing process and lack of learning about nursing process, no enough time for performance nursing process (Akbari, 2010).

With according to studies, quality of writing and application nursing process is very bad and cause decrease quality of care and consequence isn't satisfaction of patient. Therefore perform study with goal of survey quality of writing and application of nursing process.

## 2. Heading styles

The investigation is a descriptive – analyzing study. That assesses quality writing and application and comparison between nursing students in Hamedan. Samples are nursing student of 8 terms that studies Islamic azad university of Hamedan and medical science university of Hamedan Which correct method of writing and application of nursing process teachers for student and want their that write and perform nursing process for one patient. In total perform study on 150 nursing student. Then gathering data with observed method and checklist gathering tools was nursing process write by nursing student which assess with according to checklist and standards and analyze by statistical method. Research environment were ward that nursing student work there and include of treatment teaching centres Farshchian, Besat, Shahid Beheshti in Hamedan. For assess quality of writing and application use of descriptive statistic. For achieve goals, after coding data by spss16 information assess by descriptive statistic.

## 3. Tables

Table1: Distribution of frequency on based writing and application assessment section of nursing process of nursing student of Islamic azad university of Hamadan.

measure	classification	frequency	percent	measure	classification	frequency	percent
Name and family	Write	75	100	age	Write	69	92
	Don't write	0	0		Don't write	6	8
sex	Write	65	86/7	Life environment	Write	66	88
	Don't write	10	13/3		Don't write	9	12
job	Write	70	93/3	religion	Write	55	73/3
	Don't write	5	6/7		Don't write	20	26/7

Medical diagnosis	Write	27	36	Marriage status	Write	48	64
	Don't write	48	64		Don't write	27	36
Education level	Write	44	58/7	insurance	Write	43	57/3
	Don't write	31	41/3		Don't write	32	42/7
language	Write	26	34/7	Present illness	Write	69	92
	Don't write	49	65/3		3Don't write	6	8
Chief complaint	Write	74	98/7	Location of problem	Write	73	97/3
	Don't write	1	1/3		Don't write	2	2/7
<b>Past disease history</b>	Write	73	97/3	Risk increase factors	Write	68	90/7
	Don't write	2	2/7		Don't write	7	9/3
<b>Allergy history</b>	Write	71	94/7	Difficult time	Write	69	92
	Don't write	4	5/3		Don't write	6	8
<b>Habit history</b>	Write	71	94/7	Contributing factors	Write	68	90/7
	Don't write	4	5/3		Don't write	7	9/3
<b>Drug history</b>	Write	74	98/7	Improvement factors	Write	69	92
	Don't write	1	1/3		Don't write	6	8
<b>Family history</b>	Write	72	96	Diet and appetite	Write	58	77/3
	Don't write	3	4		Don't write	17	22/7
<b>Range of pain</b>	Write	54	72	Rang of sleep	Write	52	69/3
	Don't write	28	21		Don't write	23	30/7
<b>Rang of activity</b>	Write	56	74/7	Deification status	Write	53	70/7
	Don't write	19	25/3		Don't write	22	29/3
<b>Rang of stress</b>	Write	48	64	Take of vital sign	Write	68	90/7
	Don't write	36	27		Don't write	7	9/3
<b>Physical examination</b>	Write	68	90/7	Drug use in ward	Write	72	96
	Don't write	7	9/3		Don't write	3	4
<b>Assessment of examine</b>	Write	53	70/7	income	Write	47	62/7
	Don't write	22	29/3		Don't write	28	37/3

Table2: Distribution of frequency on based writing and application assessment section of nursing process of nursing student of medical science university of Hamadan.

measure	classification	frequency	percent	measure	classification	frequency	percent
Name and family	Write	71	94/7	age	Write	72	96
	Don't write	4	5/3		Don't write	3	4

sex	Write	41	54/7	Life environment	Write	53	70/7	
	Don't write	34	45/3		Don't write	22	29/3	
job	Write	65	86/7	religion	Write	35	46/7	
	Don't write	10	13/3		Don't write	40	53/3	
Medical diagnosis	Write	12	16	Marriage status	Write	48	64	
	Don't write	63	84		Don't write	27	36	
Education level	Write	39	52	insurance	Write	10	13/3	
	Don't write	36	48		Don't write	65	86/7	
language	Write	5	6/7	Present illness	Time of illness	Write	71	94/7
	Don't write	70	93/3			3Don't write	4	5/3
Chief complaint	Write	72	96	Location of problem	Write	71	94/7	
	Don't write	3	4		Don't write	4	5/3	
<b>Past disease history</b>	Write	66	88	Risk increase factors	Write	66	88	
	Don't write	9	12		Don't write	9	12	
<b>Allergy history</b>	Write	65	86/7	Difficult time	Write	69	92	
	Don't write	10	13/3		Don't write	6	8	
<b>Habit history</b>	Write	62	82/7	Contributing factors	Write	67	89/3	
	Don't write	13	17/3		Don't write	8	10/7	
<b>Drug history</b>	Write	65	86/7	Improvement factors	Write	63	84	
	Don't write	10	13/3		Don't write	12	16	
<b>Family history</b>	Write	63	84	Diet and appetite	Write	27	36	
	Don't write	12	16		Don't write	48	64	
<b>Range of pain</b>	Write	17	22/7	Rang of sleep	Write	23	30/7	
	Don't write	58	77/3		Don't write	52	69/3	
<b>Rang of activity</b>	Write	20	26/7	Deification status	Write	22	29/3	
	Don't write	55	73/3		Don't write	53	70/7	
<b>Rang of stress</b>	Write	16	21/3	Take of vital sign	Write	63	84	
	Don't write	59	78/7		Don't write	12	16	
<b>Physical examination</b>	Write	65	86/7	Drug use in ward	Write	64	85/3	
	Don't write	10	13/3		Don't write	11	14/7	
<b>Assessment of examine</b>	Write	46	61/3	income	Write	24	32	
	Don't write	29	38/7		Don't write	51	68	

Table3: Distribution of frequency on based writing and application sections of nursing diagnosis, plans, implementation and evaluation of nursing process in nursing student of Islamic Azad University.

measure	classification		frequency	percent
Problem list	Write		48	64
	Don't write		27	36
Nursing diagnosis	Problem	Write	73	97/3
		Don't write	2	2/7
	Etiology	Write	71	94/7
		Don't write	4	5/3
	Sign/symptom	Write	39	52
		Don't write	36	48
<b>goals</b>	Write		71	94/7
	Don't write		4	5/3
<b>implementation</b>	writing	Write	65	86/7
		Don't write	10	13/3
	application	Write	53	70/7
<b>evaluation</b>	writing	Write	63	84
		Don't write	12	16
	application	Write	65	86/7

Table4: Distribution of frequency on based writing and application sections of nursing diagnosis, plans, implementation and evaluation of nursing process in nursing student of medical Science University.

measure	classification		frequency	percent
Problem list	Write		28	37/3
	Don't write		47	62/7
Nursing diagnosis	Problem	Write	74	98/7
		Don't write	1	1/3
	Etiology	Write	74	98/7
		Don't write	1	1/3
	Sign/symptom	Write	47	62/7
		Don't write	28	37/3
<b>goals</b>	Write		67	89/3
	Don't write		8	10/7
<b>implementation</b>	writing	Write	73	97/3
		Don't write	2	2/7

<b>evaluation</b>	application	Write	62	82/7
		Don't write	13	17/3
	writing	Write	57	76
		Don't write	18	24
	application	Write	57	76
		Don't write	18	24

With comparison table 3 and 4 resulted that quality of writing and application of nursing process in nursing student of Islamic Azad University is better than nursing student of medical science university.

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