



A study to assess the effectiveness of structured teaching programme on professional etiquettes among IV year B.Sc (Nursing) students at selected college of nursing, Erode, Tamil Nadu

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Abstract

The study is aimed to evaluate the effectiveness of structured teaching programme on professional etiquettes among IV year B.Sc (N) students. Pre Experimental One group pretest posttest design was used. 40 IV year B.Sc (Nursing) students were selected by non probability convenient sampling. The result shows that the pretest knowledge regarding professional etiquettes among participants was very low and found that structured teaching programme is more effective means of increasing knowledge towards professional etiquettes among IV year B. Sc (Nursing) students. The investigator concluded that reinforcement of professional etiquettes is necessary to improve the professionalism in nursing career.

Keywords: Professional etiquettes, professionalism, professional culture, therapeutic relationship

Introduction

Nursing is profession, but the individual nurse's level of professionalism develops throughout the career. The nurse develops professionally throughout her career as she increasingly adopts the professional culture and demonstrates its norms and values in her daily attitudes, behaviors and practices – both at work and in the community.

Etiquette is a code of good manner that the nurse should follow. Professional etiquette means the rules and conventions governing correct or polite behavior in a specific professional group or situation. The nurse is a vital member of the health care team who must work in co-operation and harmony for the care of the sick. The nurse has to follow the professional etiquettes in order to maintain a good therapeutic relationship with patients, family and health care team members. This will enhance her attitudes, behaviors and practices all through her career.

Problem Statement

A study to assess the effectiveness of structured teaching programme on Professional Etiquettes among IV year B.Sc (Nursing) students at Vellalar College of Nursing, Erode, Tamil Nadu.

Objectives

- To assess the existing knowledge regarding professional etiquette among IV year B. Sc (N) students at Vellalar College of Nursing.
- To evaluate the effectiveness of structured teaching programme on professional etiquette in terms of knowledge among IV year B. Sc (N) students at Vellalar College of Nursing.

- To find out the association between pretest knowledge and selected demographic variables such as age, sex, type of family, income, locality and previous source of information.

Hypothesis

- The mean post-test knowledge regarding professional etiquette is significantly higher than the pretest knowledge among IV year B. Sc (N) students who received structured teaching programme.
- There is a significant association between post-test knowledge and selected demographic variables such as age, type of family, religion, parent education, parent occupation and previous source of information.

Review of Literature

Pagana Kathleen (2010) ^[3] said that more than most careers, nursing is characterized by professional relationships among different people in numerous settings. So they should follow professional etiquettes to polish their communication skills in order to strengthen their relationships with patients, families and colleagues. Professional etiquette is not optional for personal or professional success- it is a necessity.

Charlotte M. Perry stated in her article that ethics refers to character, as etiquette does to manners. Etiquettes has been spoken as 'minor morals'. Ethics is a large and deeper subject; although the well trained nurse cannot avoid giving outward expressions to the experience in hospital by look, voice, speech, walk and touch. Her whole being bristles with the effect of the military training she has undergone and the sacrifices she has been called upon to make. A professional manner is the result. Some of the ethical

qualities must be followed by the nurses are obedience, truthfulness, trustworthiness, neatness, punctuality, economy and quietness etc. From the beginning to the very end of the nurse’s career it must be maintained and no nurse is exempt by reason of seniority.

Materials and Methods

Pre experimental one group pretest and post-test design adopted for this study. The study was conducted at Vellalar College of Nursing. 40 IV year B.Sc (N) students were selected by non-probability convenient sampling. The tools and technique used for this study was knowledge questionnaire and self-administered questionnaire respectively.

The investigator obtained formal permission to conduct the study from Principal of Vellalar College of Nursing and ethical committee. The investigator initially established rapport with the study participants. The nature of the study was explained to each study participants. Assurance was given to the participants that anonymity of the individual and confidentiality of the information given by them would be maintained throughout the study. Written consent obtained from each of them and oral consent has been obtained from the class teacher before data collection.

Knowledge questionnaire was administered to each sample separately. The participants were divided into two groups and given structured teaching programme by lecture. After the intervention post-test was administered to the participants immediately after structured teaching programme. Data were analysed by descriptive statistics (Frequency, Percentage, Mean, and Standard deviation) and inferential statistics (Paired ‘t’ Test and Chi-Square Test)

Result

In this study, it was found that the pretest level of knowledge regarding Professional etiquettes was inadequate among 75% of the participants and it was moderate among 25% of the participants. After the structured teaching programme, 7.5% had inadequate, 42.5% had moderately adequate and 50% of the participants had adequate level of knowledge regarding professional etiquettes and level of knowledge. The structured teaching programme regarding professional etiquettes was found to be effective (Significant at p=0.005) among IV year B.Sc (Nursing) students. The investigator found that there was significant association between level of knowledge and selected demographic variables such as type of family, Parent education and parent occupation.

Table 1: Comparison of mean scores between pretest and post test on knowledge of professional Etiquettes among IV year B.Sc (Nursing) students.

Variable	Study Group n = 40				
	Pretest M	post test M	Difference between pretest and post test M	Standard Deviation (SD)	Paired “t” test P < 0.005
Knowledge	22.3	27.875	5.575	4.36	8.091

Table 2: Association between post test knowledge and selected demographic variables among IV year B.Sc (Nursing) students.

S. No	Demographic Characteristics	Post Test level of Knowledge			Chi-Square value
		Adequate	Moderately Adequate	Inadquate	
1.	Age in years				1.36
	a) 20-23 years	3	16	20	
	b) 23 – 24years	0	1	0	
	c) 24 – 25 years	0	0	0	
2.	Type of Family				10.20*
	a) Nuclear	1	15	17	
	b) Joint	2	2	3	
3.	Religion:				5.56
	a) Hindu	0	13	10	
	b) Christian	3	4	10	
	c) Muslim	0	0	0	
4.	Parent Education				21.668*
	a) Primary School	1	2	11	
	b) High School	0	5	9	
	c) Higher Secondary School	1	9	0	
	d) Graduate	1	1	0	
5.	Parent Occupation:				13.674*
	a) Coolie	2	16	17	
	b) Professional	1	0	0	
	c) Non Professional	0	1	3	
6.	Previous Source of Information:				4.84
	a) Books				
	b) Teachers	1	2	7	
	c) Mass Media	0	10	10	
	d) No information				

* Significant at 0.01 level.

Conclusion

Professional etiquettes are very essential for nursing profession to promote a competency and professional image of the nurses in the universe. Though the etiquettes included in the nursing curriculum, the nurse educators have to take more effort in inculcating the culture of professional etiquettes among the student nurses thereby we can maintain and escalate the level of professionalism in nursing. Nurse administrators can reinforce and update the nurses regarding professional etiquettes through continuing nursing education.

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