Nursing Students Caring Educational Program for Improving their Professional Self-concept at Benha and Shobra Technical Health Institute

Marawa Zakaria Ammin Abdallaa [1], Nermin Mohamed Hussein Eid[2] and Fawzia Faruok Kamel[3]

(1) Master's degree in Nursing Services Administration, 2012, (2) Professor of Nursing Administration, Faculty of Nursing - Menoufia University and (3) Assist. Professor of Nursing Administration Faculty of Nursing - Benha University

Abstract

Background: Nursing professional self-concept consists of the information and beliefs that nurses have regarding their roles, values, and behavior, Professional caring is related to values, attitude, and behaviors considered as primary component of professional nursing education. **Aim:** This study aimed to assess the effect of nursing student caring educational programs on nursing students for improving their professional self- concept. **Design:** A quasi-experimental design used in this study. **Setting:** This study was conducted at Benha and Shobra Technical Health Institute. **Subjects:** Included all nursing students (190) who are enrolled in the first and second year in the academic year 2021-2022. **Tools of data collection**: Data collected by using three tools, knowledge test professional caring, observational checklist about skills and professional self-concept questionnaire. **Results:** More than two thirds (76.8% -72.6%) of nursing students had improved level of knowledge phase at post program and there was highly statistically significance improvement in skills of nursing students about professional caring more than half (80%) at post program phase. Also, there was a high statistical significance of nursing students about professional self-concept more than half (85.3%) in post program phase. **Conclusion:** There were highly statistically significant correlations between nursing students' knowledge, skills regarding professional caring and their professional self-concept. **Recommendations:** The Technical Health Institute should adopt the professional caring, educational approach in all its different grades and enhance nursing to increase their professional self-concept through providing them with supportive and positive training environment

Keywords: Nursing Students, Professional self-concept, student caring.

Introduction

Caring for nursing students is a major concern as it one of the most important qualities in building trust with others. Being kind is a way people understand caring. As a nurse we need to be attentive to patient needs. Hence providing caring to those that we come into contact with has many benefits. One benefit is improved patient satisfaction. How well nurses communicated with patients, how well nurses explained treatments and drugs administered to the patients the nurse who is kind and caring impact the healing process and patient satisfaction **(Hardin, 2021).**

Nurses are expected to provide high quality care in health and illness, and to empower their patients by moving them toward an independent self-regulated healthy life. Nursing students need to develop their abilities to view professional caring from a different perspective and translate new knowledge into action. However, the newly graduated nurse

Nursing Students Caring Educational Program for Improving their Professional Self-concept at Benha and Shobra Technical Health Institute

suffers from low levels of self-confidence and professional self-worth that can make the difference between nursing students' emotional and psychological development; the caring factor that recognizes the nursing student as an individual is neglected. Emphasis is placed on caring as being fundamental to nursing; however, a lack thereof is displayed in caring for nursing students within their clinical learning environment. A conclusion is thus drawn that caring for nursing students within their clinical learning environment is a necessity **(Subke, et al. 2020).**

Professional caring for nursing students has four main dimensions (Civility, communication, leadership and motivation). Nurse educator fostering civil behavior within the educational environment uncivil behavior provoke uncertainty and self-doubt, weaken self-confidence, compromise moral courage, and jeopardize patient safety. Nursing is a social profession therefore fostering communication skills in integral part of nursing education. A leader proves to be playing an important role in motivating his students, providing guidance and has to not only supervise but also play a guiding role for the students. Providing quality nursing services needs motivated students to acquire a great deal of information and skills and to keep learning and relearning during their professional lives **(Trinidad, et al. 2019).**

Nursing professional self-concept consists of the information and beliefs that nurses have regarding their roles, values, and behavior. In other words, it is nurses' internalized values and beliefs and the manner they affect their thoughts and behavior. Nursing professional self-concept is greatly influenced by the society's impression of nursing: nurses are worried about their image as nurses. Despite the scientific advances made

in the profession of nursing and its treatment as an independent field, nurses' skills remain unknown to most people **(Allobaney, et al. 2022).**

Professional self-concept or nurses' self-concept are inter-related terms. The professional self-concept can be defined as professional identity. Professional self concept is being sure of their own nursing role, feeling adequacy in role experiences and clearly expressing the ideological commitment to the profession, feeling to apply a job with own knowledge and responsibility while recognizing the resources and limitations and having a command on professional competence and ethical principles which also includes the absolute master of the profession's norms Also professional self-concept is defined as values and believes guiding the nurse in communication, thoughts, and behaviors with his or her patient **(Çöplü & Tekinsoy Kartın, 2019).**

Significance of the study:

The nursing student is the unclear of health team in community so that is important to develop the nursing the nursing student ability to become a caring, practitioner, it was also intended to enforced and empower caring behavior which consequently affect professional self-is concept .so that selfconcept important to student for develop interaction with patient, nurses and through internalization of knowledge, skills, norms and culture of nursing profession **(ware 2008).**so this study conducted to assess nursing students caring educational program for improving their professional self-concept at Benha and Shobra Technical Institute.

Aim of the study:

Assess nursing students caring educational program for improving their professional self-concept.

Research hypothesis

1- There will be improved of nursing student knowledge and skills regarding professional caring after implement the program.

2- There will be improved of nursing student professional self-concept after implement the program.

Subjects and method

Research design:

Quasi-experimental research study design was used in carrying out this study.

Setting:

The study was conducted at Benha and Shobra Technical Health Institute at Kalubia governorate.

Subjects:

All nursing students (190) who enrolled at first and second year in academic year 2021-2022 at Benha and Shobra

Technical Health Institute.

Tools of data collection:

Data of the present study was collected by using the following three tools:

knowledge test

Structured questionnaire developed by the researchers based on literature review (**Akbari , 2016; Adams & Maykut 2017**) to assess the nursing students knowledge regarding professional caring. It consists of two parts.

First part: personal characteristics-:

It included personal characteristics of nursing students such as (institute name, age , gender, marital status ,study grade and resident).

Second part knowledge test-:

It consisted of 43 questions in the form of multiple choices &true or false distributed as the follow.

Scoring system:

Each question was assigned (one point) for the correct answer, and (zero) for the wrong one . The total score was (43 Point). The total score was expressed as percentages. if the score less than 60% (25.8) was poor level of knowledge, and if the score equal or more than 75% (33-43) was good level of knowledge.

Tool Reliability:

The reliability was done by Cronbach's Alpha Coefficient test. The internal consistency of knowledge test was (0.854).

Tool II- Professional caring observational checklist

Observational checklist was developed by researchers based on literature review, (**Edwards, 2010**),to assess nursing students skills regarding to professional caring.

Scoring system:

Nursing students skills regarding professional caring was assigned based on three likert scale as following: yes =3 ,no=2, not applicaple=1). The total score was (69 Point).if less than 60% (≤125) was poor skill regarding professional caring, score between 60%- <75%(125-156) was average skill regarding professional caring and the score equal or more than 75% (156-207)was good skill regarding professional caring.

Tool III: professional self -concept questionnaire:

Structure questionnaire was developed by researchers based on literature review to assess nursing students professional self concept. It consisted of 21 items.

Scoring system:

Nursing students professional self-concept was assigned based on three likert scale(Agree =3, Rarely =2, Disagree=1).the total scale was(21 point) if score of less than 60%(≤38) was low level of professional selfconcept, the score between 60-≤75%(38-48) if the score equal or more than 75%(48-63) was high level of professional self-concept .

Validity of the tools:

The three tools of data collection were tested for validity face and content validity

through distribution of the tools on five experts on field of nursing administration from various faculty of nursing consisting of (two assistant professors from Benha and one professor from Tanta University and two professor from Menoufia University. The necessary modification were done in the light of their valuable comments such as modify some words to give the most appropriate meaning for the phrase which were not clear and rearrange of tools items.

Tool reliability:

The reliability of tools sheets was tested for the internal consistency using Cronbachs alpha coefficient.

Pilot study:

The pilot study was conducted for testing the clarity and acceptability of tools and their relevance to study.it took one month that to place in September 2021. .it was tested on 10% of the total subjects (19) nursing students. The pilot study were included the main study sample it was also served for estimating the time needed for filling the tool.

The time needed for answer knowledge questionnaire sheet that ranged from 25-30 minutes, time needed for professional caring observational checklist ranged from 20-15 minutes, and professional self-concept questionnaire sheet ranged from 20-15 minutes.

Field Work :

The following phases were adopted to achieve the aim of the current study: assessment, planning, implementation and evaluation phases. These phases were carried out from October 2021 to march 2022 .

Assessment phase:

This phase took one month (October 2021) to assess the nursing students knowledge and skills regarding professional caring before implementation of the

educational program. The questionnaires were distributed three times through the study pre ,post and after three month . At the beginning, the researchers welcomed the nursing students, gave a brief idea about the aim and activity of the program and explained the questionnaire sheet for all students. Then the researchers collected data by using the different tools of data collection in the class rooms and in hospital during clinical areas,the researchers was available all the time during the filling the questionnaire sheets for any clarification as needed then the researchers checked each one to ensure its completeness.

Planning phase:

Based on baseline data obtained from pre-test assessment and relevant review of literature, the program was developed by the researchers. This was taken two months,(November 2021to October 2021). An education program was developed based on determined needs and relevant review of literature. Program construction in a form of printed Arabic form and included different topics to provide student nurse with knowledge and skills about professional caring and professional self-concept. Also, the researchers prepared power point presentation of topics.

Different instructional strategies, method of teaching, media and method of evaluation were selected to suit nursing students needs and achieve the objectives of the program.

.Different methods of teaching were used such as lecture, group discussion and brain storming. Instructional media included, black board , videos ,data show and pictures to the student nurses in the educational program.

Implementation phase:

This phase was took 4 month from October 2021 from January 2022.

The researchers visited each previous mentioned setting, three days per week, student

nurses. The teaching sessions 20 hours distributed to (10) sessions. These sessions divided in 6 sessions theory and 4 sessions practical

The duration of each session 2hours, achieved by using a viable resources, relevant contents and instructional strategies for each session.4 practical session at the end of sessions one, four, five and six included small group activities to apply barrier of communication, role play about principle of civility, application about leadership and activities about motivation.

Evaluation phase:

It took three months from October 2021 to January 2022 during this phase, the effect of the education program was evaluated included immediate, post program using the same tools which used before the program. Follow up after three months of program implementation, all the study tools were applied for the nursing students to test the follow up gain in the subjects knowledge and skills regarding professional caring and professional self-concept.

Ethical considerations:

The study was conducted with careful attention to ethical standards of research and rights of the participants:

Informed consent :

The nursing students was protected by ensuring voluntary participation, so the informed oral consent will be obtained by explaining purpose, nature time of conducting the study, potential benefits of the study, how data will be collected, any invasive procedure, expected outcomes and the nursing students withdraw from the study at any time in case of violation of their rights.

Anonymity and confidentiality:

The nursing student was assured that the data will be treated as strictly confidential; furthermore, the nursing student anonymity was maintained as they were not require mentioning their names.

Scientific honesty:

To ensure scientific honesty, the researchers put references as it to avoid bias. explaining the aim of the study. Assured complete confidentiality of the obtained information, and the study would not affect in any way the work Duties of the student .The results of the study, along with the recommendations will be forwarded to administration for possible application, to obtain their permission and help in conducting and

Statistical analysis:

Data were verified prior to computerized entry. The statistical package for social sciences (SPSS version 20.0) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied (e.g., frequency and percentages).for numerical values, the mean and stander deviation, used to compare between two groups in quantitative data, chisquare test was used to compare between groups in qualitative, ANOVA test was used for comparison among different times in the same group in quantitative data and linear correlation coefficient was used for detection of correlation between two quantitative variables in one group. A significant level was considered when $p<0.05$ and high significant level value was considered when $p <0.001$.

Results:

Table (1): This table shows that the lowest percentage of nursing students (12.1%) had age of 20 years old, in relation to marital status more than three quarter (77.4%) of them are single student , in relation to grade about half of them)57.9 (at first year, regarding to their residence the majority (66.3%) of them were live at rural.

Nursing Students Caring Educational Program for Improving their Professional Self-concept at Benha and Shobra Technical Health Institute

Figure (1) : It is clear from this figure the minority (19.5%) of nursing students had good knowledge regarding professional caring at preprogram phase and improved to (76.8%) and (72.6%) at post program and follow up program phases respectively.

Table (2): This table illustrates that there was a highly statistical significant improvement of the total nursing students' knowledge level regarding professional care through post program and follow up phase compared with pre program Phase (P value=<0.001**) the total mean and standard deviation of nursing students total knowledge during post program and follow up program phases were (72.45±9.76 and 70.84±11.83).

Table (3): This table Illustrates that there was a highly statistically significant improvement between preprogram and post program of nursing students knowledge about professional caring. Also this table showed that the highest mean and stander deviation related to leadership (10.82±2.61) at post program and (10.62±2.34) at follow up phase compared with preprogram (4.15±1.45).

Figure (2): It is clear from this figure the minority (22.1%) of nursing students' skills level regarding professional caring at preprogram phase and increased to (80.8%) and (77.4%) at post program and follow up program phase respectively .

Table (4): This table illustrates that there was a highly statistical significant improvement of the nursing students' total skills regarding professional care at post program and follow up phase the total mean and standard deviation of nursing students total skills during post program and follow up program phases were (137.52±8.74 and 135.85±9.62) respectively compared to pre program(39.13±4.2).

Table (5) : This table Illustrates that there was a highly statistical significant improvement in all domains of nursing students skills regarding professional caring at post program and follow up program.

Figure (3): It is clear from this figure the minority (25.3%) of nursing students had high level of professional self-concept at preprogram phase while increased to more than two thirds (78.4%) at post program and decline to(75.8%) at follow up program respectively.

Table (6): This table illustrates that there was a highly statistical significant improvement of the nursing students' total mean score regarding professional selfconcept through post program and follow up phase, The total mean and standard deviation of nursing students regard professional selfconcept were (53.34±7.23 and 52.75±9.74) at post program and follow up respectively compared to (17.9±2.97) at pre program.

Table (7): There was highly statistically significance and positive correlation between total knowledge and total skills regarding t professional caring and professional self-concept through program phases when p value <0.001*

-Highly statistically significance and positive correlation between total knowledge and Total students' professional caring and professional self-concept through program phases when p value <0.001*

-Highly statistically significance and positive correlation between Total skills and Total students' professional self-concept through program phases when p value <0.001*

Table (1): Frequency distribution of the nursing students according to personal characteristics no = 190

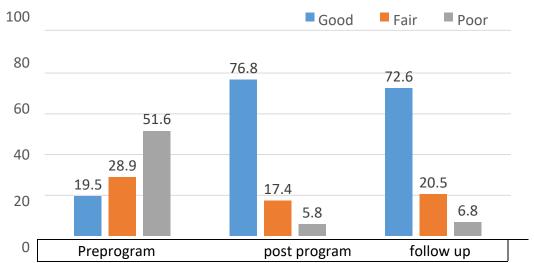| Personal characteristics items	N	%
Nursing Institute		
Benha	95	50
Shobra	95	50
Age		
17	57	30
18	76	40
19	34	17.9
20	23	12.1
Mean±SD		18.74±1.68
Gender		
Male	53	27.9
Female	137	72.1
Marital status		
Single	147	77.4
Married	43	22.6
Study grads		
First	110	57.9
Second	80	42.1
Residence		
Rural	126	66.3
Urban	64	33.7

Figure (1) Nursing students' knowledge regarding professional caring thorough the program phases

Nursing Students Caring Educational Program for Improving their Professional Self-concept at Benha and Shobra Technical Health Institute

Table (2) Total nursing students' knowledge mean score regarding professional caring knowledge thorough the program phases n=190

Total nursing students knowledge				Paired t-test			
Maximum score	Pre program	Post Program	Follow up program	T1	P-value	T2	P-value
86	18.77±3.45	72.45±9.76	70.84±11.83	110.204	<0.001**	1.447	0.149

Table (3) Mean and stander deviation of nursing students knowledge about professional caring thorough the program phases (n =190)

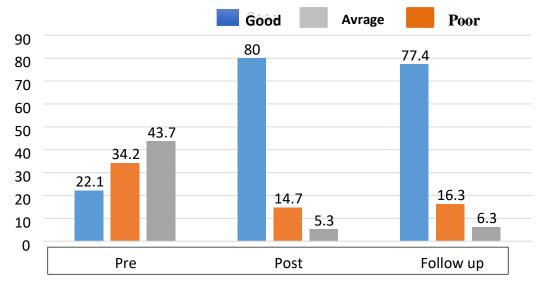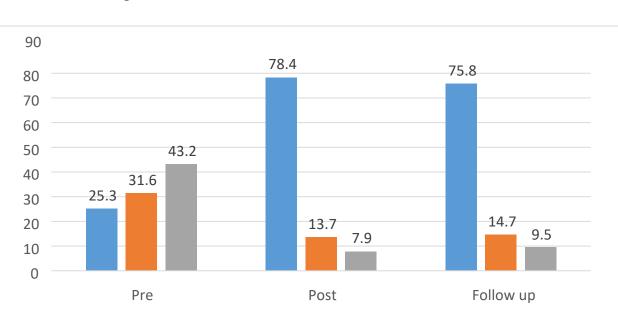| Items of knowledge	Maximum score	Preprogram Mean±SD	Post program Mean±SD	Follow up program Mean±SD	Paired t-test	
					P1	P2
					T1 (P-value)	T2 (P-value)
Communication	10	3.52±2.04	8.14±3.45	7.85±3.42	15.889 (<0.001*)	0.823 (0.411)
Nursing ethics	6	2.03±1.09	5.4±2.58	5.27±2.17	16.585 (<0.001*)	0.532 (0.595)
Civility	6	1.42±0.98	5.35±1.74	5.07±1.53	27.126 (<0.001*)	1.666 (0.097)
Leadership	12	4.15±1.45	10.82±2.61	10.62±2.34	30.793 (<0.001*)	0.786 (0.432)
Motivation	9	2.67±1.56	7.78±2.53	7.38±2.79	23.693 (<0.001*)	1.464 (0.144)

Figure (2) Nursing students' skills level regarding professional caring thorough the program phases.

Table (4) Total mean score of nursing students' skills regarding professional caring through the program phases.

Total Nursing student skills level regarding professional care				Paired t-test			
Maximum score	Preprogram Mean±SD	Post program Mean±SD	Follow up program Mean±SD	T1	P-value	T2	P-value
Total 207	39.13±4.2	137.52±8.74	135.85±9.62	139.862	<0.001**	1.771	0.079

Table (5) Mean and stander deviation of nursing students skills regarding professional caring domain thorough the program phases.

Nursing students skills regarding professional care domain	Maximum score Mean±SD	Preprogram Mean±SD	Post program Mean±SD	Follow up program Mean±SD	Paired t-test			
					P1		P2	
					T1	P-value	T2	P-value
communication in the hospital	42	8.86±1.54	31.37±3.24	30.89±3.12	86.492	<0.001**	1.471	0.142
communication in classroom	54	10.21±2.65	42.73±4.58	42.47±4.07	84.714	<0.001**	0.585	0.559
Civility	21	5.46±1.86	15.75±2.46	15.96±2.79	45.991	<0.001**	0.778	0.437
Nursing ethics	24	6.72±2.06	18.72±3.24	18.48±2.84	43.082	<0.001**	0.768	0.443
leadership skill	39	9.24±2.7	33.27±5.62	32.61±4.92	53.125	<0.001**	1.218	0.224
Motivation skill	30	6.00±2.09	25.26±3.78	24.85±3.22	61.464	<0.001**	1.138	0.256
Total	207	39.13±4.2	137.52±8.74	135.85±9.62	139.862	<0.001**	1.771	.0.79

Figure (3) Nursing students professional self- concept thorough the program phases

Nursing Students Caring Educational Program for Improving their Professional Self-concept at Benha and Shobra Technical Health Institute

Table (6) Total mean score of nursing students' regarding professional self-concept thorough the program phases n=190

Total nursing students' regarding professional self concept				Paired t-test			
Maximum score	Pre program Mean±SD	Post program Mean±SD	Follow up program Mean±SD	T 1	P-value	T2	P value
63	17.9±2.97	53.34±7.23	52.75±9.74	62.499	<0.001**	0.670	0.503

Table (7) Correlation between nursing students knowledge, skills regarding professional caring and professional self-concept score thorough program phases

Study phases / Study Variables	Nursing students knowledge regarding professional caring		Nursing students skills regarding professional caring	
	r	P-value	r	P-value
Pre program				
Nursing students kills regarding professional caring	0.306	<0.001**	0.18	0.014*
Nursing students' professional self-concept	0.47	<0.001**		
Post program				
Nursing students kills regarding professional caring	0.433	<0.001**	0.244	<0.001*
Nursing students' professional self-concept	0.201	0.005**		
Follow up program				
Nursing students skills regarding professional caring	0.591	<0.001**	0.316	<0.001*
nursing students' professional self-concept	0.397	<0.001**		

< 0.05* statistical significance   < 0.001** High statistical significanc

Discussion:

According to nursing students' total knowledge regarding professional caring, the present finding revealed that there was highly statistically significant improvement in nursing students' knowledge regarding professional caring at post program and follow up program, the minority of nursing students had good knowledge regarding professional caring at preprogram phase that improved at post program and follow up program phases but still more than preprogram.

The current study was in agreement with **Kalyani et al., (2019)** who conduct "How do nursing students experience the clinical learning environment and professional caring" and noted that the less than one quarter of nursing students had good knowledge regarding professional caring

According total mean score nursing students skills regarding professional caring, this study illustrated that there was highly statistically significant improvement in nursing students' total skills regarding professional caring at post program and follow up program, less than one quarter of nursing students had good skills regarding professional caring at preprogram phase and increased at post program to majority of them and decline at follow up program phase but still more than preprogram. concerning students regarding to levels of skills, concerning students regarding to levels of skills, the study findings illustrated that there was a highly statistical significant improvement and difference between mean and stander deviation regarding to all domains of nursing students skills regarding professional caring through the program phases, the total mean score was increased at post program and slight decline at follow up phase but still more than preprogram. From the researchers point of view promotion of professional caring has become more crucial in nursing education. When values are internalized, they will become the standards in practice and guide behavior, values can be taught, modified and promoted directly or indirectly through education, nursing student enters the nursing school with a set of values that might be changed during the socialization process, Purposeful integration of professional values in nursing education is essential to guaranteeing the future of nursing the study The current study supported with **Marcomini et al., (2022)** who conduct "self reported skills for ensuring patient safety and

quality of care among Italian nursing students: a descriptive cross-sectional study" and noted that, there was highly statistical significance improved related to total nursing student skills regarding professional caring

Concerning the nursing students total professional self- concept through program phases, the study findings displayed that there was highly statistical significance improvement in nursing students' level of professional self-concept at post program and follow up program, the minority of nursing students had high level of professional self-concept at preprogram phase while increased to more than two thirds at post program and decline at follow up program respectively. As for total mean score of nursing students' regarding professional self-concept thorough the program phases this study indicated that there was a highly statistical significant improvement of the nursing students' total mean score regarding professional self-concept through post program and follow up phase, also showed that the total mean score increased at post program and it was slight decline at follow up program but still more than preprogram. This could be due to the strong relation between professional self-concept dimensions and the education improves all dimensions

The current study was in harmony with **Wei et al., (2021)** who conduct "Influences of nursing students' career planning, internship experience, and other factors on professional identity" and noted that, there was highly statistical significance improved in participants' students' perception of the nursing profession regarding self -concept

As regard correlation between nursing student knowledge, skills regarding professional caring and professional self-concept scores at through program phases, this study findings indicated that there was highly statistically significance positive correlation between total

knowledge and skills regarding professional caring and between total knowledge and total students' .self -concept through program phases

The study finding was accordance with **Woo., & Tak., (2015),** who assess the critical thinking disposition, professional self-concept and caring perception of nursing students in Korea and illustrated that there was significant positive correlation among professional self-concept, and caring perception; caring perception significantly affected professional self-concept.

Conclusion

In the light of the study findings, it concluded that, there was highly statistically significance improvement in knowledge and skills of nursing students about professional caring in post and follow up program than preprogram phase, and there was a highly statistically significance of nursing students had high level of professional self- concept in post and follow up program than preprogram phase and there was positive correlation between nursing students knowledge ,skills regarding professional caring and professional self- concept. So, the current study approved the research hypothesis.

Recommendations:

• Set rules and regulations when selecting newly nursing students according to students feedback about communication, leadership skills, nursing ethics and nursing civility behavior.

• Provide nursing students with educational program for increasing leadership ability.

• Provide training program for nursing teachers about important of professional self-concept for nursing student.

• Repetition of the same study for large number of technical health institute in other setting is highly recommended to achieve generalizable results.

References:

Adams, L., Maykut, C. (2017). Bullying: The antithesis of caring, acknowledging the dark side of the nursing profession. Int. J. Caring Sci, 8, 765–773. Affiliations expand.

Akbari, J., (2016). The study of motivating factors in the nursing staff of Shahid Ansari Hospital of Rudsar. International Journal of Humanities and Cultural Studies, ISSN 2356-5926 1: 1589-1597.

Allande-Cussó, R., Gómez-Salgado, J., Macías-Seda, J., & Porcel-Gálvez, A. M. (2021). Assessment of the nursepatient interaction competence in undergraduate nursing students. Nurse Education Today, 96, 104627 .

Allobaney, N. F., Eshah, N. F., Abujaber, A. A., & Nashwan, A. J. (2022).
Professional Self-Concept and SelfConfidence for Nurses Dealing with COVID-19 Patients. Journal of Personalized Medicine, 12(2), 134.

Çöplü, M., & Tekinsoy Kartın, P. (2019). Professional self-concept and professional values of senior students of the nursing department. Nursing ethics, 26(5), 1387–1397. https://doi.org/10.1177/0969733018761 171.

Cowin, L. S., Johnson, M., Craven, R. G., & Marsh, H. W. (2018): Causal modeling of self-concept, job satisfaction, and retention of nurses. Int J Nurs Stud.;45(10):1449-1459.

Edwards, M. (2010) .Communication Skills for Nurses: A Practical Guide on How to Achieve Successful Consultation. London: Quay

Hardin, S. (2021). Why Caring Is Important in Nursing. Available at:

https://louisville.edu/nursing/dean/messages-from-the-dean/why-caring-is-important-in-nursing

Kalyani, M. N., Jamshidi, N., Molazem, Z., Torabizadeh, C., & Sharif, F. (2019). How do nursing students experience the clinical learning environment and respond to their experiences? A qualitative study. BMJ open, 9(7), e028052.

Marcomini, I., Destrebecq, A., Rosa, D., & Terzoni, S. (2022). Self-reported skills for ensuring patient safety and quality of care among Italian nursing students: A descriptive cross-sectional study. International Journal of Health Promotion and Education, 60(2), Pp: 67-78.

Subke, J., Downing, C., & Kearns, I. (2020). Practices of caring for nursing students: A clinical learning environment. International journal of nursing sciences, 7(2), 214–219 .

Trinidad, M., Pascual, J., & García, M. (2019). Perception of caring among nursing students: Results from a cross-sectional survey. *Nurse Education Today*, *83*, 104196.

Ware SM., (2008) : Developing a self – concept of nurse in baccalaureate nursing students .International Journal of Nursing Education Scholarship;5(1):1-17.

Wei, H., Fazzone, P., Sitzman, K., & Hardin, S.. (2019). The Current Intervention Studies Based on Watson's Theory of Human Caring: A Systematic Review.
International Journal for Human Caring, 23(1 .)

Woo Y H., & Tak R Y., (2015). Critical Thinking Disposition, Professional Selfconcept and Caring Perception of Nursing Students in Korea,
International Journal of Bio-Science and Bio-Technology, Vol.7, No.3, pp.129-138.

برنامج تعليمى لرعاية طلاب التمريض لتحسين ادراكهم الذاتى المهنى بالمعهد الفنى الصحى ببنها وشبرا

مروة زكريا أمين- نرمين محمد عيد- فوزية فاروق كامل

تعتبر الرعاية مكونًا قياسيًا في المناهج الدراسية في تعليم التمريض في العالم. يجب تطوير الرعاية كمعيار وكفاءة أساسية لطلاب التمريض خلال فترة التعليم لكي يصبح طلاب التمريض أكفاء لا يتطلب فقط فهمًا نظريًا للتمريض المناسب ولكن أيضًا القدرة على إظهار قيم التمريض في الرعاية واستيعابها في السلوكيات اليومية للممرضات كثقافة. لذا هدفت الدراسة إلى تقييم برنامج تعليمي لرعاية طلاب التمريض لتحسين ادراكهم الذاتي المهني بالمعهد الفنى الصحى ببنها وشبرا و تم استخدام تصميم شبة تجريبى. وقد اجريت هذة الدراسة بالمعهد الفنى الصحى ببنها وشبر بمحافظة القليوبية. واجريت الدراسة على جميع طلاب التمريض بالمعهد (190) طالب بالفرقتين. الفرقةالأولى (110) طالب والفرقة الثانية (80) طالب فى السنة الدراسية 2020-2021. واظهرت النتائج بوجود تحسن ذو دلالة إحصائية عالية في معرفة طلاب التمريض عن الرعاية المهنية في مرحلة ما بعد البرنامج والمتابعة مقارنة بمرحلة ما قبل البرنامج. كان هناك تحسن ذو دلالة إحصائية عالية في مهارات طلاب التمريض عن الرعاية المهنية في مرحلة ما بعد البرنامج والمتابعة مقارنة بمرحلة ما قبل البرنامج. كان هناك تحسن ذو دلالة إحصائية عالية لتصور طلاب التمريض حول مفهوم الذات المهنية في مرحلة ما بعد البرنامج والمتابعة بقارنة بمرحلة ما قبل البرنامج. كانت هناك علاقة ارتباط موجبة بين معرفة طلاب التمريض والمهارات المتعلقة بالرعاية المهنية ومفهوم الذات المهني. كان هناك تحسن ذو دلالة إحصائية عالية في معرفة طلاب التمريض عن الرعاية المهنية في مرحلة ما بعد البرنامج والمتابعة مقارنة بمرحلة ما قبل البرنامج ، وكان هناك تحسن ذو دلالة إحصائية عالية في مهارات طلاب التمريض عن الرعاية المهنية في مرحلة ما بعد البرنامج والمتابعة مقارنة بمرحلة ما قبل البرنامج و كانت هناك أهمية إحصائية عالية لتصور طلاب التمريض حول مفهوم الذات المهنية في مرحلة ما بعد البرنامج والمتابعة من مرحلة ما قبل البرنامج .وأوصت الدراسة بتقديم المزيد من البحوث والبرامج التدريبية لدعم مثل هذا البرنامج لتحسين مفهوم الذات المهنية.