PALLIAVTIVE CARE AND AWARENESS AMONG NURSING STUDENTS: A COMPREHENSIVE STUDY

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Keywords	Abstract
Palliative care, Structured teaching program, Nursing students	Background: The mission of palliative care is to enhance the well-being for patients and their families who are facing life-threatening illnesses by preventing and alleviating suffering by means of very early pain detection, assessment, and management of related psychological, physical, and spiritual problems. Aim: The motive of this study is to find out how well a structured educational initiative may raise nursing students' knowledge and understanding about palliative care at a designated institution of nursing. Methodology: One group pre and post-test study design was used as part of the pre-experimental research methodology, and 49 nursing students aged between 18 – 21years have been chosen by the use of the non-probability purposive sampling method. Pre-test knowledge and attitude was assessed through the use of semi- structured questionnaire and 5-point Liker scale respectively followed by the structured teaching program was done. Outcomes: The pretest outcome exhibited 15(31%) of student lacked

adequate understanding, and merely 2% had sufficient understanding, whereas 33 (67%) possessed a moderate degree of comprehension. About 18(37%) had a positive attitude, while 31 (63%) had an adverse attitude. attitude. Following the intervention for 7 days the result revealed that majority of students acquired 47 (96%) adequate knowledge and 2(4%) possessed a knowledge moderately, in respect to post-test attitude level 49(100 %) of students had showed favourable attitude towards palliative care. The mean score for the pre-test knowledge assessment was 8.92, accompanied by a standard deviation of 2.26. In contrast, the mean score for the post-test knowledge assessment was 17.90, with a 0.6 standard deviation. The average attitude score of 84.08 been observed for the pre-test accompanied by a 9.81 standard deviation. In contrast, the mean attitude score of 95.14 for the post-test, with a 3.29 standard deviation. The estimated paired t test result for pre- and post-test attitude and knowledge levels was 95.14 and 25.22, respectively, which was found to be higher than the table at $p<0.005$ high statistically significance. Conclusion: Though palliative care is included in their nursing curriculum it creates very little impact on their mind, whereas palliative is an area which demand nursing care highly. The study's results recommend that the national curriculum committee should prioritize the inclusion of palliative care as a dedicated unit for nursing students. This focus could enhance the training and preparedness of future nurses in providing compassionate care.

[1] INTRODUCTION

The mission of palliative care is to enhance the well-being for patients and their families who are facing life-threatening illnesses by preventing and alleviating suffering by means of very early pain detection, assessment, and management of related psychological, physical, and spiritual problems. (World Health Organization, 2006.). Over one hundred million people around the world would benefit from hospice and palliative care on an annual basis, as stated by the Worldwide Palliative Care Alliance (WPCA). However, only eight percent of those who are in need of such care are able to get it. More than a million people in India are thought to require palliative care, particularly since the majority of cancers are discovered in their later stages. The requirement for palliative care lasts for an hour. Nurses are the health care providers in palliative care who plays boundless services and need to prepare with essential knowledge to care the patients with inconceivable challenges.

Nursing has fallen behind other fields in not incorporating palliative care into the curriculum for nurses, despite its necessity. It is challenging that weak educational base to define the function of nurses in palliative care. A Study conducted by Suja Karkada, Baby S Nayak and Makathu (2011) found that mere 43.4 percent were conversant with the term palliative care when they were training. In addition, a significant majority of students (79.5%) possessed little understanding of palliative care (6.4±1.64), whereas a large majority (92.8%) held a positive attitude towards it (56.7±8.5). This shows the gap between knowledge and attitude, and additionally, the palliative care program must be advanced along the whole spectrum of medical treatment. Venkatesan Prem et al. (2017) conducted a cross-sectional study with 363 nurses to

determine their understanding of palliative care. The results showed that 64.2% of the nurses had insufficient understanding and just 35.8% had good knowledge. In addition to this, a study done among experienced staff nurses (2-15 years) revealed 70.5% of them had poor knowledge but 58.9% had positive attitude towards palliative care. Students' attitudes and knowledge were found to improve in numerous research and had upward reflection towards palliative care after the teaching interventions (Riyami,Zainab. 2019). Therefore, understanding gaps in knowledge and attitude toward palliative care of the terminally ill clients is most important for creating suitable interventions to raise the standard of medical care.

[2] MATERIAL AND METHOD

The college of nursing in Chennai that was chosen to participate in the study. The current investigation made use of a research design that included a pre- and post-test for one group.

Criteria for selection

Nursing students aged between 19-20 years, studying 3rd year BSc(N) individuals who were accessible and enthusiastic during the duration of the investigation were encompassed.

Ethical Approval

The investigation had been carried out upon approval of institutional level ethical committees. All data collected were examined and approved by the ethical committee. Obtained data after a brief introduction about the self and study, confidentiality assured and obtained consent.

Data Collection Procedure

A private college that offers nursing degrees hosted the research among 49 under graduate third year nursing students. Structured questionnaires were employed to evaluate the knowledge of nursing students, while a 5-point Likert scale has been utilized to evaluate their attitudes towards palliative care. Professional nurses specialising in medical surgical nursing verified the tool. After obtaining written consent and the confidentiality of data was assured. After collecting demographic data, 5-point likert scale and semi-structured questionnaire had been administered. Followed by structured teaching program was conducted using power point for about 45 minutes and on day seven conducted post-test. Tabulation of data collected for statistical analysis and interpretation is done.
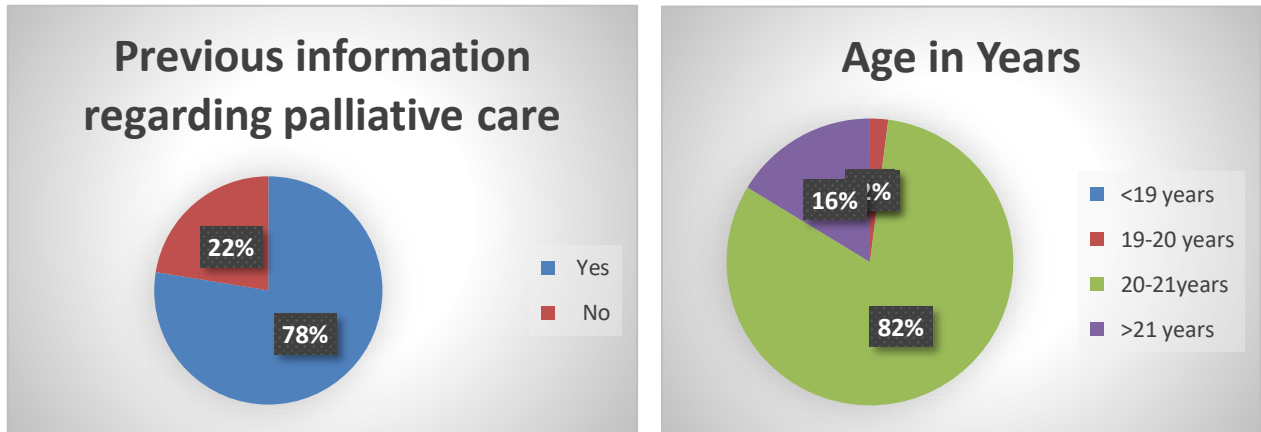
Statistical analysis

The demographic factors been described utilizing frequency as well as percentage distribution to evaluate the student nurses' knowledge and attitude. The degree of knowledge and attitude towards palliative care was analysed using mean and standard deviation. The pre-test and post-test levels of student nurses' knowledge and attitudes regarding palliative care were compared using the paired(t) test, and the pre-test levels of student nurses' knowledge and attitudes were associated to specific demographic characteristics using the chi-square test.

[3] Research Findings

Assessment of Demographic data of the Nursing student

Among 49 student nurses, the mean age of students was 20 years, 40 students were between 19-20 years (81.6%). Considering their type of family, 31(63.3%) students were from nuclear family, 18(36.7%) students were from joint family. Among 49 students, 31(63.3%) of them were Christian, 17(34.7%) were Hindu, 1(2.04%) belongs to Muslim. With regard to the area of residence, 31(63.3%) belongs to urban,8(36.7%) belongs to rural

Table-1: Frequency and percentage distribution of level of knowledge regarding palliative care among nursing students. N=49

variables	Adequate knowledge		Moderate knowledge		Inadequate knowledge	
knowledge	(No.)	(%)	(No.)	(%)	(No.)	(%)
Pre test	1	2.04	33	67.35	15	30.61
post test	47	95.9	2	4.1	-	-

With regard to pre-test knowledge, 33(67.35%) had moderate knowledge,15 (30.61%) had inadequate knowledge and only one had palliative care adequate knowledge. In post-test, 47(95.9%) had adequate knowledge, 2 (4.1%) had moderate knowledge on palliative care.

Table-2: Frequency and percentage distribution of level of attitude on palliative care among nursing students. N=49

variables	Favourable attitude		Unfavourable attitude		Neutral attitude	
attitude	(No.)	(%)	(No.)	(%)	(No.)	(%)
Pre test	18	36.73	31	63.27	-	-
Post test	49	100	-	-	-	-

Considering the pre-test level of attitude, 31(63.27%) students had unfavourable attitude and 18(36.73%) students had favourable attitude on palliative care. In post-test all 49 (100%) students had favourable developed attitude towards palliative care.

Table-3: comparison between pre-test and post-test level of knowledge on palliative care among nursing students N=49
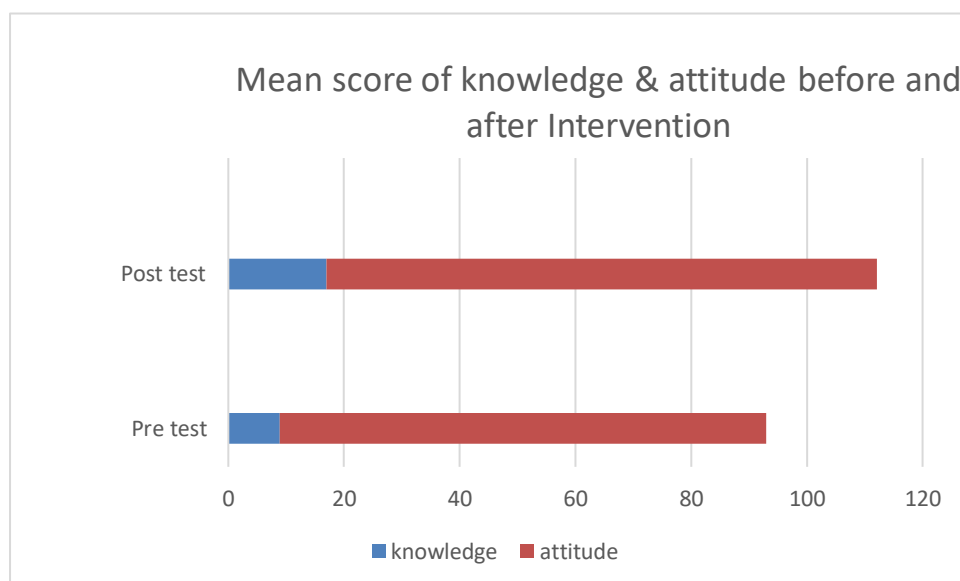
Knowledge	Mean	Standard deviation	Paired t test
Pre test	8.92	2.26	T=25.22, s*
Post test	17.90	0.6	P<0.005

The above table shows the knowledge levels comparison of pre and post-test. The findings reveal the overall average grade was increased from 8.92 to 17.90 following the formal educational program. In addition, the computed paired t test of t =25.22 which is higher compared to the value of table and indicated that there had been a statistically substantial distinction between post and pre-test at p<0.005 level.

Table-4: Comparison between pre-test and post-test level of attitude on palliative care among nursing students. N=49

Attitude	Mean	Standard deviation	Paired t value
Pre test	84.08	9.81	T=16.62, s*
Post test	95.14	3.29	P<0.005

The above the table 4 shows pre-test and post-test level comparison of attitude on palliative care within nursing students. The findings shows that overall mean score has increased from 84.08 to 95.14 following the predetermined course of instruction. In addition, the computed paired t test of t =16.62 which is higher compared to the value of the table and indicated that there had been a statistically substantial distinction of post and pre-test at p<0.005 level.

Concerning the relationship between a chosen demographic variable and the pretest

level of knowledge like Father occupation ($x2=165.4$ at $p=<0.005$), father`s income ($x2=85.32$ at $p=<0.005$), Religion ($x2=83.57$ at $p=<0.005$). Language ($x2=657.12$ at $p=<0.005$), Area of residence ($x2= 6.33$ at $p=<0.005$). There was no discernible correlation with any of the other demographic factors. The level of attitude was shown to be significantly associated with the area of residence ($x2=6.77$ at $p=<0.005$). There was no discernible correlation with any of the other demographic factors.

[4] Discussion

According to Manal Bilal (2018) 53 nurses revealed that 51% of them had fair knowledge and only 57 % had fair attitude. In addition, nurses and student nurses were confused with the term palliative care and care of dying patients. (Abu-UI Hassan Faiz Dr. 2020). Many studies support the above statement among the nursing professionals. A majority of nursing students, 33 (67%) of whom had a moderate knowledge level, 15 (31%) of whom had an inadequate knowledge level, and 31 (63%) of whom had an adverse viewpoint concerning palliative care in the pre-test in this study. The designed teaching program enlightened them with adequate knowledge and created positive attitude. Of the students who took the post-test, 47 (96%) demonstrated a sufficient amount of understanding. and developed 100% favourable attitude after the teaching program.

[5] Conclusion

Thus, the study concluded that in-depth teaching on palliative care enhance the student nurses' attitude and knowledge. Though palliative care is included in the nursing curriculum it creates very little impact on their mind, whereas palliative is an area that needs higher level of nursing care. Nursing personnel are expected to balance their duties without sacrificing care for the needy as the medical field moves toward a high-tech, high-touch level of care. Hence the study results recommend that due attention should be given by the national curriculum committee to include palliative care as a separate unit to deal with nursing students.

[6] AUTHOR(S) CONTRIBUTION

The authors agreed to have no connections or engagements with any group or body that provides financial and non-financial assistance for the topics and resources covered in the article.

[7] ACKNOWLEDGEMENT

[8] SOURCES OF FUNDING

[9] PLAGIARISM POLICY

The authors declare that any kind of violation of plagiarism, copyright, and ethical matters will be handled by all authors. Journalists and editors are not liable for the aforesaid matters.

[10] CONFLICT OF INTEREST

The authors declared that no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

[11] PROTECTION OF RESEARCH PARTICIPANTS

This study do not involve any such criteria or condition.

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