

# Nursing Process Documentation among Nursing Students

Hajjul Kamil<sup>1</sup>, Yuswardi<sup>1\*</sup>, Ardia Putra<sup>1</sup>, Andara Maurissa<sup>1</sup>, Putri Mayasari<sup>1</sup>

## ABSTRACT

**OBJECTIVE:** This study aimed to determine the ability to document the nursing process among Nursing Professional Education students at the Faculty of Nursing, Universitas Syiah Kuala.

**METHODOLOGY:** A Quantitative and cross-sectional study was applied to this research. Research instruments consisting of demographic data and a Knowledge questionnaire about documenting the nursing process were used to gain data among nursing students. Sixty-one nursing students were recruited using a questionnaire. The analysis of the data involved the use of univariate statistics.

**RESULTS:** According to the study, 81.97% of nursing students had low knowledge of nursing process documentation. The results for each sub-variable regarding nursing assessment were 72.13%, nursing diagnosis 57.38%, nursing implementation 63.93%, and 78.69% of nursing evaluations were in the low category. Meanwhile, 57.38% of the nursing plan was in the high category.

**CONCLUSION:** It is recommended that educational institutions and Nursing Professional Education students evaluate and improve their knowledge and skills regarding the nursing process and documentation under the Indonesian Hospital Accreditation Standard, with the hope that the understanding during the learning phase of the Bachelor of Nursing Education, the implementation of Nursing Professional Education in hospitals, and graduate competency when working are all connected.

**KEYWORDS:** Nursing Documentation, Nursing Process, Nursing Student, Nursing Education

## INTRODUCTION

The nurses' involvement in various hospital activities extends from patient admission to discharge<sup>1</sup>. Nurses in various shifts<sup>2</sup> provide continuous 24-hour patient care. To provide patient care, a nurse must perform assessments, develop nursing diagnoses, develop intervention plans, implement care, and evaluate care to modify or terminate it<sup>3,4</sup>, known as the nursing process model.

The nursing process model has been used as a framework for nursing and nursing documentation<sup>5</sup>. According to the American Nurses Association, the nursing process consists of six steps: assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. The nursing process is bringing nursing knowledge into practice. The nursing process involves systematic problem-solving to determine the healthcare needs of a healthy or ill individual and to provide personalized care<sup>6</sup>. Using the nursing process as a scientific technique is advisable to guide the quality of nursing care and practices<sup>7</sup>. The nursing process benefits the care recipient, the nurse, and the student.

Nursing process activities that have been completed or that will take place should be adequately documented. This documentation is necessary for identifying nursing interventions given to patients and demonstrating their progress during hospitalization<sup>8</sup>.

Nursing documentation is an essential part of patient care and one of the most significant functions of nursing practice<sup>9</sup>.

Nursing documentation allows for the demonstration of the performance of nurses and the quality of nursing services in a hospital. High-quality clinical documentation in hospitals is crucial for nursing decision-making in care practice<sup>10</sup>, ensuring quality, continuity of care, patient safety<sup>11</sup>, practice accountability, and communication between various stakeholders involved<sup>12</sup>.

Nursing documentation is vital for communicating in clinical practice. The accurate reflection of nursing assessments, changes in clinical circumstances, care provided, and related patient information is provided by appropriate nursing documentation to support the multidisciplinary team in delivering exemplary care<sup>13</sup>. Nursing practice requires documentation to validate care and is an urgent professional and medical-legal necessity<sup>14</sup>.

Documenting the nursing process is highly beneficial for prospective nursing students, not just for the hospital. The benefits of a proper nursing record include ensuring quality care planning and continuity through professional communication, formulating criteria for nursing education programs and standards for clinical training and overseeing nursing knowledge advancement and student training<sup>15</sup>.

Poor results in various studies characterize nursing documentation performance despite its importance. High-quality educational programs are needed to train nurses in documentation skills. In addition, most nursing students express that during their bachelor's, they were not educated enough about nursing

<sup>1</sup>Department Fundamental of Nursing & Management of Nursing, Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

**Correspondence:** yuswardi@usk.ac.id  
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documentation. The novice nurses did not know much about documenting the nursing process<sup>16</sup>. Having excellent documentation skills is vital to the nursing student. Nursing Documentation is one of several essential skills to learn before becoming a nurse, but most nursing schools do not have a class dedicated to documentation. This skill can create many problems for newer nurses who lack the experience and knowledge to document to avoid legal trouble properly<sup>17</sup>.

However, health institutions still face challenges in comprehensively documenting all stages of the nursing process. A survey was conducted to measure the documentation level of managed hospitals, clinics, and outpatient clinics. The survey resulted in only 69.3% being managed and studying four nursing process stages<sup>18</sup>. According to studies conducted in Indonesia, the lack of supervision of nurses during nursing documentation is the leading cause of the problem with nursing documentation. Furthermore, there are problems with the nurses' ability to carry out documentation and a lack of confidence and motivation in carrying out documentation<sup>19</sup>.

During the four-year nursing education program, students are taught about documentation but only receive theoretical knowledge instead of experiencing it first-hand in the hospital.

To Provide educational planning on nursing documentation, it is necessary to have basic information about it, which is why we conducted this research to assess nursing students' knowledge of nursing process documentation.

## METHODOLOGY

### *Study Design*

A quantitative cross-sectional study was conducted among nursing students in an inpatient ward. First-semester students were chosen as the sample for this study.

### *Population and Sample*

This descriptive study was conducted on first-semester students as its sample. In our study, all 61 students were included in our sample from the Nursing Professional Education students faculty of Nursing Universitas Syiah Kuala Banda Aceh, Indonesia. First-semester nursing students who successfully passed the Fundamentals of Nursing course were considered as inclusion criteria. The questionnaires were used to recruit participants. Information letters detailing the study's aim, implementation, and data processing were sent to those interested. They were also sent a letter with instructions on receiving additional oral information if required. All the students who responded to the letter gave informed consent to participate.

### *Instrument*

After analyzing national and international literature, the researcher developed two parts of the data collection form. Demographic data was used in the first part to identify the characteristics of the

respondents, including age and gender.

In the second part, students' Nursing process Knowledge questionnaire about documenting the nursing process according to the Indonesian Commission on Accreditation of Hospitals (SNARS) was used in the data collection, clinical assessment, nursing diagnosis, planning, implementation, and evaluation stages were investigated. The total number of questions is 30, divided into the nursing assessment stage 9 questions, nursing diagnosis four questions, nursing planning four questions, nursing implementation four questions, and nursing evaluation nine questions.

The instruments' validity was assured by using content validity, which involved obtaining the opinions of three academics regarding their validity. The instruments were evaluated for their validity and usability in a pilot study with a sample group of 30 students. The pilot study examined the validity of the form's content and excluded similar questions. Furthermore, the instruments were given to the nursing students, and the test-retest reliability of the measure was assessed (Cronbach's alpha of 0.89). The instruments were administered to the final sample before any ambiguities were corrected. The evaluation of their results revealed that the form was straightforward and implemented without any issues.

### *Data Analysis*

The collected data was coded and entered into a computer to remove unnecessary information. The data was scrutinized during entry and compilation before being analyzed. After verifying completeness, missing values, and questionnaire coding, the data was entered into the computer and analyzed. The frequency and percentage of knowledge required for nursing process documentation were identified using univariate analysis.

### *Ethical Statement*

The Research Ethics Committee of the Faculty of Nursing Universitas Syiah Kuala approved the study under Process no. 113001260722. All participants signed the Informed Consent Form.

## RESULTS

Sixty-one nursing students from the Nurse Profession Education Program Faculty of Nursing Universitas Syiah Kuala participated and were analyzed. The demographic data showed that 25 (40.98%) nursing students were 22 years old, ranging from 21 to 24 years, and in most of them, 56 (91.80%) were female. The activities of nursing process documentation consisted of nursing assessment, diagnosis formulation, intervention planning, implementation, and evaluation.

As shown in **Table I**, the knowledge of nursing process documentation among nursing students from the Nurse Profession Education Program Faculty of Nursing Universitas Syiah Kuala was found that 81.97% had a low category regarding the documentation of the nursing process. The results for

each sub-variable regarding nursing assessment were 72.13%, nursing diagnosis 57.38%, nursing implementation 63.93%, and 78.69% of nursing evaluations were in the low category. Meanwhile, 57.38% of the nursing plan was in the high category.

**Table I: Nursing Process Documentation Among Nursing Students (n=61)**

Characteristics	f	%
<b>Documentation of Nursing Process</b>		
Hight	11	18.03
Low	50	81.97
<b>Documentation of Nursing Assessment</b>		
Hight	17	27.87
Low	44	72.13
<b>Documentation of Nursing Diagnostic</b>		
Hight	17	27.87
Low	44	72.13
<b>Documentation of Nursing Plan</b>		
Hight	35	57.38
Low	26	42.62
<b>Documentation of Nursing Implementation</b>		
Hight	22	36.07
Low	39	63.93
<b>Documentation of Nursing Evaluation</b>		
Hight	13	21.31
Low	48	78.69

## DISCUSSION

The nursing profession requires utilizing a professional problem-solving approach, creativity, critical thinking skills, and a humanistic approach to explicate scientifically-based nursing interventions<sup>7</sup>. Clinical instructors are accountable for helping students comprehend the significance of the nursing process during nursing clinical practice. Furthermore, nursing students must document all nursing process activities completed or will occur in a fully documented document under supervision<sup>2</sup>. Our finding regarding knowledge of the nursing process documentation among nursing students is a low category. On the other side, the nursing activities were not systematically performed, and critical thinking was not applied during the nursing process. Four out of five nursing process documentation were determined to be in a low category. Clinical nurse instructors should consider this critical finding.

Providing nursing care through nursing activities has been demonstrated to solve problems and meet patient needs. A previous study indicates that the nursing process involves assessment, nursing diagnosis, planning, implementation, and evaluation and must also be documented<sup>20</sup>. The nursing process is a continuous cycle that involves interconnecting the phases. Therefore, each step in this process is interconnected and interactive and cannot function

independently<sup>21</sup>.

The nursing process is a tool that should be taught in early undergraduate nursing classes. The nursing process is a method that provides autonomy and development of nursing as an applied science<sup>22</sup>. Furthermore, the nursing process was applied in practice by nursing students during internships in hospitals. Demonstrate the significance of the nursing process in providing nursing care to patients. Nursing students are taught the essential nursing disciplines, like physical examination, anatomy, and physiology, which are necessary to make the nursing process practical. The researchers aim for students to comprehend that the nursing process involves the application of nursing practices that ensure patient safety and must be fully documented.

Nursing students should document nursing process activities that have been completed or will be conducted adequately. This documentation is necessary to identify nursing interventions given to patients and demonstrate patient progress during hospitalization<sup>8</sup> under clinical instructor supervision. It seems that the lack of clinical mentoring could be the reason for the low level of knowledge. It reveals the educational needs of nursing students to learn nursing documentation in real situations. It is hoped that nursing students participating in hospital internships will develop a positive attitude and learn about the importance of nursing documentation, enhancing their competency<sup>23</sup>.

As demonstrated in several studies, the quality of nursing documentation can be improved through education-focused interventions that address the nursing process<sup>24</sup>. Nursing students can be more skilled at documentation through the combination of education on using nursing diagnoses, standardized nursing languages, and standardized nursing care plans<sup>25</sup>. According to the study, nursing professional education students have limited knowledge about documenting the nursing process. Instead, it is hoped that students will have a deep understanding of documenting the nursing process. Nursing students are expected to be capable of completing quality nursing process documentation accurately, completely, and following standards.

However, the nursing students reported that the data collection and diagnosis stages had the most significant difficulty, while the planning stage had the slightest difficulty. According to the students, patients did not respond adequately to the questions during data collection. Nursing students struggled with asking patients relevant questions and occasionally felt embarrassed. The nursing process was hindered by the lack of knowledge during diagnosis. Lastly, this affects the lack of nursing documentation. Nursing documentation must include clinical content pertinent to the patient's location and clinical status, to ensure continuity of nursing care, it is crucial to record health status, needs, and response to care and support

clinical reasoning and communication between care team members<sup>26</sup>.

The initial nursing assessment in the nursing process documentation includes physical status, psycho-socio-spiritual, economical, patient health history, allergy history, pain assessment, fall risk, functional assessment, nutritional risk, educational needs, and discharge planning<sup>27</sup>. According to the study's findings, the greatest obstacle was the lack of understanding of the nursing process concept. Moreover, the lecturer and clinical instructor do not provide follow-up or supervision for implementing the nursing process. Furthermore, Inadequate training of students in the nursing process and the lack of follow-up in monitoring the implementation of the nursing process are barriers to the implementation of nursing process documentation<sup>28</sup>.

Nursing students faced significant barriers due to the disparity between nurses and patients and the time-consuming nature of implementation. The study found that the main obstacles from the perspective of nursing students were related to executive barriers, such as the gap between the number of nurses and patients, the time-consuming nature of implementation, and the lack of evaluation<sup>29</sup>.

Nursing process documentation requires nursing students to be involved based on the solid foundation that actions from the clinical role of nursing impact patient safety<sup>30</sup>. However, In the future, nursing students will become nursing professionals. Nursing students should acknowledge their clinical role in health services and how their care actions impact people's health. Preparations will be made to reduce their hesitation towards using the nursing process or institutional policies that can incorporate compatible models. On the other hand, insufficient nursing documentation can lead to various conditions such as; discontinuing care, inadequate evaluation of patients' clinical condition changes, inaccurate judgment of results, and lack of a consistent legal basis for advocating for work performed will be affected.

This study's outcomes can be reference data for evaluating nursing process documentation. Clinical practice, quality of care, visibility of nursing as a profession, adequate training of nursing professionals, audit processes, and assessments of care costs all benefit from this result. The Nursing Process documentation can be adjusted by incorporating this study into research studies to assess the quality of nursing records and audit processes. The clinical instructor can receive periodic feedback through these analyses to constantly assist nursing students in practicing critical thinking and clinical reflection.

## CONCLUSION

According to the study findings, a lack of clinical mentoring is an essential barrier to nursing process documentation, which could be the reason for the low level of knowledge. The nursing process approach cannot be used and implemented by nursing students

due to their lack of knowledge. The patients' disbelief resulted in inadequate responses to the questions during data collection. Nursing students struggled to ask patients relevant questions and sometimes felt embarrassed. The nursing process hindered clinical assessment due to a lack of knowledge. Nursing students must thoroughly understand all the nursing process concepts and steps to apply them effectively in various clinical situations. Therefore, Teaching theoretical nursing processes and practicals to students from their first year of college is necessary. The primary goals of nursing education planners at the ministry level and heads of nursing schools include promoting health, improving patients' conditions, and reducing healthcare costs. This research can be used to prevent patients from being hospitalized for long-term care.

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## AUTHOR CONTRIBUTION

Kamil H: Oversees the article writing, data collection, and research development

Yuswardi: Supervised the article writing process and data analysis.

Putra A: Reviewed concepts and edit the articles,

Maurissa A: Identified supporting materials related to the manuscript.

Mayasari P: Responsible for gathering data and identifying supporting materials related to the manuscript

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