



## Nursing Students' Information Toward Distraction Techniques for Children Undergoing Procedures

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### Abstract:

**Background and aims:** no pharmacologic pain-control measures include massage, meditation, acupuncture, relaxation breathing, guided imagery, and heat and cold application. Such measures should be used in conjunction with pharmacologic interventions and can reduce the amount of analgesic medication required.

**Material and method:** A descriptive study was carried out to assess the knowledge of nursing students of university of Mosul about diabetes type 1 in children. The data collected from the student. The study started from 10th October to 30th April 2024. The Data are collected from the period 2nd February to 28th February 2024. 269 samples collected during the research. Data was collected by using a questionnaire constructed dependence on previous studies and related to the literature composed from 29 questions data were entered and analyzed using Statistics program.

**Results:** The knowledge of the students of the College of Nursing was relatively good, but not at a high level, as the educational level of 269 students was ( "74" acceptable and "25" is good and "170" is poor). In present study the males and females was approximately not equal.

**Conclusions:** The students' knowledge about the signs and symptoms was good, indicating that they are well-informed student's distraction techniques for children undergoing procedures.

**Keywords:** Student information, distraction techniques, children undergoing procedures.

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### Introduction:

Pain measurement is usually done using a pain scale. The VDS scale has the advantage of being easy to apply to patients because it allows patients to choose a category to describe pain (1). Pharmacological and non-pharmacological management is needed to reduce pain.

Pharmacological management is medical treatment with the use of analgesics. Analgesics function to reduce pain within a few hours. Non-pharmacological management can be used as a combination of pharmacological management in overcoming pain problems (2).As a non-

pharmacological technique, distraction is one of the most effective ways to reduce anxiety and pain. There are two kinds of distraction: active distraction and passive distraction (3). Active distraction encourages children to take part in certain assignments during the procedure by stimulating one or more of their senses and engaging their skills during painful procedures. In contrast, with passive distraction, the children are not involved in activities during the therapeutic procedures. Passive distraction only activates their visual and/or auditory senses. The benefits and effectiveness of distraction are documented through parent-child and/or observer reports on reducing pain, distress, and anxiety (4). Art therapy is a useful method of distraction. This method supports children in coping with stress before, during, and after medical procedures (5). For these reasons, non-pharmacological approaches are generally recognized as alternative techniques, which may be used separately or in pair with pharmacological approaches to treat pain and anxiety and establish a sense of control over fear in children. Distraction techniques move children's attention away from uncomfortable stimulation to more engaging or pleasant stimulation. They are easy-to-administer, inexpensive, and effective ways to decrease pain and anxiety levels. Distraction methods in hospitals. In many clinical settings in developing countries, children do not receive any pharmacological or non-pharmacological interventions to decrease pain and anxiety levels. To date, to our knowledge, there are no studies on using the TICK-B as an art-based distraction to reduce children's pain intensity and anxiety levels during PICV in the published research. The TICK-B technique is an art base-intervention easily applied by nurses. It does not require training or have adverse effects during medical procedures, and it is a cost-effective and attractive technique(6). The International Association for the Study of Pain (IASP) defines pain as an unpleasant sensory and emotional feeling experienced due to actual or potential tissue damage in a particular area of the body. Pain is an important stimulus to the body and poses physiological or psychological threats to the health

of the individual when not eliminated. Moreover, when it cannot be controlled, it increases mortality and morbidity rates and treatment costs, prolongs the length of hospital stay of the individual, and causes re hospitalizations. Pharmacological (7-9) and non-pharmacological (10-14) methods are used in pain management. The use of non-pharmacological methods in pain management reduces the use of medication and the stress and anxiety levels of the patient, and increases the sense of control, activity level, and functional capacity of the individual(7).

### Methods and Materials:

Study participants were informed of the importance of the study and confidentiality of the information, and their voluntary oral consent was obtained to participate in the study. The design (descriptive study) was carried out to assess the knowledge of nursing students of University of Mosul about Distraction techniques in children undergoing medical procedure. The study started from 10th October to 30th April 2024. The Data are collected from the period 2nd February to 28th February 2024. The College of Nursing is located in northern Iraq in the Nineveh Governorate on the left side of the city of Mosul. It is located behind the College of Pharmacy. It consists of four buildings of the Deanship, scientific laboratories, and two branches of clinical and basic nursing sciences. purposive non-probability method was selected from the student third and fourth classes in college of nursing, Data was collected by using a questionnaire constructed dependence on previous studies and related to the literature of (Koochi et al., 2020). The questionnaire consisted of two different groups of questions. Content validity was established by (8) experts who were health educators and faculty members of the University. The experts were two child and adolescent health, two expert from , statistical, language and grammar, two community medicine,. Finally, two experts from mental health nursing. Pearson Correlation Coefficient was calculated for the questionnaire to determine the internal reliability ( $r = 0.80$ ). Total of 25 questions were closed-ended requiring such answers as (yes), (no) . Correct

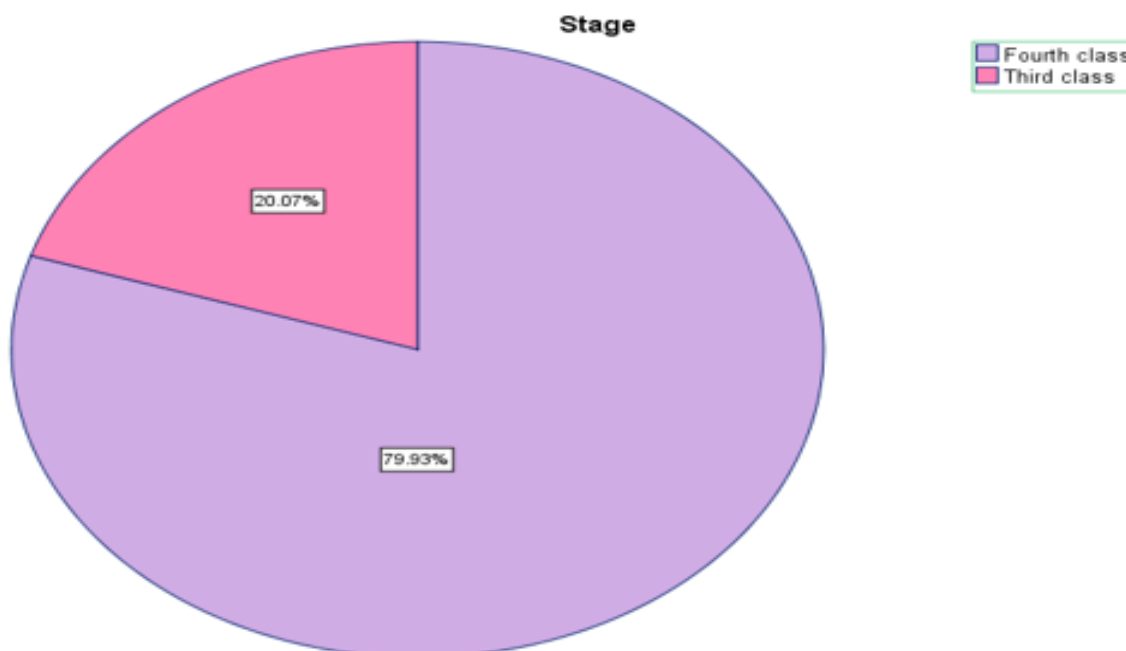
answers scored one point and a zero score was given for each wrong answer. Statistical Data were entered and analyzed using SPSS, version 27  
**Results:**

analysis was performed using descriptive and inferential statistics(8-76).

**Table 1: Demographic characteristics of the student third and fourth stage (n =269).**

Demographic characteristics	3 <sup>rd</sup> class		4 <sup>th</sup> class	
	No	%	No	%
Stages	54	20.1	215	79.9
Female	28	51.9	97	45.1
Male	26	48.1	118	54.9

Table (1) in this table demographic characteristics of the student third and fourth stage. the highest percentage was 79.9% for fourth stage, while it was 20.1 for the third stage, the number of female was more than males.

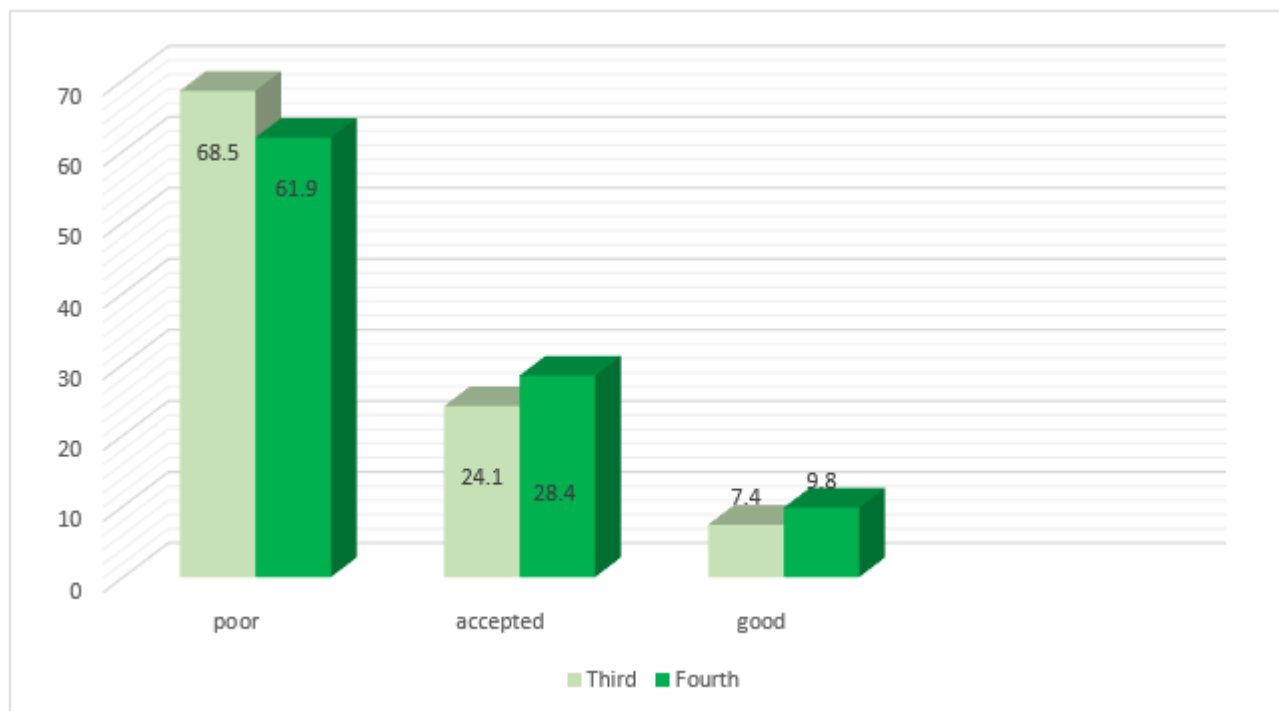


**Figure 1: Shows the classes of the studied variable.**

Table 2: The relationship between the knowledge of the third and fourth stage students about distraction techniques in children undergoing medical procedure.

Total score	Chi-Square				P-value
	3 <sup>rd</sup> class		4 <sup>th</sup> class		
	No	%	No	%	
Poor	37	68.5	133	61.9	0.000
Accepted	13	24.1	61	28.4	
Good	4	7.4	21	9.8	

Table (2) shows that highly significant (P-value=0.000) between the knowledge of the third and fourth stage students about distraction techniques in children undergoing medical procedure.



**Figure 2: Shows the difference between the knowledge (Total score) between third and fourth stage students**

#### Discussion:

Table (1) illustrates that there were no statistical differences between third and fourth stage gender and stages were respectively number No, percentage % (26,48.1,118,54.9 ), other investigators had the same conclusion there were no statistical differences between third and fourth (173 (62.9%), 102 (37.1%) (77), In my study, there are no statistical differences between third and fourth stage Because the type of sample was voluntary, and the number of students between both stages was almost not equal, and so was the case with their genders. The relationship between the knowledge of the third and fourth stage students about distraction techniques in children undergoing medical procedure. Table (2) revealed that there were highly significant differences ( $p$ -value =0.000) between third and fourth regarding their knowledge. other researches have the same conclusion ( $p$ value=0.001), (78). In our study, the knowledge of the third stage students was more than the fourth.

#### Conclusion:

This study concluded that the participation rate of males and females was approximately not equal. The knowledge of the students of the College of

Nursing was relatively good, but not at a high level, as the educational level of two hundred sixty-nine students was (seventy-four students “fifty-two and half percent” acceptable and twenty-five students “seventeen and a half percent” is good and one hundred seventies is poor). The students’ knowledge about distraction method was poor , indicating that they are well-informed students about distraction method and are motivated to explore ways to reduce the pain as well as treatment.

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