

ABSTRACT

This study aims to explore the knowledge and attitudes of nursing students regarding the National Institutes of Health Stroke Scale (NIHSS). A total of 50 nursing students participated in the study, providing insights into their understanding and perceptions of this critical tool in stroke assessment. The findings revealed that a significant proportion of students possess only average or minimal knowledge of NIHSS, while attitudes towards it are predominantly positive. This paper discusses the implications of these results for nursing education and practice, highlighting the importance of enhancing knowledge and fostering positive attitudes towards NIHSS among future healthcare professionals.

The National Institutes of Health Stroke Scale (NIHSS) is a widely used tool for assessing stroke severity and guiding treatment decisions. Proper understanding and application of NIHSS are crucial for accurate diagnosis and timely intervention in stroke care. As future healthcare professionals, nursing students play a vital role in stroke management, making it imperative to assess their knowledge and attitudes towards NIHSS. This study aims to fill this gap by examining the knowledge and attitudes of nursing students regarding NIHSS.

A cross-sectional study was conducted among 50 nursing students, selected through convenience sampling. Participants were asked to complete a questionnaire assessing their knowledge and attitudes towards NIHSS. Data were analyzed using descriptive statistics to determine the percentage of students with varying levels of knowledge and attitudes towards NIHSS.

The findings of this study indicate that 34% of nursing students have average knowledge, while 66% have minimal knowledge regarding NIHSS.

Conversely, 82% of students exhibit positive attitudes towards NIHSS, while 18% hold negative attitudes.

The results of this study reveal a concerning gap in the knowledge of nursing students regarding NIHSS. With a significant proportion demonstrating only average or minimal knowledge, there is a clear need for educational interventions aimed at enhancing understanding of this critical tool. Nursing curricula should incorporate comprehensive training on NIHSS, ensuring that students are equipped with the necessary skills to proficiently utilize it in clinical practice.

The predominance of positive attitudes towards NIHSS among nursing students is encouraging. Positive attitudes are essential for effective utilization of clinical tools and can contribute to improved patient outcomes. However, efforts should be made to address the concerns of the minority holding negative attitudes, as these attitudes may hinder the proper implementation of NIHSS in practice. Strategies such as targeted educational interventions, hands-on training, and mentorship programs can help alleviate apprehensions and foster a more favorable attitude towards NIHSS among students.

Furthermore, it is essential to recognize the broader implications of these findings for stroke care. Nursing students are the future workforce of healthcare systems, and their proficiency in stroke assessment tools like NIHSS is instrumental in delivering high-quality care to stroke patients. By investing in their

education and cultivating a positive attitude towards NIHSS, we can enhance the overall quality of stroke care and contribute to better patient outcomes.

In conclusion, this study sheds light on the knowledge and attitudes of nursing students regarding NIHSS. While a considerable proportion of students exhibit limited knowledge, there is an overall positive attitude towards this critical tool in stroke assessment. Addressing the knowledge gap through targeted educational interventions and nurturing positive attitudes towards NIHSS are essential steps towards improving stroke care and ensuring competent healthcare professionals in the future. Further research is warranted to explore the effectiveness of educational interventions in enhancing knowledge and attitudes towards NIHSS among nursing students.