Original Research Paper

Nursing

"A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PSYCHIATRIC EMERGENCY ON STAFF NURSES IN SELECTED HOSPITALS OF THE CITY."

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ABSTRACT It has been observed that the psychiatric emergencies were frequently occur in the society so its knowledge is necessary for the staff nurses. Hence I felt the need to undertake a study on Effectiveness of structured teaching programmed on knowledge of staff nurses regarding psychiatric emergencies in order to meet the challenges of crises later. Sampling is the process of selecting sample from the target population to represent the entire population. Convenience sampling is a type of non-probability sampling method where subjects selected because of their convenient accessibility and 30 proximity to the researcher. In the present study convenience sampling technique is used to select the sample. These was marked improvement of scores in the post test is 46.67% sample were having excellent knowledge, 41.67% sample were having very good knowledge, 10% sample were having good knowledge and 1.66% sample were having average knowledge. The statistical outcomes of demographic variables of staff nurses residing in selected hospitals in the city, effectiveness of structured teaching programme on knowledge regarding selected psychiatric emergencies among staff nurses residing of selected hospitals in the city using descriptive and inferential statistics on the basis of previously drawn objectives.

KEYWORDS : Psychiatric emergencies, staff nurses,

INTRODUCTION :
Health and illness are defined according to values of society to which a person belongs. When a person is able to adjust and adapt to his environment he is said to healthy. A person with good mental health functions comfortably with society. He is satisfied with himself and his achievements. In a narrow sense, mental health is described as a healthy mind. But it cannot be described without physical, social and spiritual health. Therefore, mental health is a part of general health. It requires a balance between the body, mind and spirit and the environment in which a person lives.An emergency is as a condition, under which the normal operations of the facility or community are threatened, and the health, safety, or the security of the patients, staff, visitors and/or community, and the buildings and grounds of the facility are in jeopardy.

An emergency is an unforeseen combination of circumstances which calls for immediate action. A psychiatric emergency is a disturbance of thought, mood or behaviour which causes sudden distress to the individual and requiring immediate management. The psychiatric emergencies include suicide attempts, violence excitement, stupor, panic, withdrawal symptoms of drug dependence, delirium tremens, delirium, epilepsy or status epileptics, hyper ventilation, severe depression, mania, iatrogenic emergencies, extra pyramidal symptoms, dystonia, akathesia and lithium toxicity.

Emergency is a situation or a set of unforeseen circumstances which need immediate intervention. Psychiatric emergency is a stress induced pathologic response that physically endangers the affected individual or others or that significantly disrupts the functional equilibrium of individual or his or her environment and calls for immediate intervention whereas medical emergency is one which endangers the life of individual. Psychiatric emergencies such as acute psychomotor agitation or suicidality often arise in non-psychiatric settings such as general hospitals, emergency services, or doctors' offices and give rise to stress for all persons involved. They may be life-threatening and must therefore be treated at once.

PROBLEM STATEMENT:
''A study to assess the effectiveness of structured teaching programme on knowledge regarding selected psychiatric emergencies among the staff nurses of selected hospitals in the city.

OBJECTIVES:
1. To assess the pretest knowledge regarding psychiatric emergencies among staff nurses.
2. To assess the posttest knowledge regarding psychiatric emergencies among staff nurses.
3. To assess the effectiveness of structured teaching programme on knowledge regarding psychiatric emergencies among the staff nurses.
4. To associate knowledge score with selected demographic variables.

HYPOTHESIS:
H0- There will be no significant difference in pretest and posttest knowledge score regarding selected psychiatric emergencies among staff nurses.
H1- There will be significant difference in pretest and posttest knowledge score regarding selected psychiatric emergencies among staff nurses.

METHODOLOGY:
1.**Research Approach**: Quantitative approach
2.**Research Design**: The research design is one group pre-test post-test design.
3.**Setting of the study** : This study was conducted in Lata Mangeshakar Hospital, Nagpur
4.**Sample** : Staff Nurses
5.**Sampling Technique:** Non-probability convenient sampling technique
6.**Sample size:** sample size for this study is 60
7.**Tool:** structured knowledge questionnaire including demographic variable and planned teaching was used for the study.

Sampling criteria
• **Inclusion Criteria: staff nurses**
• who are willing to participate in the study
• those who are present at the time of data collection

• **EXCLUSIVE CRITERIA:**
• those who are participate previously in workshop or CNE on psychiatric emergencies

RESULT
The present study has been taken up to assess the effectiveness of planned teaching programme on knowledge

regarding selected psychiatric emergencies among staff nurses. Analysis and interpretation is based on the objectives of the study. A structured questionnaire to collect knowledge was used for data collection. The analysis was done with the help of inferential and descriptive statistics.

Table 1: Distribution of staff nurses with regards to pre-test knowledge regarding selected psychiatric emergencies

n=60

| Level of knowledge score	Score Range	Pre Test Knowledge Score		Mean	SD
		Frequency (n)	Percentage (%)	8.65	2.70
Poor	0-6	11	18.33		
Average	7-12	44	73.33		
Good	13-18	4	6.67		
Very Good	19-24	1	1.67		
Excellent	25-30	0	0		

- The findings shows that, majority of the staff nurses 44(73.33%) had average knowledge, and 11 (18.33%) had poor knowledge, 4 (6.67%) of staff nurses had good knowledge, 1(1.67%) of staff nurses had very good knowledge and none of the sample 0(0%) had excellent knowledge. The mean pre test score was 8.65 and SD was 2.70

- **Table 2: Distribution of staff nurses with regards to post test knowledge regarding selected psychiatric emergencies**

Level of knowledge score	Score Range	Post Test Knowledge Score		Mean	SD
		Frequency (n)	Percentage (%)	23.18	3.57
Poor	0-6	0	0		
Average	7-12	1	1.66		
Good	13-18	6	10		
Very Good	19-24	25	41.67		
Excellent	25-30	28	46.67		

- The findings shows that majority of the staff nurses 28 (46.67%) had Excellent knowledge, 25 (41.67%) had very good knowledge, 6 (10%) had Good knowledge, 1(1.66%) of staff nurses had average knowledge and none of the sample 0(0%) had poor knowledge. The mean post test score was 23.18 and SD was 3.57

Analysis of effectiveness of structured teaching programme on knowledge regarding selected psychiatric emergencies among the staff nurses
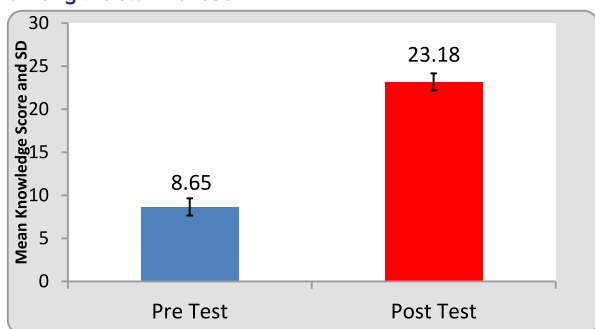
This section deals with the effectiveness of structured teaching programme on knowledge regarding selected psychiatric emergencies among the staff nurses of selected hospital in the city. The hypothesis tested statistically with distribution of pre-test and post-test mean and standard deviation and mean percentage score. The level of knowledge during the pre-test and post-test are compared to prove the effectiveness of structured teaching programme. Significance of difference at 5% level of significance is tested with students paired 't' test and tabulated 't' value. Also the calculated 'p' values are compared with acceptable 'p' value i.e. 0.05.

Table 3: Significance of difference between knowledge scores in pre and post test of staff nurses in relation to psychiatric emergencies

n=60

Overall	Mean	SD	Mean Percentage	t-value	p-value
Pre Test	8.65	2.70	28.83	29.89	0.0001*HS p<0.05
Post Test	23.18	3.57	77.27		

*HS- Highly Significant

The overall mean knowledge scores of pre test and post test which reveals that post testmean knowledge score was higher 23.18 with SD of ±3.57 when compared with pre test mean knowledge score value which was 8.65 with SD of ± 2.70.

The statistical Student's paired t test implies that the difference in the pre test and post test knowledge score found to be 29.89 statistically significant at 0.05% level. Hence it is statistically interpreted that structured teaching programme on knowledge regarding selected psychiatric emergencies was effective. Thus H1 is accepted and H0 is rejected.

DISCUSSION:-
Finding of the study were based on the objective of the study Distribution of staff nurses knowledge regarding psychiatric emergencies shows that in pre-test 73.33% of staff nurses were having average knowledge and 18.33% were poor knowledge, 6.67% were good knowledge, 1.67% were very good knowledge but no one scored more than 73.33%. The minimum score in pre-test was 3 and the maximum score was 20, the mean score for the pre-test was 8.65 ± 2.70 whereas in post-test 46.67% of staff nurses were having excellent knowledge and 41.67% had very good knowledge and 6 % had good and 1.66% average knowledge . The minimum score in post-test was 15 and the maximum score was 27. This shows the knowledge of staff nurses is increased in post-test.

Mean, standard deviation and mean score percentage values are compared and t test is applied at 5% level of significance. The tabulated value for n=60 -1 i.e. 59 degrees of freedom was 2.00. The calculated value was respectively for the knowledge regarding psychiatric emergencies the calculated 't' value are much higher than the tabulated value at 5% level of significance which is statically acceptable level of significance in addition the calculated ' p' values for all the areas of knowledge regarding psychiatric emergencies was 0.000 which is ideal for any population . Hence it is statically interpreted that the structured teaching programme regarding psychiatric emergencies was effective. Thus the H0 is rejected and H1 is accepted that is there is significant difference between pre-test and post-test knowledge score of staff nurses regarding psychiatric emergencies which is measured by structured questioner at level of significance p<0.05.

CONCLUSION:-
After the detailed analysis, this study leads to the following conclusion:

There was a significant increase in the knowledge of staff nurses after the introduction of structured teaching programme. To find the effectiveness of structure teaching programme. 't' value was applied and 't' value was calculated , post test score was significant higher at 0.005 level than that of pre-test score. Thus it was concluded that structured teaching programme on psychiatric emergencies was found effective Hence, based on the above cited findings, it is clear that the structured teaching programme helped the staff nurses to improve their knowledge regarding psychiatric emergencies.

RECOMMENDATIONS:-

On the basis of the findings, it is recommended that –

1. A similar study may be conducted on a larger sample for generalization of findings
2. Studies may be conducted to evaluate the efficacy of self-instructional module on knowledge regarding psychiatric emergencies.
3. Structured teaching programme can be used for patient also.
4. Study may be designed to explore the attitude of staff nurses towards structured teaching programme.
5. A study can be carried out to assess the effectiveness of planned teaching programme on knowledge regarding management of psychiatric emergencies.
6. A similar study could be conducted with a control group
7. A similar study could be conducted with other psychiatric emergencies.

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