



EFFECTIVENESS OF INTEGRATED TEACHING MODULE ON COGNITIVE DOMAIN AMONG NURSING STUDENTS- A PRE EXPERIMENTAL STUDY

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ABSTRACT

The meaning of the term integration is coordination of different activities. Over the years, the subjects under the curriculum for the under graduate's students was taught separately. The study was planned to integrate three subjects namely Medical Surgical Nursing, Pathology and Pharmacology together for better understanding and relevant learning. The research approach for this study was quantitative research approach. A Pre experimental Single group pretest posttest design was used. Total 30 students were enrolled in the study. Pretest was conducted followed by introducing integrated teaching module and Posttest after the completion of the Module. Opinionnaire was obtained from the participants. Result was analyzed using inferential statistics. The calculated t value 6.07 is greater than the table t value of 2.756 which is statistically significant at p value <0.001. This indicates that the integrated teaching can be used to improve the cognitive domain of the students.

KEYWORDS : Integrated teaching, Nursing students

INTRODUCTION:

Nursing course includes many subjects which are correlated each other. Over the years, the subjects under the curriculum for the under graduate's students was taught separately. The term integration in education means coordination in the teaching-learning activities to ensure the harmonious functioning of the educational processes. Integrating the subjects arouses the interest in students and helps in active learning.

Title:

Effectiveness of Integrated Teaching Module on Cognitive Domain among BSc Nursing Students.

Problem Statement:

A pre experimental study to assess the effectiveness of Integrated Teaching Module on Cognitive domain among Second Year BSc Nursing Students in selected nursing college of metropolitan city

Objectives

- To assess the effectiveness of Integrated Teaching Module on cognitive domain among Second Year Basic BSc Nursing Students
- To elicit Opinionnaire about Integrated Teaching Module among Second Year Basic BSc Nursing Students

Hypothesis:

Ho: There is no significant difference in pre & post-test mean Knowledge score after Implementation of Integrated Teaching Module

H1: There is significant difference in pre & post-test mean knowledge scores after Implementation of Integrated Teaching Module

MATERIALS AND METHODS

Research Approach: Quantitative research approach

Research Design: Pre experimental Single group pretest posttest design.

Setting: Selected Nursing College of Metropolitan city

Sample: 30 Undergraduate Nursing Students

Sampling Technique: Non-Probability, Purposive Sampling

Tool: Structured Questionnaire

Data Collection

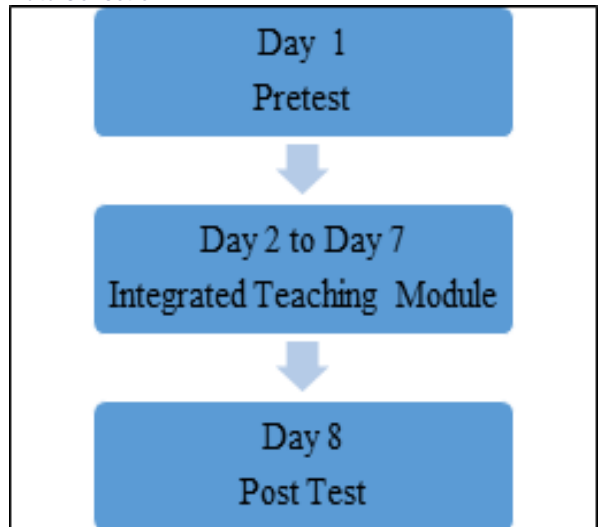


Fig 1: Schematic Representation of the Research design of the Study

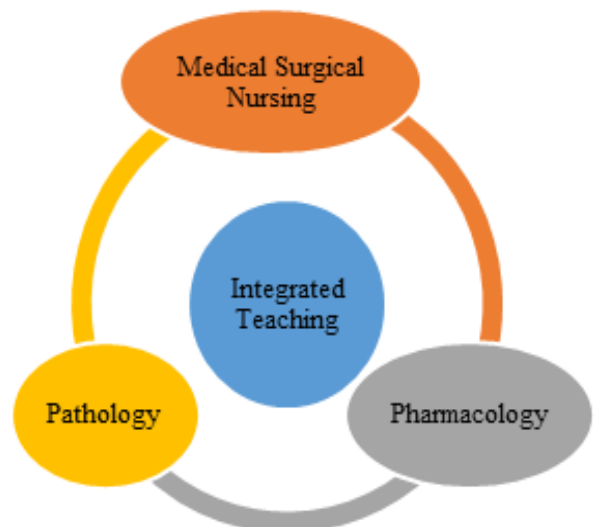


Fig 2: Integrated Teaching Model

Table 1: Integrated Teaching Module Schedule

Sr No	System	Medical Surgical Nursing & Pathology	Pharmacology	Leaners Activity
1	Cardiovascular system	Hypertension	Antihypertensive drugs	Concept Map
2		Angina Pectoris	Antianginal drugs	Pictorial Based Learning
3		Myocardial Infraction	Thrombolytic	Quiz
4		Heart Failure	Cardiac Glycosides Vasodilators	Games
5	Respiratory system	Tuberculosis	Anti-tuberculosis drugs	Flow chart
6		Pneumonia	Antibiotics	Puzzle
7		Bronchial Asthma	Anti-Asthmatics	Online Test
8		COPD	Drugs for COPD	LAQ
9	Genitourinary system	Renal Failure	Diuretics	Poster
10	Gastro intestinal system	Peptic Ulcer	Drugs for Peptic Ulcer	Mind Map
11		Liver cirrhosis	Antibiotics Anti-viral drugs	SAQ

12	Musculoskeletal system	Osteoporosis Osteomalacia Fracture	Vitamins & Minerals NSAID	MCQ
13	Endocrine system	Diabetic Mellitus	OHA & Insulin	SAQ

RESULTS:

Paired t test was used to assess the effectiveness of the Integrated Teaching Module within the group. The calculated t value 6.07 was greater than the table value of 2.756 (p value <0.001), thus the null hypothesis is rejected and alternate hypothesis is accepted.

Table 2: Comparison Of Pretest And Post Test Knowledge Scores Within The Group N=30

Sr No	Test Score	Mean	SD	t Value	P Value
1	Pretest	10.40	2.09	6.07	<0.0001
2	Post Test	12.70	2.28		

Fig 3: Comparison of Pretest and Post Test Knowledge Scores within the group

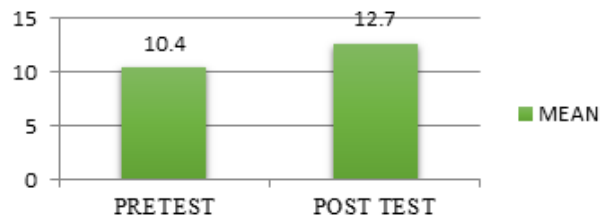
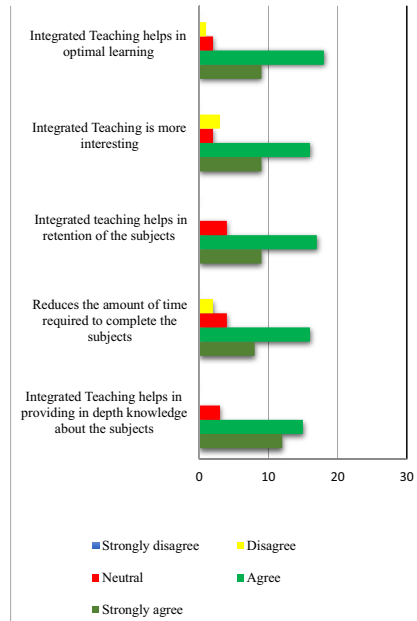
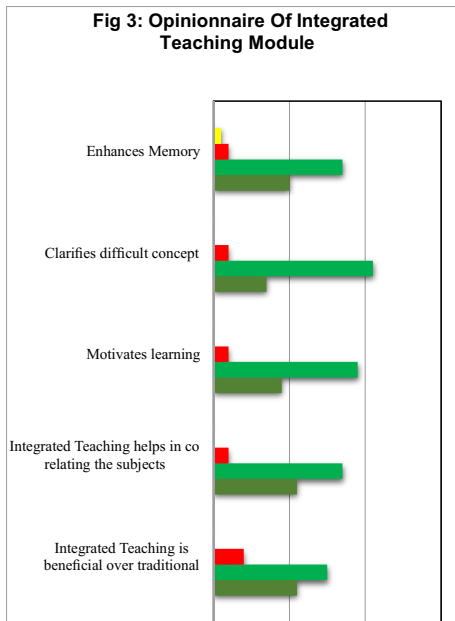


Table 3: Distribution Of Subjects In Relation To Their Opinionnaire Related To Integrated Teaching Module

Sr No	Opinionnaire	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	Integrated Teaching helps in providing in depth knowledge about the subjects	12	40	15	50	3	10	0	0	0	0
2	Reduces the amount of time required to complete the subjects	8	26.7	16	53.3	4	13.3	2	6.6	0	0
3	Integrated teaching helps in retention of the subjects	9	30	17	56.6	4	13.3	0	0	0	0
4	Integrated Teaching is more interesting	9	30	16	53.3	2	6.6	3	10	0	0
5	Integrated Teaching helps in optimal learning	9	30	18	60	2	6.6	1	3.3	0	0
6	Integrated Teaching is beneficial over traditional	11	36.6	15	50	4	13.3	0	0	0	0
7	Integrated Teaching helps in co relating the subjects	11	36.6	17	56.6	2	6.6	0	0	0	0
8	Motivates learning	9	30	19	63.3	2	6.6	0	0	0	0
9	Clarifies difficult concept	7	23.3	21	70	2	6.6	0	0	0	0
10	Enhances Memory	10	33.3	17	56.6	2	6.6	1	3.3	0	0

Fig 3: Opinionnaire Of Integrated Teaching Module



DISCUSSION:

Divyasree Neeli et al (2019) *did a study* to evaluate the effectiveness of vertical integrated teaching. Most of the students opined that integrated teaching was useful in gaining knowledge (Understanding, concept clarity and better performance in exams) (79.7%) as well as skill-based learning (Workshops, laboratory, clinical exercises and case discussion) (84.4%).

Integrated teaching enabled the students to study by interconnecting the three subjects which in turn helped them to have a better understanding of the subjects. This teaching helps the students to clarify the concept and understand the content in depth. This type of teaching can be incorporated in the curriculum as students are able to link between the subjects.

CONCLUSION:

Integration can be considered as the backbone of newer curriculum which is a ray of hope in present education system. Integrated teaching enhances motivation and deeper understanding of the interconnections between the subjects.

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