



Effectiveness of Structured Teaching Programme on Level of Knowledge of Autism Spectrum Disorder Among Students Nurses

KEYWORDS

Structured teaching programme; knowledge; Autism Spectrum disorder; students nurses

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ABSTRACT Autism Spectrum Disorders (ASD) is pervasive and lifelong neurodevelopmental disorder characterized by impaired socialization, impaired verbal and nonverbal communication, and restricted interests and repetitive patterns of behaviour. One group pretest- posttest research design adopted for the study. The hypothesis stated that there would be significant difference between the pre-test and post-test knowledge among student nurses on Autism Spectrum disorder. Non probability convenience sampling technique adopted. T-value was found to be 9.72 with 59 degrees of freedom and tabular t value is 2.004, calculated value is greater than tabular value. The value of p is < 0.00001. The result is significant at $p, \leq 0.05$ the null hypothesis H_0 is rejected and hence H_1 is accepted.

Summary : The present study involved structured teaching programme on Autism Spectrum disorder to student nurses. Conducted pre test and after teaching programme post test administered followed one week. Structured teaching programme has improved the knowledge of student nurses significantly.

Introduction:

Autism Spectrum Disorder (ASD) is pervasive and lifelong neurodevelopmental disorders characterized by impaired socialization, impaired verbal and nonverbal communication, and restricted interests and repetitive patterns of behaviour^[1] from India no data are available to provide an India-specific estimate of the prevalence, and it is unknown whether there are variations in this rate worldwide^[2]. The estimated rate for Autism in India so far varied between one in five hundred and one in one hundred and fifty.^[3]

Children presenting with Autism symptoms may also show for repetitive activities and stereotypical movements like rocking, finger-flicking, taking hands in front of face repeatedly etc. resistance to changes in the environment or to daily routine and unusual sensory modalities^[4]

However, study reveals that most children are not diagnosed prior to age four years, typically at least two years after parents first seek professional advice because they are concerned about their child's development^[5] There is no known cure^[6] The early detection of Autism can lead to early interventions which may well improve social and language development^[7]

The purpose of the study was to administer the Structured teaching programme on Autism Spectrum disorder in order to know more about Autism by student nurses. Structured teaching programme focused on Autism awareness and provided necessary knowledge to recognize early warning signs

Objective:

- To assess the existing level of knowledge of student nurses on Autism spectrum disorder.
- To evaluate the effectiveness of structured teaching programme on level of knowledge of Autism spectrum disorder among student nurses.

Statement of the problem: "Effectiveness of Structured teaching programme on level of knowledge of Autism Spectrum disorder among students nurses"

Material and Methods: Quantitative –evaluative research approach and One group pretest- posttest research design adopted for the study. The hypothesis stated that there would be significant difference between the pre-test and post-test knowledge among student nurses on Autism Spectrum disorder. Sample size was 60. Non probability convenience sampling technique adopted. Tool was divided into two parts. Part- I dealt with demographic variables and part II was the self-structured questionnaire consisted of 65 statements on Autism Spectrum disorder under following domain – meaning, diagnosis, causes, sign and symptoms and management. The teaching plan was developed. An informed consent was obtained from the participants. Pre-test was conducted followed by teaching programme. The post test was administered following a week of the teaching programme.

Result:

Section I : Description of respondents in terms of demographic Variables

N= 60

Parameters		Frequency (f)	Percentage (%)
Age (Yrs)	20 – 22	29	48.3
	23– 25	25	41.6
	> 25	06	10
Gender	Male	07	11.6
	Female	53	88.3
Professional Qualification	B.Sc (N)	21	35
	P.B.B.Sc. (N)	14	23.3
	M.Sc.(N)	25	41.6
Teaching/Clinical experience (Yrs)	0 – 2	56	93.3
	3 – 5	4	6.6
	>5	Nil	-
Exposure to any other educational programme on Autism Spectrum disorder	Yes	Nil	-
	No	60	100

Section II: Analysis of data related to existing level of knowledge of student nurses on Autism.

N=60

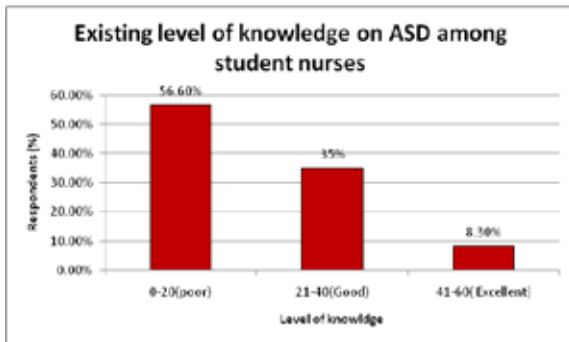


Fig 1 : Bar diagrams showing existing level of knowledge of student nurses regarding Autism spectrum disorder

Section III: Analysis of data related to effectiveness of structured teaching programme on the knowledge of student nurses regarding Autism spectrum disorder

Paired t-test used for effectiveness of structured teaching programme on the knowledge of student nurses regarding Autism spectrum disorder. T-value was found to be 9.72 with 59 degrees of freedom and tabular t value is 2.004, calculated value is greater than tabular value. The value of p is < 0.00001. The result is significant at p, ≤ 0.05 the null hypothesis H_0 is rejected and hence H_1 is accepted. This indicates that the structured teaching programme had significantly improved the knowledge of the student nurses on Autism spectrum disorder.

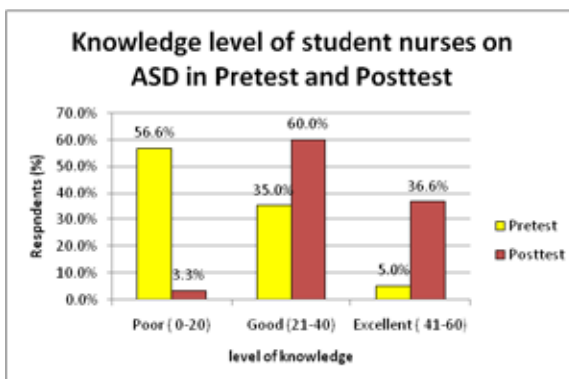


Fig 2 : Bar diagrams showing Pre test and Post test knowledge score of student nurses regarding Autism spectrum disorder

Discussion : In present study in pre-test the poor category showed 56.6% and post-test presented with only with 3.3%, similarly the excellent category in pre-test showed 5% only and post-test presented with 36.6% after the structured teaching programme. The structured teaching programme has improved the knowledge of Autism Spectrum disorder of the student nurses significantly. Similar findings are obtained in another study^[8] which also presented that average knowledge score in the pre-test was 20.7 which changed to 38.4 after the use of self-instructional module on Autism among pre-school teachers.

Similar findings were observed by the study^[9] where it was found that the computer assisted learning package developed was an effective method of educating people on Autism.

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Conflict of Interest: Nil

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