



Effectiveness of Structured Teaching Programme on Universal Precautions in Hospital Among 1st Year Basic.Bsc Nursing Students of Karad

KEYWORDS

assessment, Knowledge, effectiveness, structured teaching programme (STP), universal precautions

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ABSTRACT Using a pre- and post-test design with no control group, we evaluated the effectiveness of structured teaching programme on universal precautions in hospital among 1st year B.BSC nursing 80 students of K.I.N.S, karad". The instrument used for data collection was a structured knowledge questionnaire. Aim & Objectives: To evaluate the effectiveness of structure teaching programme on universal precautions. Material & Methods: Evaluative study was conducted on 1st year B.BSC nursing 80 students of K.I.N.S, karad by using structured knowledge questionnaire. The data was collected tabulated and analyzed in terms of objectives of the study, using descriptive and inferential statistics. Results: In the present study conclude that STP is necessary for the nursing students of college to enhance the knowledge level and good nursing practice. The findings on assessment of knowledge regarding universal precaution in hospital revealed that in pre-test 21% of students had good, 63% showed average and 16% of students showed poor knowledge. After the administration of STP 48% of student had good knowledge and 47 % had average knowledge and 05% had poor knowledge. The study concluded that the STP was effective in terms of gain in knowledge regarding universal precaution in hospital among student

1. Introduction:

"Knowing is not enough, we must apply Willing is not enough, we must do" [Johann Wolfgang Von Goethe]

"Universal precautions," is a set of precaution to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens when providing first aid or health care. Blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other blood borne pathogen. Universal precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions, tissues, cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids and is not applicable to faeces, nasal secretions, sputum, sweat, tears, urine, vomitus and saliva unless they contain visible blood¹. The risk of HIV infection may appear relatively low but this calls for worry as those infected got it through care of their patients². The term Universal Precautions (UP) was introduced in 1985 by Garner³. He defined it as: "the prevention of transmission of blood borne pathogens like HIV through strict respect by health workers of rules concerning care and nursing". Gerberding et al⁴ also defined Universal precaution: "the routine use of appropriate barrier and techniques to reduce the likelihood of exposure to blood, other body fluids and tissues that may contain blood borne pathogens". The level of practice of universal precautions by HCWs may differ from one type of HCW to another. The differences in knowledge of universal precautions by HCWs may be influenced by their varying type of training⁶.

2. Literature Survey:

1. A study was conducted in Pune hospital to assess the "Knowledge, attitude and practice of nursing staff regarding universal precautions. A population of 203 was select-

ed for the study. Among the results 65% had not heard of AIDS, 85% nursing staff did not apply the Universal Safety Precautions (USP) approach. 62.5% of nursing staff, would avoid attending an HIV-positive patient. The study concluded by recommending the necessity of continuous education programme to the staff nurses⁷.

2. A study was published by **Milind Kale¹, Manisha Gholap², Mahadeo Shinde³** during 2014 & conducted in Bagalkot on Knowledge and Practices of Universal Precautions among Basic B.Sc. Nursing Students. **Findings shown:** The nursing management of people with blood borne diseases involves the risk of occupational hazards to health care workers. As student health care workers become more involved in patient contact during their training, they are at risk of exposure to blood borne pathogens. The safety of student health care workers themselves, and subsequently that of their patients, depends directly upon the degree to which student nurses have knowledge of occupational hazards specific to their jobs and management mechanism for mitigating those hazards. The level of occupational safety and health training resource available to student nurses, as well as management support, are critical factors in preventing adverse outcomes from routine job-related hazards⁸.

Objectives of study:

- To assess the knowledge on universal safety precautions among nursing students of KINS Karad before administering the structured teaching programme.
- To develop a structured teaching programme on universal safety precautions in hospitals.

3. Materials and Methods: The evaluative approach was used; one group pre-test and post – test design, sam-

ple of 1st year B.BSC nursing 80 students of K.I.N.S, karad by using structured knowledge questionnaire. Who fit the Criteria for sample selection will be selected. Purposive sampling technique who those are needs this knowledge in day to day clinical practice. Data were collected, tabulated and analyzed in terms of objective of the study using descriptive and inferential statistics.

4. Results:

Table No. 1 DEMOGRAPHIC VARIABLES FREQUENCY AND PERCENTAGE DISTRIBUTION OF VARIABLES

DEMOGRAPHIC VARIABLES n=80	FREQUENCY (f)	PERCENTAGE (%)
Age		
a)18-21	79	99%
b) 21 above	1	1%
Sex		
a)Male	21	26%
b)Female	59	74%
Education of parents		
a)Non-formal education	2	3%
b)Schooling	47	58%
c)Graduate	28	35%
d)PG&above	3	4%
Occupation of parents		
a)Medical field	8	10%
b)Non-medical field	72	90%

Table No. 1 reveals that out of 80 students, majority 79 (99%) belonged to the age group 18-21 year, maximum were 59(74%)female. Education of parents of these students are 47(58%) &72(90%) are from non medical field.

TABLE 2 : PRE-TEST KNOWLEDGE SCORE

Knowledge Level	Percentage(100)
Good	21%
Average	63%
Poor	16%

in pre-test only 21 % students having good knowledge. After introducing STP on UP It is increased by 48 % so impact of structured teaching programme was effective.

TABLE 3: FREQUENCY AND PERCENTAGE DISTRIBUTION OF POST-TEST KNOWLEDGE SCORE

KNOWLEDGE	FREQUENCY	PERCENTAGE
GOOD	38	48%
AVERAGE	38	47%
POOR	04	05%

5. Discussion: The study concluded that such programs were effective in increasing students' knowledge of universal precautions. Training favorably affects students' willingness to care for HIV-positive patients and their assessed risk of developing occupational blood borne infection⁹. Universal precautions are infection control guidelines de-

signed to protect people from diseases spread by blood and certain body fluids. Always assume that all "blood and body fluids" are infectious for blood-borne diseases such as HBV (Hepatitis B Virus), HCV (Hepatitis C Virus) and HIV (Human Immunodeficiency Virus)¹⁰

6. Conclusion: The present study was undertaken to assess the effectiveness of STP on knowledge of UP in hospital among students of KINS Karad. After conducting the pre test STP on UP in hospital was administrated to the students. The findings of the study reveals that a STP can make a significant rise in knowledge level of students which was obtained from post test score. The result of the study shows that there is a need to arrange informative programme on UP in hospital.

7. Future Scope

Nursing education: Education is an integral part of the clinical governance agenda, which includes "education, clinical audit, clinical effectiveness, risk management, research and development and openness." The introduction of a formalized educational program provides a nurse with evidence -based rationales from which they can challenge their practice, build and improve on their knowledge and skills in universal precautions. The nursing education program therefore should prepare nurses for providing effective and efficient nursing care for patients as well as can prevent occupational hazards to themselves. Inadequate knowledge regarding universal precautions is of concern to nurse educators, the findings of this study can be used as an informative illustration to student nurses and staff nurse. Active participation of student nurses can be encouraged by providing opportunity for self learning, classroom teaching, clinical teaching and demonstration. As well as requesting official public statements from religious leaders regarding stigma and discrimination in healthcare settings, should be used in educational intervention programmes targeting healthcare providers. Finally, further studies are needed to investigate the role of the physician and religion in the local context.

Nursing administration: Nursing administrator must plan a separate budget for continuing education program related to universal precautions for all health care worker including nursing staff, students and other workers. Periodic evaluation should be done to ensure safe practice of nursing care in order to prevent health risks related to blood borne pathogens.

Nursing Research In the past, many actions of the nurses have been based on training or authorities which are no longer acceptable in the age of research based practice. Nurses should be able to justify the decisions they make and the care that they provide . Research can help increase the body of nursing knowledge which improves the care provided. Research on nurse performance can reveal clinically significant findings. There is need for research based standards of practice. There is a lot of scope for exploring the skill attainment after training the nursing students on universal.

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