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A PRE EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON THE LEVEL OF KNOWLEDGE REGARDING MANAGEMENT OF PSYCHIATRIC EMERGENCIES AMONG NURSING STUDENTS OF SELECTED NURSING COLLEGE AT HARIDWAR.



Mental Health Nursing

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ABSTRACT

The psychiatric emergencies are acute disturbances in thought, behaviour, mood or social relationship that requires immediate interventions; if untreated can cause harm to either the individual or the others in the environment. It is necessary for nursing students to be familiar with common psychiatric emergencies. So, to manage psychiatric emergencies, the health care professionals especially nurse should be equipped with adequate knowledge to handle these emergencies. **Materials And Methods:** The research approach was quantitative and design was pre-experimental. The data was collected from 50 nursing students of selected college of Haridwar by non probability purposive sampling technique. The data was collected with the help of Self structured questionnaire and analyzed by using descriptive and inferential statistics. **Results:** The mean post test knowledge scores were 20.74 ± 5.532 was higher than mean pre test score 12.8 ± 3.68 . This interpreted that there is a significant difference in pre-test and post test scores of nursing students on the level of knowledge regarding management of psychiatric emergencies and significant association was found between student nurses with their selected demographic variables at 0.05 level of significance. **Conclusion:** The study findings concluded that the structured teaching programme was effective in improving the knowledge. Hence, structured teaching programme is an effective way of improving the knowledge of student nurses.

KEYWORDS

Effectiveness, Structured Teaching Programme, and Management of Psychiatric Emergencies.

INTRODUCTION

An **emergency** is an urgent, unexpected, and usually dangerous situation that poses an immediate risk to health, life, property, or environment and requires immediate action. The psychiatric emergencies are acute disturbances in thought, behaviour, mood or social relationship that requires immediate interventions; if untreated can cause harm to either the individual or the others in the environment. Conditions requiring psychiatric interventions may include suicide, aggression, delirium tremens and lithium toxicity. Of all emergencies reported in India, psychiatric emergencies contribute around 9%. Prompt identification and appropriate interventions will reduce the mortality and disability caused due to psychiatric emergencies.

About 800,000 people die by suicide worldwide every year. 164033 Indians committed suicide in 2021 and the national suicide rate was 12 (calculated per hundred thousand or per lakh), which is the highest rate of deaths from suicides since 1967, which is the earliest recorded year for this data.³

Delirium tremens is a rapid onset of confusion usually caused by withdrawal from alcohol. Occasionally, a very high body temperature or seizures may result in death. In 2015, substance use disorders resulted in 307,400 deaths, up from 165,000 deaths in 1990. Of these, the highest numbers are from alcohol use disorders at 137,500. About 4.9 million people visit emergency departments for drug-related reasons. Drug related emergency like lithium toxicity is also a life threatening condition. Too much lithium can cause lithium toxicity.⁴

Violence is a danger often faced in the emergency room setting. Violence is a severe form of aggressive behaviour. Nurses are one of the common victims of violence in healthcare settings, especially psychiatric units.

Students working in any setup need to be aware of the common psychiatric emergencies and the management strategies to make appropriate and informed decisions related to interventions and referral as needed. The increasing incidence of alcohol and substance abuse in our country as well as the rise in levels suicide rate, have led to an increased number of patients reporting to the emergency care unit. So, it is necessary for all nursing students to be familiar with psychiatric emergencies so as to improve the level of care offered to the patients.

Need Of Study

Jayesh Patidar, Pooja Shrivastav (2021) had conducted a experimental study to assess the effectiveness of planned teaching programme on Knowledge and attitude regarding management of psychiatric emergencies among selected students of Jaitiba College of nursing, Bhandu. 60 Students were selected using Non-Probability Purposive sampling technique in Jaitiba College of nursing, Bhandu.

Self Structured Questionnaire and Likert scale questions was used. The data obtained were analyzed using descriptive and inferential statistical in terms of mean, SD, t test and chi square test value. The mean post-test awareness score (11.33 ± 3.74) was apparently higher than that of mean pre-test (5.71 ± 2.64) knowledge score with the mean difference of 5.62 and the calculated t value 15.23 was greater than table t (2.00). The mean post-test awareness score (37.9 ± 8.25) was apparently higher than that of mean pre-test (32.9 ± 8.48) attitude score with the mean difference 5.3 and the calculated t value 4.19 was greater than table t (2.00). The findings of the study revealed that planned teaching programme helps in improving knowledge and attitude regarding management of psychiatric emergencies among nursing students.⁵

Mrs Saroj Singh (2021) had conducted experimental study to assess the effectiveness of self instructional module on knowledge regarding management of psychiatric emergencies among 3rd Year B.Sc. Nursing students of a selected college of nursing Jaipur, Rajasthan. A pre experimental one group pre test post test design was used. Data was collected from 48 subjects selected by convenient sampling technique. A structured knowledge questionnaire was used to collect the data. The mean post test knowledge scores obtained by subjects -28.22 was higher than mean pre test score 15.55. Paired 't' test was done to find out the significant difference between mean pre test and mean post test knowledge score was found highly significant. The calculated 't' value is (20.33) is higher than the table value ($t=1.96$). It indicated high significance. The finding shows that self instructional module was highly effective in improving the knowledge of students ($p < 0.001$).⁶

From the above literatures, it can be concluded that nursing students were not having adequate knowledge before administration of structured teaching programme. Psychiatric emergencies are rising and can occur anywhere. Nursing students who are the future nurses should have adequate knowledge regarding management of psychiatric emergencies. Therefore, the researcher felt a need to assess the level of knowledge regarding management of psychiatric emergencies and to provide structured teaching programme to improve the knowledge of student nurses.

Statement Of The Problem

A Pre experimental study to assess the effectiveness of structured teaching programme on the level of knowledge regarding management of psychiatric emergencies among nursing students of selected nursing college at Haridwar.

Objectives

1. To assess the level of knowledge regarding management of psychiatric emergencies among nursing students of selected nursing college at Haridwar.
2. To assess the effectiveness of structured teaching program on the level of knowledge regarding management of psychiatric emergencies among nursing students of selected nursing college

- at Haridwar.
3. To find out the association between selected demographic variables and pre-test knowledge score regarding management of psychiatric emergencies among nursing students of selected nursing college at Haridwar

MATERIALANDMETHODS

The research approach was quantitative and design was pre-experimental design. The data was collected from nursing students of selected college of Haridwar by non probability purposive sampling technique. The data was collected with the help of Self structured questionnaire. The collected data was analyzed by using descriptive and inferential statistics and presented in the form of tables and figures.

Analysis And Interpretation

Section-I

Description of baseline data of nursing students.

Table No. 1 Frequency And Percentage Wise Distribution Of Nursing Students According To Demographic Characteristics. N=50

Socio – Demographic Variables		Frequency	Percentage %
Age	20-22	43	86%
	23-25	5	10%
	Above 25	2	4%
Gender	Male	6	12%
	female	44	88%
Religion	Hindu	49	98%
	Muslim	1	2%
	Christian	0	0%
	Others	0	0%
Educational Status	G.N.M.	23	46%
	B.Sc. Nursing	27	54%
Area of Living	Rural	16	32%
	Semi-Urban	12	24%
	Urban	22	44%
Type of Family	Nuclear	31	62%
	Joint	19	38%
	Extended	0	0%
Occupation of Father	Health Personnel	4	8%
	Businessman	5	10%
	Farmer	19	38%
	Defence Personnel	4	8%
	Others	18	36%
Previous Experience	Yes	9	18%
	No	41	82%
Duration of psychiatric Clinical posting	<1 month	2	4%
	1 month	48	96%
	2 month	0	0%
Previous knowledge regarding management of psychiatric emergencies	Yes	31	62%
	No	19	38%

Section II

Description regarding the level of knowledge of nursing students regarding management of psychiatric emergencies.

Table No. 2 Frequency and percentage distribution of pre-test and post test knowledge scores of nursing students regarding management of psychiatric emergencies.

Grading of Knowledge	Pre-Test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Inadequate knowledge(0-<10)	15	30%	3	6%
Moderate knowledge(11-20)	35	70%	16	32%
Adequate Knowledge(21-30)		-	31	62%
Total	50	100%	50	100%

Section III

Significant difference between pre-test and post test knowledge score

Table No. 3 Comparison Of Pre-test And Post-test Knowledge Score Regarding Management Of Psychiatric Emergencies.

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S.No.	Knowledge Score	Range	Mean SD	Mean Difference	t value	P value
1.	Pre-test	5-20	12.8 ± 3.68	7.940	11.095	P<0.05
2.	Post-test	10-29	20.74±5.532			

Section IV

Significant association between pre-test levels of knowledge with selected demographic variables.

Paired 't' test to test the significant difference between the mean pre-test and post-test knowledge scores.

Table No. 4 Table Showing Association Between Pre-test Level Of Knowledge Of Nursing Students With Their Selected Demographic Variables.

S. No.	Demographic variables	Level of Knowledge			Chi Square Value	Table Value	Df	Level of significance
		Inadequate knowledge	Moderate knowledge	Adequate Knowledge				
1.	Age 20-22 23-25 >25	13 1 1	30 4 1	0 0 0	0.727	9.49	4	NS
2.	Gender Male Female	1 14	5 30	0 0	42.191	5.99	2	S
3.	Religion Hindu Christian Muslim Others	14 0 1 0	35 0 0 0	0 0 0 0	2.68	12.59	6	NS
4.	Educational status G.N.M. B.Sc. Nursing	11 4	12 23	0 0	6.444	5.99	2	S
5.	Area of living Rural Semi-Urban Urban	7 3 5	9 9 17	0 0 0	2.135	9.49	4	NS
6.	Type of family Nuclear Joint Extended	6 9 0	25 10 0	0 0 0	2.763	9.49	4	NS
7.	Occupation of father Health personnel Business man Farmer Defence personnel Others	1 1 9 2 2	3 4 10 2 16	0 0 0 0 0	6.0938	15.51	8	NS
8.	Previous experience Yes No	2 13	7 28	0 0	0.322	5.99	2	NS
9.	Duration of psychiatric clinical posting <1 month 1 month 2 months	1 14 0	1 34 0	0 0 0	0.498	9.49	4	NS
10.	Previous knowledge Yes No	9 6	22 13	0 0	0.002	5.99	2	NS

* $P \leq 0.05$, NS – Not Significant, HS – Highly Significant

Chi square values were calculated to find out the association between pre-test levels of knowledge of nursing students with their selected demographic variables.

Findings revealed that significant association was found between pre-test level of knowledge score and selected demographic variables such as gender and educational status.

CONCLUSION

The findings of the present study concluded that the mean post-test knowledge score was higher than that of mean pre-test knowledge score of nursing students. Significant association was found between educational status and gender with the pre-test level of knowledge regarding management of psychiatric emergencies among nursing students.

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