



“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING ISBAR TOOL AMONG NURSING STUDENTS.”

Medical Surgical Nursing

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ABSTRACT

Background: In order to have high-quality handover practises of patients, organizations including universities and hospitals need to engage in the education and training of health professional. Various health sectors around the world are using ISBAR as a tool to aid the safe transfer of patient information in clinical handover. **Aim:** The aim of the study was to find out the effectiveness of Structured Teaching Programme on knowledge regarding ISBAR tool among Nursing students. **Materials And Methods:** Quasi-experimental research design was adopted and Self-Structured Questionnaire was used to explore the knowledge regarding ISBAR Tool. **Results:** Pre-test knowledge levels revealed that the majority of students had moderate knowledge (91%) followed by 9% poor knowledge. Post-test results indicated a significant improvement, with 87% achieving good knowledge while 13% demonstrated moderate knowledge. The mean pre-test score was 14.32, increasing to 23.56 post-intervention, signifying a substantial enhancement in knowledge. Associations between pretest knowledge with demographic variables were observed which showed that it is statistically significant to marital status ($\chi^2(12.558)$, p-value (0.001) followed by non significant with age, gender, religion, education and previous knowledge regarding ISBAR Tool. **Conclusion:** The structured teaching program proved highly effective, warranting its integration into nursing curricula.

KEYWORDS

ISBAR tool, Structured Teaching Program, Nursing Education, Communication skills, patient safety.

INTRODUCTION

ISBAR, the most used word in the medical field and other risky environments such as the military. The term ISBAR (Identify, Situation, Background, Assessment, and Recommendation) is one of several frameworks for healthcare professionals to utilize when communicating about a patient's condition.

Health sector of South Australia is using ISBAR as a tool to aid the safe transfer of patient information in clinical handover. It is generic aid and should be adapted to fit the clinical context. Adapting ISBAR for the clinical context is an opportunity for the health care team and patients to decide what essential information should always be handed over (e.g., estimated blood loss in the handover of a surgical patient).

Performed well, clinical handover should ensure that lapses in continuity of patient care, errors and harm are reduced in the hospital or community setting.

In the complex clinical environment of healthcare today, ISBAR is suited to a wide range of clinical contexts, and works best when all parties are trained in using the same framework. It is essential that healthcare leaders and professionals from across the health disciplines work together to ensure good clinical handover practices are developed and maintained. Organisations, including universities and hospitals, need to invest in the education and training of health professional students and health professionals to ensure good quality handover practice.

Objectives:

The Objectives Of The Study Were As Follows:

- To assess the pre-test & post-test knowledge regarding ISBAR tool among nursing students.
- To evaluate the effectiveness of structured teaching programme on knowledge regarding ISBAR tool among nursing students.
- To find out the association between knowledge of ISBAR with their demographic variables.

MATERIALS AND METHODS:

A quantitative research approach was adopted in the present research study. One group pretest- post-test research design was adopted to full fill the objectives of the study. The sample of the study were the Nursing students selected using the Simple Random sampling technique with Lottery method. A total of 100 samples who fulfilled the inclusion criteria were selected and randomly allocated in the research group.

Instruments:

The research tool for the data collection comprised of 3 sections.

- Section A of the tool consisted of the socio-demographic variable a total of 7 items like age, gender, educational status, religion, marital status, previous knowledge and the source of knowledge.
- Section B of the tool consisted of Self-Structured Questionnaire to assess the knowledge regarding the ISBAR Tool.

Data Collection:

After obtaining ethical permission, it is important to communicate effectively with participants in a language they understand when explaining the procedures, risks, and benefits of the research study. Samples were selected as per the inclusion criteria of the study. Prior to the data collection, nature and purpose of the study was explained to the samples. Consent was taken and confidentiality was maintained. It started with pre-test data collection there after implementation of structured teaching program and followed by post test data collection.

RESULTS -

Data was presented mainly as frequency and percentage distribution of knowledge score. Paired t-test was used to assess the effectiveness of structured teaching program. Descriptive and inferential statistics was applied to draw final inference of the study.

Description Of Demographic Characteristics:

Total 7 items were assessed to collect the baseline data about the samples. It included age, gender, educational status, religion, marital status, previous knowledge and the source of knowledge.

Knowledge Level Regarding ISBAR Tool:

Knowledge level regarding body mechanics was assessed and it was distributed into 3 different categories depending on the knowledge score.

Table 1 Depicts The Distribution Of The Samples According To Their Knowledge Level Regarding Isbar Tool. [N=100]

Category	Poor knowledge		Moderate knowledge		Good knowledge	
	f	%	f	%	f	%
Pre-test	9	9%	91	91%	0	0%
Post -test	0	0%	13	13%	87	87%

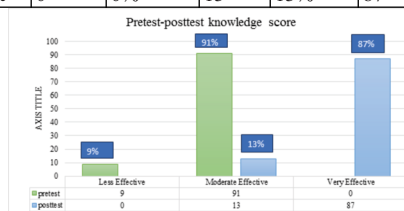


Figure: 1 Graph showing level of pretest & post-test knowledge regrading ISBAR tool among nursing students

Table 2: Comparative Data Showing The Effectiveness Of STP Pretest-post-test Knowledge Scores. [N=100]

	Mean	Mean differen ce	Std. Deviat ion	SE	df	Calculate d t value	Tabula ted t value
Pre-test	14.32	9.2400	2.685	0.3105	99	29.76 *S	1.984
Post-test	23.56		2.354				

*S= Significant

The findings of the study revealed the pre-test score to be 14.32 + 2.685 and the post test value to be 23.56 + 2.354. The SE was found to be 0.3105. The calculated t value was found to be 29.76 at df 99 and at p< 0.001. This clearly indicated that STP was highly significant in improving the level of knowledge of the samples regarding ISBAR. Hence, hypothesis H₁ is accepted.

DISCUSSION

Study conducted by pun jack (2023), also reported a baseline moderate level of knowledge among nursing student regarding ISBAR tool. The present study explores the knowledge of nursing students. The paired 't' test value of knowledge is 29.76 Hence, the knowledge is a very important factor that affects health of performance significantly.

CONCLUSION

In conclusion, this study effectively addressed its objectives to assess pre-existing knowledge of the ISBAR tool among nursing students, evaluate the impact of a structured teaching program, and explore associations with demographic variables. The findings revealed a significant lack of baseline awareness about the ISBAR tool among participants, emphasizing the need for targeted educational interventions.

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No

Conflict Of Interest

No

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