A 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.

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ABSTRACT:

Introduction: A psychiatric emergency is an acute disturbance of behavior, thought or mood of a patient which if untreated may lead to harm, either to the individual or to others in the environment. Professionals, working in psychiatric emergency services setting are usually under a high risk of violence due to mental state of their patients. So through adequate knowledge regarding management of psychiatric emergencies are needed for proper care and services.

Material and Methods; A pre experimental one group pre test-post test design was used for the study. The sample consisted of 48 subjects selected by convenient sampling technique. A structured knowledge questionnaire was used to collect the data. After the pre test a SIM was administered to the subjects and on the seventh day post test was conducted with the same knowledge questionnaire. The collected data was analyzed by using descriptive and inferential statistics.

Results; 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_{47} =1.96). It indicated high significance. The finding shows that SIM was highly effective in improving the knowledge of students (p<0.001). There was no significant association between student nurses knowledge regarding management of psychiatric emergencies and selected socio-demographic variables at 0.05 level of significance.

Conclusion; Findings of the study showed that the knowledge scores of student nurses were very poor before the introduction the SIM. Hence SIM was an effective strategy for providing information and to improve knowledge of student nurses.

Keywords; Knowledge; effectiveness, self-instructional modules, psychiatric emergencies

Introduction

Psychiatric emergency services are rendered by professionals in the field of medicine, nursing, psychology and social work. Professionals working in psychiatric emergency services setting are usually under a high risk of violence due to mental state of their patients. So through knowledge regarding management of psychiatric emergency is needed for proper care and services. The purpose of the study was 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 at Jaipur."

Objectives;

- To assess the knowledge level of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies.
- To evaluate the effectiveness of self-instructional module on management of psychiatric emergencies.
- To find out association between the mean pre-test knowledge score of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies and selected socio-demographic variables.

The study is based on the assumption that

• Students studying in 3rd year B.Sc. nursing will have some knowledge regarding management of

psychiatric emergencies.

• Self-instructional module is an accepted strategy of teaching.

The research hypothesis formulated was

H₁: The means post-test knowledge score of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies will be significantly higher than their mean pre-test knowledge score.

H₂: There will be significant association between the mean pre-test knowledge score of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies and selected socio-demographic variables (age, sex, year of work experience and area of experience)

Materials and Methods;

The conceptual framework of the present study is based on general system theory with input, process, output and feedback. This theory was introduced by Ludwig Von Bertalanffy (1968). An Evaluatory research approach with pre experimental one group pre test-post test design was used to find out the effectiveness of self- instructional module on knowledge regarding Management of Psychiatric Emergencies among 48 students of B.Sc. nursing 3rd year students choose by convenient sampling technique. The collected data was analyzed by using descriptive and inferential statistics. By pilot study Feasibility of the study was confirmed.

The findings of the study

Section- A: Sample characteristics:-

This section deals with the description of sample characteristics in terms of frequency and percentage.

Table-1 Frequency and percentage distribution of samples according to demographic characteristics.

N = 48

Variables	Frequency	Percentage %
Age		
19-21 yrs	39	81.25
22-24 yrs	09	18.75
Gender		
Male	30	62.5
Female	18	37.5
Area of work experience		
Psychiatric ward	01	2.08
General ward	21	43.75
Others	26	54.17

Section -B: Effectiveness of SIM in terms of gain in knowledge scores

Level of pre and post-test knowledge score Regarding management of psychiatric emergencies.

Table-2 Grading of pre-test and post-test knowledge scores of subjects

N = 48

Gradin	Score (%)	Pre	-test	Post-test	
g of knowle dge		Frequency	Percentage	Frequency	Percentage
Poor (0-11)	<35	1	2.08	-	-
Average (12- 17)	36-50	35	72.92		-
Good (18-24)	50-80	12	25.00	8	16.70
Excellent (25-34)	80-100	-	-	40	83.30
Total		48	100.00	48	100.00

Maximum score = 34

Section -C: Testing of hypothesis

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

In order to find out the significance of difference between the mean pre-test and post-test knowledge scores a paired 't' test was computed and the data is presented

Table- 3 Significant difference between the mean pre-test and post-test mean knowledge score

N=48

Knowledge test	Mean score	Mean diff	SD of diff	SE	't' value	Inference
Pre-test	15.50	12.70	4.22	0.625	20.22	a: ie
Post-test	28.22	12.70	4.33	0.625	20.33	Significant

Maximum score=34, t47=1.96, P<0.05

Paired 't' test to test the significant difference between the mean percentage of pre-test and post-test knowledge score shows that the mean post-test knowledge scores (28.2) is higher than the mean pre-test knowledge scores (15.5). The calculated 't' value is (20.33) is higher than the table value (t47=1.96). It indicated high significance. The finding shows that SIM was highly effective in improving the knowledge of students (p<0.001). Hence the null hypothesis is rejected and research hypothesis was accepted. (Table 4) Area- wise 't' test value showing significant difference between the pre-test and post-test knowledge scores regarding management of psychiatric emergencies

In order to find out significance of difference between the pre-test and post-test knowledge scores of different areas a paired 't' test was computed and the data is presented in Table 5.

Table-4 Area-wise paired 't' test showing significant difference between the pre-test and post-test knowledge scores on management of psychiatric emergencies

N=48

A	Mean	Mean	SD of	SE	't' value	Inference
r	score	diff	diff			
e						
a						
In general	4	1.291	1.12	0.168	7.670	Significant
Suicide	5	1.625	1.20	0.173	9.390	Significant
Aggression	10	4.140	2.04	0.290	14.040	Significant
Severe depression	4	1.500	1.11	0.160	9.370	Significant
Epilepsy	11	4.290	2.09	0.300	14.150	Significant

It is evident from table 5 that SIM was effective in improving the knowledge in all the areas regarding management of psychiatric emergencies. The obtained 't' value is greater than the table value (1.96) in all the areas and the statistical significance is p<0.001 level. Therefore the null hypothesis is rejected and research hypothesis is accepted. (Table 5)

b. Association between the mean pre-test knowledge scores and selected variables.

H02: There will be no significant association between the mean pre-test knowledge score of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies and selected socio-demographic variables (age and Area of work experience).

Table-5 Association between mean pre-test knowledge scores and selected variables.

n=48

		Variable	Knowledge score		,	
			≤ mean	> mean	_ x ²	Inference
1	Age					
	a.	Below 25	30	8	0.672	37
	b.	Above 25	6	4	0.673	Not Significant
2	Gend	er				
	a.	Male	28	0	0.340	Not Significant
	b.	Female	8	12	0.540	
3.	Area	of experience				
	a. (General		_		
	a. V	Jenerar	16	5	0.028	Not
	b.	Others	20	7		Significant

CONCLUSION

Assessment of the knowledge level regarding management of psychiatric emergencies, by preparing self instructional module and thereby improve the knowledge level of 3rd year B.Sc. nursing students regarding management of psychiatric emergencies was the conclusion of this study. An increased knowledge can bring about changes in practice and thus in turn it will provide proper care to the patient and protection of self.

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