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Original Article

A Study to Assess the Effectiveness of Planned Teaching Programme for Nurses on Neurological Assessment of Children in Selected Hospitals, Bhilwara (Raj.)

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Abstract

Introduction : Neurological assessment is the evaluation of the health status of a Child with a nervous system disorder or dysfunction.

Methodology : Research Methodology-An Evaluatory approach with one group pre-test, post test design was used for the study. Sample: The sample consisted of 60 nurses. Sample Techniques: Convenient Sampling Technique. Data Collection & Analysis: After the pre-test a PTP was administered to the subjects and on the 7th day post-test was conducted with the same questionnaire.

Results : The computed t-value of 20.79 was statistically significant ($p < 0.05$), indicating a substantial improvement following the intervention.

Conclusions : The study intends to find out the effectiveness of planned teaching programme on neurological assessment, as a means to improve the knowledge of nurses regarding neurological assessment of Children.

Keywords : Effectiveness; Planned Teaching Programme (PTP); Neurological Assessment; Children

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Introduction

Neurology is the branch of medicine concerned with the diseases of the nervous system. Neurological assessment is a very important part in neurology. Neurological assessment is the evaluation of the health status of a Children with a nervous system disorder or dysfunction.

Purpose of the neurological assessment include establishing nursing goals to guide the nurses in planning and implementing nursing measures to help the Children, cope effectively with daily living activities.

Children's neurological assessment is a part of the through evaluation of the Children that's performed during Examination. The goal is to confirm normal neurological status and early detection of treatable condition and conditions that might affect their development.

Neurological assessment let's start with normal Reflexes.

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During the assessment, the strength and symmetry of Children reflexive response are evaluated. It's important to note that some reflexes are normally present at birth, but they should disappear by a specific age. If they persist beyond that age, it could indicate a neurological issue. the thorough

Hence the study effectiveness of planned teaching programme as neurological assessment for nurses was undertaken.

Objectives

1. To assess the knowledge of nurses regarding neurological assessment as measured by structured knowledge questionnaire.
2. To find out the effectiveness of planned teaching programme in terms of gain in knowledge scores.

Assumptions

1. The study assumes that the nurses have some knowledge regarding neurological assessment of children.
2. Knowledge on neurological assessment of Children's measurable.
3. Accurate knowledge of nurses regarding neurological assessment will help them to identify the Children condition and have proper diagnosis.
4. Planned teaching programme is an accepted and effective teaching strategy.

Hypotheses

H_0 : The mean post test knowledge score of nurses attending planned teaching programme in neurological assessment of Children will not be significantly higher than the mean pre-test knowledge score at 0.05 level of significance.

H_1: The mean post test knowledge score of nurses attending planned teaching programme in neurological assessment of Children will be significantly higher than the mean pre-test knowledge score at 0.05 level of significance.

Methodology

Research approach : An Evaluatory approach

Research design : One group pre-test, post test design was used for the study.

Setting : The study was conducted in selected Hospital, Bhilwara. The hospital is well equipped with all departments including specialty settings.

Sample and Sample Techniques

Sample : The sample consisted of 60 nurses with a minimum of 6 months of experience.

Sample Techniques : The Nurses were selected by convenient sampling technique.

Sampling criteria :

- **Inclusion criteria :** Nurses who were GNM (Diploma) and B.Sc. nursing (Degree) with more than 6 months of clinical experience.
- **Exclusion criteria :** Nurses who have specialized or Post graduate in neurology nursing.

Variables :

Three types of variables were identified in the study.

1. **Independent variables :** The independent variable is the variable that stands alone and does not depend on any other. It is the presumed cause of action. In this study it refers to the planned teaching programme for nurses on neurological assessment of Children.
2. **Dependent variable :** Dependent variable is the effect of the action of the independent variable and cannot exist by itself. In the present study it refers to the knowledge of nurses regarding neurological assessment of Children are the dependent variables.
3. **Extraneous variables :** Independent variables that are not related to the purpose of the study, may affect the dependent variable are termed as extraneous variable. In the present study it refers to the selected variables such as years of experience, qualification, experiences in neuro or critical care nursing are the extraneous variables.

Data Collection & Analysis : After the pre-test a PTP was administered to the subjects and on the 7th day post-test was conducted with the same questionnaire. The collected data was analyzed by using descriptive and inferential statistics.

Results

Organization of findings : The data was analyzed and presented under the following headings:

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Table1 : Range, mean, median and standard deviation of pre and post-test knowledge scores of nurses.

N=60

	Range	Mean	Median	Standard deviation	Standard error mean
Pre-test	15-25	20	19	2.63	0.29
Post-test	22-28	28	26	1.60	0.25

Maximum score = 30

Table 2 : Mean, standard deviation of difference and 't' value of pre and post-test knowledge score of nurses

N=60

Group	Mean Pre-test	Mean Post-test	Mean difference	Standard deviation of difference	't' value
Nurses	20	28	7.78	2.89	20.79*

t59 ~ 2.0, P < 0.05 * Significant at 0.05 level

Other findings : Association between gain in knowledge score and selected variables.

The mean post-test knowledge score (X2=28) was significantly higher than the mean pre-test knowledge score (X1=20).

The calculated 't' value (t59=20.79, X2 P<0.05) was greater than the table value.

Discussion

The study intends to find out the effectiveness of planned teaching programme on neurological assessment of Children, as a means to improve the knowledge of nurses regarding neurological assessment of Children. The overall experience was a satisfying one. The investigator found that PTP is an effective teaching strategy to improve the knowledge of nurses. The findings of the present study have been discussed with the objectives, conclusion, findings and the result of other similar studies.

Conclusions

Assessment of the knowledge on neurological assessment of Children on the nurses and to teach them about neurological assessment of Children, it's purposes, components, which include sensory and motor function, cerebellar function, reflexes, pupillary response and Glasgow coma scale, will help the nurses to gain in knowledge in the areas concerned. In the case of nurses, the knowledge was not up to the mark before PTP was introduced.

Hence introducing the PTP among nurses facilitated them to be accurate in the neurological assessment of Children in certain areas, which is evident in the post-test knowledge score. After the introduction of the PTP the post-test findings showed that there is a significant increase in the knowledge of nurses on neurological assessment of Children.

Recommendation

On the basis of study findings, following recommendations have been made for further study:

1. The study can be a replication on a large sample with a control group.
2. A comparative study may be conducted to find out the effectiveness between PTP and SIM regarding the same topic.
3. A correlative study can be conducted to explore the knowledge of nurses regarding neurological assessment.
4. Similar study can be undertaken using other teaching strategies.

Ethical approval : The study was approved by the institutional ethical committee

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Conflicts & Interests : The authors declare that they have no conflict of interest with regard to content of the report

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