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EFFECTIVENESS OF STRUCTURE TEACHING PROGRAM ON KNOWLEDGE AND PRACTICE REGARDING INFUSION PRACTICE AMONG STAFF NURSES

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ABSTRACT

Infusion therapy is the commonest and first invasive procedure in the hospital. It is a fundamental responsibility of health care in the current era and is increasingly studied and critiqued component of hospital care. Most of the errors can be prevented if the nurse follows certain techniques that are proven to reduce the errors of infusion practices. The present study has been undertaken to study the effectiveness of planned teaching program on 'knowledge and practices among staff nurses in the selected hospitals of Pune city. In the present study experimental pre-test post-test design and a 40 sample were selected by using convenient sampling technique. Out of total nurses surveyed in the present study 47.5%, 42.5% and 10% had a poor, average and good respectively in the pre-test. And in the post test the staff nurses have scored 0%, 5% and 95% as poor, average and good respectively. The results shows that the structure teaching programme is effective.

KEYWORDS: Structure teaching programme, knowledge, infusion practice.

INTRODUCTION

Patient safety is one of the vital component in treating patient and is affected by various factors such hospital environment, the complexity of the quality and quantity of healthcare workforce, medical processes, technology and team work. The nurse is responsible for all decisions and performance associated with the delivery of a safe level of care. The IV infusion practice includes preparation and administration of intravenous drugs, peripheral venous access, acute and long term central venous access. To avoid the errors the staff must be competent in the use of devices and update their knowledge and skills through regular review and assessment of competence. Safe administration of IV infusion practice needs the nurse to understand the role of correct practices in avoiding harm to the patient. Infusion therapy is the major responsibility the nurse faces in her day-to- day practice of nursing. In working to improve patient safety and quality care, the goal is to change the system that is the right thing prevent individuals from committing errors and build high reliability organizations. To achieve the goal, the use of technology is essential.

MAIN OBJECTIVES

To evaluate the effectiveness of structure teaching programme regarding infusion practice among staff nurses.

MATERIAL AND METHOD

The research design for the study was pre- experimental pre-test post-test and a convenient sampling technique was adopted for this study. A 40 staff nurses working in Yashwantrao Chavan memorial hospital were selected. A self -structured questioner was used to assess the knowledge and practice of the staff nurses.

RESULTS AND DISCUSSION

Table 1: Depicts the Demographic Data of the Study Sample.

Table 1: Demographic data in frequency and percentage.

Sr. No	Demographic Data	Frequency	Percentage
1.	Age: a.25-35 years b.36-45 years c.46-55 years d.Above 55 years	18 14 8 0	45% 35% 20% 0%
2.	Gender: a.Male b.Female	0 40	0% 100%
3.	Qualification: a.ANM b.GNM c.B.Sc	0 39 1	0% 97.5% 2.5%
4.	Experience: a.1-5 years b.6-10 years c.11-15 years d.Above 16 years	16 11 8 5	40% 27.5% 20% 12.5%

N=40

The above table shows that out of the total subjects 45% are in the age group 25-35 years, 100% are female, 97.5% were GNM and 40% were between 1-5 years.

Table 2: Effectiveness of Structured Teaching Programme On Infusion Practices.

Sr. No		PRE-TEST		POST-TEST	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1.	POOR (0-3)	19	47.5%	0	0%
2.	AVERAGE (4-6)	17	42.5%	2	5%
3.	GOOD (7-10)	4	10%	38	95%

N=40

The table 2 explains that the effectiveness of planned teaching programme. It reveals that in a pre-test the staff nurse who got poor score is 19(47.5%), average score is 17(42.5%) and good score is 4(10%). So the table shows the maximum number of staff nurse have poor knowledge and practice on infusion practice. The number of staff who got poor score is 0(0%), average score is 2(5%) and good score is 38(95%). So the table shows the maximum number of staff nurse have good knowledge and practice after the structure teaching programme on infusion practice.

Table 3: Comparison Between Pre-Test And Post-Test.

	Total Score	Mean	Standard Deviation	P-Value	T-Value
1.PRE-TEST	156	3.9	1.91		
2.POST-TEST	352	8.8	0.99	<0.00001	-16.80

N=40

The above table shows that t-value is -16.80 and the p-value is <0.00001. The result is significant at $p < 0.05$. Thus, the structure teaching programme is effective.
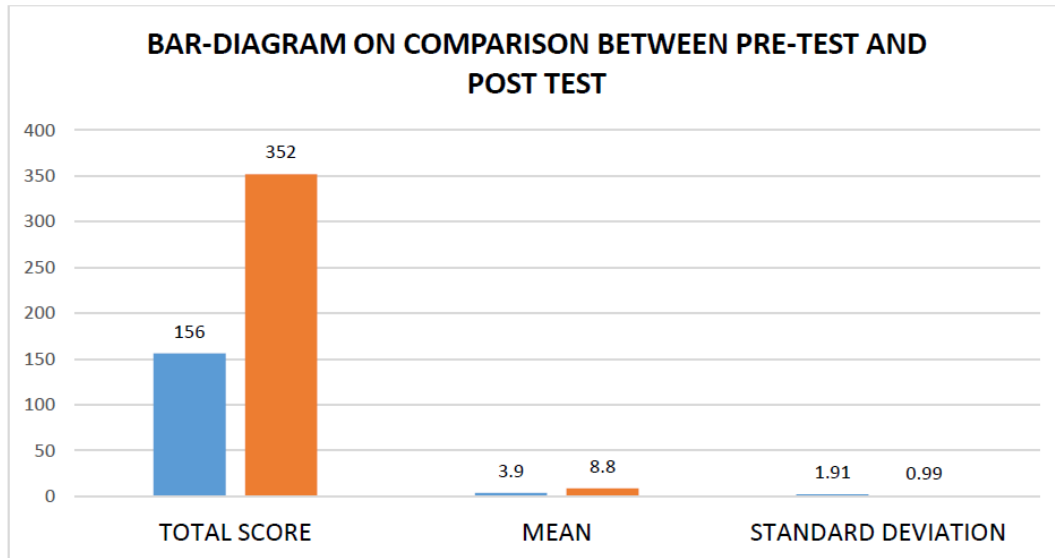
Fig: Bar Biagram of Comparison Between Pre-Test And Post-Test.

The above table shows that mean and standard deviation of the total score. In pre-test the mean of the total score is 3.9 and S.D is 1.99. In post-test the mean of the total score is 8.8 and S.D. is 0.99. So it shows that the structure teaching programme about infusion practice is effective.

CONCLUSION
The above finding shows that there is significant difference in the mean score of pre-test and post-test score of the knowledge of the staff nurses on infusion practice who have attended the planned teaching programme. It shows that the staff nurses got average score in post-test. It shows that the planned teaching programme was effective.

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