

A STUDY TO DEVELOP A VIDEO FILM ON THE PROCEDURE OF CARE OF DEAD BODY FOR THE STUDENTS UNDERGOING NURSING COURSES AT SELECTED INSTITUTES AT MOHALI DISTRICT

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Abstract

Preparation of fresher nursing students could be a challenge as the student has to adjust to new situations as well as very different learning requirements. The students have to acquire the skills of performing nursing procedures learn and practice in the labs on dummy may sometimes be very challenging when encountered in the real life situations may give a better understanding to the student. Real life demonstrates an opportunity to carry out a skill along with the resistance offered by the client due to pain or discomfort associated with procedure

Present study has shown the effectiveness of video film in knowledge and skills of care of dead body procedure. The present study indicates that the majority of subjects had inadequate knowledge and skills regarding care of dead body before the administration of developed video film. The subjects were 40 B.Sc (N) 1st year students who were selected by using convenient sampling technique. The data was collected through multiple choice questionnaire and checklist. Keeping all these factors in mind, the study was conducted to check the efficacy of video film pre-test and post- test was conducted. The finding of the study showed that there was significant difference between pre-test and post- test knowledge score of subjects. Pre- test skills mean score was 12.25 ± 1.34 and mean score of post- test skill was $23.35 \pm .948$. Knowledge mean score of pre-test was 6.42 ± 1.33 and knowledge mean score of post -test was $9.32 \pm .888$. This revealed that the developed video film was effective in teaching the procedure to nursing students

Aim of study: The aim of study is to help the student to improve their knowledge, skill performance through video film procedure.

Material & Methods: A Quantitative research approach with interventional methodological design was adopted, by convenient sampling technique .40 B.sc Nursing 1st year students were selected who were present the time of data collection. The data was collected through multiple choice questionnaire and checklist. Analysis of data was done using descriptive and inferential statistics.

Results: The finding of the study showed that there was significant difference between pre-test and post- test knowledge score of subjects. Pre- test skills mean score was 12.25 ± 1.34 and mean score of post- test skill was $23.35 \pm .948$. Knowledge mean score of pre-test was 6.42 ± 1.33 and knowledge mean score of post -test was $9.32 \pm .888$. This revealed that the developed video film was effective in teaching the procedure to nursing students.

Conclusion: The present study indicates that the majority of subjects had inadequate knowledge and skills regarding care of dead body before the administration of developed video film.

Keywords: knowledge, skill, nursing students, video film.

INTRODUCTION & BACKGROUND OF STUDY

Nursing care of patients in health care setting increases in its complexity day by day. In order to provide quality care, nurse need to apply precise patient assessment skills and act promptly with critical thinking and decision making. The health care environment is growing in its complexity with its treatment options and use of technology. Nurses are at the vanguard of patient care delivery, at the point of service, the sharp end, and therefore have the opportunity to not only mitigate risk and harm but also favorably impact patient care outcomes.

Nursing is an art in its work but science in its base. In other words nursing is a mixture of both

art and science i.e. performing the task artistically with the scientific evidence in its base for the healing and comfort of client. Nursing in its context cover both present and future nurses. As Jawaharlal Nehru said “Today’s children are tomorrow’s “citizen”. Similarly today nursing students are the future nurses. So there is a necessity to train these students effectively, so that they will have sound knowledge and can lead the nursing profession effectively in future. To train these students, Nurse Educators’ play a pivotal role in strengthening the nursing work force, serving as role models and providing the leadership needed to implement evidence based practice. As it is said, satisfaction will motivate and dissatisfaction will de-motivate the person, and it is true in teaching and learning process also. One among the 3 principles of learning outlined by Thorndike is “The law of effect”, which is described as, if learner is satisfied in learning, It helps the learner to learn better.

There are many benefits in audio visual aid. The Audio-visual aids make teaching more clear and effective which help the students to understand easily. The teacher has to organize his teaching material in a systematic order to impress the ideas more clearly in mind. To provide a basis for more effective perceptual and conceptual learning. Video film increase and sustain attention and concentration .Make personal involvement of the student in active learning and meet individual needs of the learners. It can serve as an open window through which the student can view the world and its phenomena by bringing remote events into the classroom. Provide opportunity to situational type learning.

Demonstration method provides students the opportunities to play active role in learning process, so that their observation and reasoning get exercised and developed properly. It enhances the students understanding by practically applying the knowledge, sharpens their skills, make students capable of identifying and organizing the subject matter in more efficient way. With the help of demonstration, students get an opportunity to explore the various aspects and understand the theory from a different prospective.

The main purpose of simulation is to mimic reality in a way that induces a realistic experience. Educational research studies in medical simulation have been very focused on learning effects and strategies in quantitative terms in order to evaluate, confirm and create evidence for the benefit of simulation in medical education.

Skill involves both content of some kind and a sequence of action. Skills also vary in the amount of psychomotor and perceptual involvement. Skills can be learned by Listening to direction and explanations, Reading a description, seeing a demonstration, and paying attention to perform the procedure.

OBJECTIVE OF THE STUDY

1. To develop the video film on the procedure of the care of dead body.
2. To check the efficacy of video film.
3. To test the effectiveness of the procedure.

ASSUMPTION

1. Use of multimedia increases learning and skills.
2. Video film can be used as a self instructional tool which facilitates active learning of skill.

MATERIAL AND METHOD

In present study a quantitative approach with descriptive research design was adopted, by convenient sampling technique .40 B.sc Nursing 1st year students were selected who were

present the time of data collection. Data was collected by checklist method (pre test and post test method) in the study. Analysis of data was done using descriptive and inferential statistics.

Study was conducted in the month of Feb2015. Formal written permission was obtained from the principal of nursing collage .After discussing the purpose and objectives of the study .Analysis and interpretation of data was done according to objectives of the study by using descriptive and inferential statistics

ETHICAL CONSIDERATION

Written permission was taken from Principal Saraswati Nursing Institute Dhianpura, Roopnagar, and Punjab before conducting the study. Written permission was taken from ethical committee of the college. Informed consent was taken from B.Sc. Nursing 1st year students. Students who were absent during the process of data collection were not included in the study however they viewed the video film and learnt the procedure letter.

RESULTS

Table -1

PRE-TEST AND POST-TEST SKILL SCORES OF RESPONDENTS REGARDING CARE OF DEAD BODY. N=40

Test	MEAN SCORE	CALCULATED “t” value
Pre-test	12.70 ± 1.34	42.25 P <0.01)
Post-test	23.35 ± .948	

$$df = t_{(n-1)} = t_{39}$$

$$T_{39} = 42.25 \text{ (calculated “t” value)}$$

The data presented in table 1 shows significant difference between the pre-test and post-test skills scores of subjects on care of dead body procedure. The data further represented that the calculated “t” value was significant (0.01). Tabulated “t” value was less than calculated “t” value for the 0.01 level of significance hence research hypothesis is accepted. . Hence Video film was effective in enhancing skills scores on female urinary catheterization procedure.

TABLE -2

PRE-TEST AND POST-TEST KNOWLEDGE SCORE OF RESPONDENTS REGARDING CARE OF DEAD BODY. N=40

Test	MEAN SCORE	CALCULATED “t” VALUE
Pre-test	6.42 ± 1.33	12.23 (P <0.01)
Post-test	9.32 ± .888	

$$df = t_{(n-1)} = t_{39}$$

$$T_{39} = 12.23 \text{ (calculated “t” value)}$$

The data presented in table 2 shows significant difference between the pre-test and post-test knowledge scores of subjects on care of dead body procedure. The data further represented that the calculated “t” value was significant (0.01). Tabulated “t” value was less than calculated “t”

value for the 0.01 level of significance hence research hypothesis is accepted. . Hence Video film

was effective in enhancing knowledge scores on care of dead body.

DISCUSSION

The result revealed that the maximum knowledge score of students on the procedure care of dead body after viewing of video film increased from 6.42 to 9.32 while skills score of students increased from 12.70 to 23.35. Hence video film was found to be effective in enhancing the skills and knowledge of students.

CONCLUSION

Present study has shown the effectiveness of video film in knowledge and skills of care of dead body procedure. The present study indicates that the majority of subjects had inadequate knowledge and skills regarding care of dead body before the administration of developed video film.

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