

A PRE- EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING MEDICATION ERROR AMONG NURSING STUDENTS AT SELECTED COLLEGE INDORE

Author's Name: Mrs. Sarika Soni

Affiliation: Associate Professor, SAIMS College of Nursing, Indore, M.P., India

E-Mail: sarikanitusoni@gmail.com

DOI No. – 08.2020-25662434

Abstract

Medication errors, broadly define as any errors in the prescribing, dispensing or administration of a drug, irrespective of whether such error lead to adverse consequences or not are the single most preventable cause of patient harm. The aim of the objective is to assess the effectiveness of structured teaching program on knowledge regarding medication error among Nursing students. Evaluatory approach was adopted by the researcher were 30 samples underwent self-structured questionnaire which are of two parts. The findings revealed that out of 30 students 14(46.67%) were in good category, 11(36.7%) were in excellent category and the improvement was seen between 8.17.

Keywords: Medication error, nursing students, structured teaching programme.

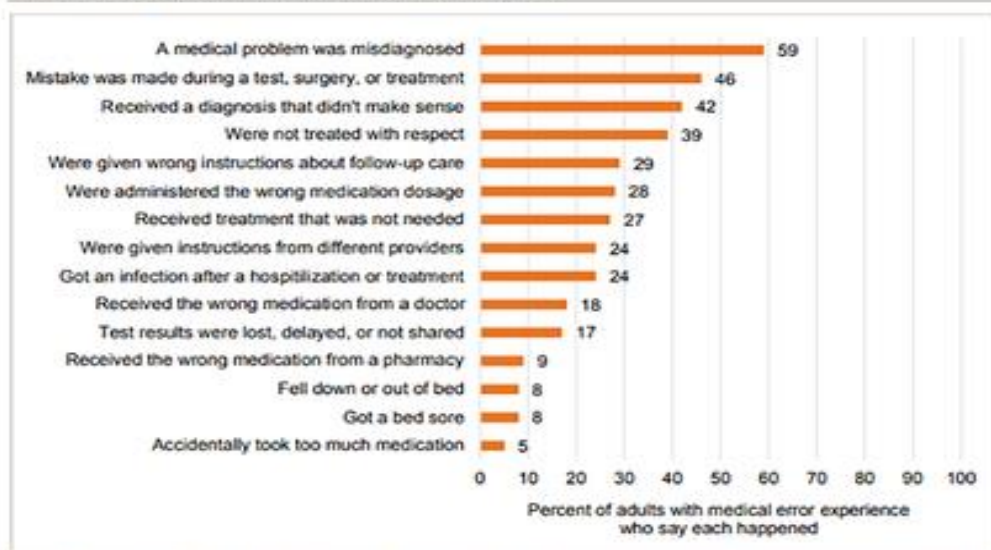
INTRODUCTION

Medication errors that defined as any preventable event that may cause or lead to inappropriate medications use to patient harm while the medication is the control of the healthcare professionals patient or consume such events may be related to professional practice, healthcare product procedure and system including prescribing order communication product labeling, packaging and nomenclature, compounding, dispensing, distribution, administer, education, monitoring and use. The error are always is any preventable event that may cause or lead to inappropriate medications use to client harm while the medication is in control of health care professional's client or consumer.

NEED OF THE STUDY

Patient safety is a subject that concerns not only caregivers who are in direct contact with the patient in the treatment and care delivery process, but everyone who has a stake in the wellbeing of the patient. This includes but not limited to pharmaceutical companies and policy makers within and out of the healthcare facilities. Patient safety is providing patients with harm free treatment or care.

Six in 10 adults with medical error experience say a medical problem was misdiagnosed and 4 in 10 say they weren't treated with respect.



Question: Again, thinking about the most recent time a medical error was made in [your care/the care of someone close to you], for each of the following, please indicate whether or not it is the sort of medical error that occurred.

Figure: Statistical Representation of Medication error in year 2020.

Various study suggested that there are two approaches to error management. These include the person and the system approaches. Each of these approaches has its model of error causation, therefore giving rise to different thoughts of error management. The person approach of human errors focuses on the person who committed the error than the reason for the occurrence of the error. This approach considers errors to arise mainly from mental lapses, carelessness, lack of motivation, inattention, negligence and forgetfulness.

OBJECTIVES OF THE STUDY:

1. To assess the pre-test knowledge score regarding medication error among Nursing students.
2. To assess the effectiveness of structured teaching program on knowledge regarding medication error among Nursing students.

HYPOTHESIS ;

- **RH0** – There will be no significant difference between pre-test and post-test knowledge score regarding medication error among Nursing students.
- **RH1** – There will be significant difference between pre-test and post-test knowledge score regarding medication error among Nursing students.

METHODOLOGY

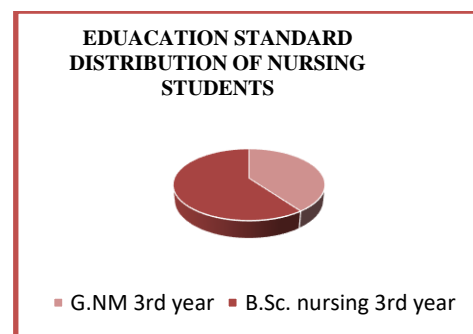
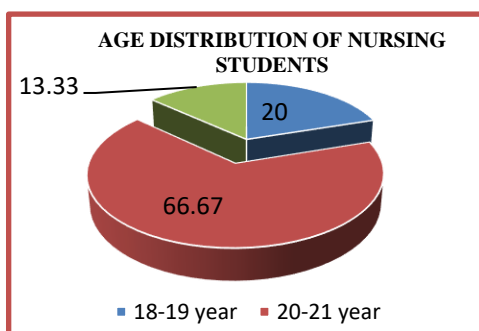
The investigator adopted evaluative approach to determine the effectiveness of the structured teaching programme. A group pre test and [post test research design was adopted were the 30 nursing students were selected through non probability convenient sampling technique sample . The samples underwent 20 self structured questionnaire which was followed by the intervention and again the post test. The Statistical Analysis

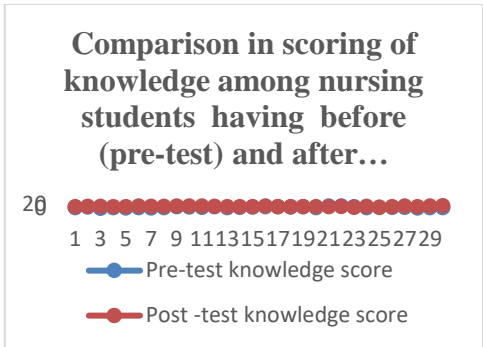
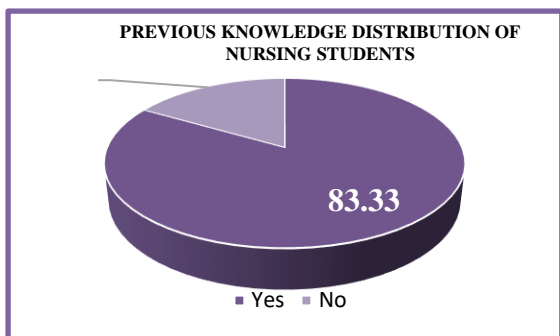
were in terms of frequency, percentage, mean, median, standard deviation and in the form of pie and bar diagrams and Graph.

**ANALYSIS AND INTERPRETATION:
SECTION-I**

Table -1 Frequency & percentage distribution of samples according to their demographic variables.

S. No	Demographic Variables	Frequency	Percentage
I	Age		
1.	18-19 year	06	20.00
2.	20-21 year	20	66.67
3.	22-23 year	04	13.33
4.	23- Above	00	00.00
II	Gender		
1.	Male	09	30.00
2.	Female	21	70.00
III	Education Standard		
1.	G.NM3 rd year	12	40
2.	B.Sc. nursing 3 rd year	18	60
IV	Previous Knowledge		
1.	Yes	25	83.3
2.	No	05	16.7
V	Previous Knowledge Gain From		
1.	Mass media and print media	4	16
2.	Educational institution	19	76
3.	Conferences / workshop	2	8





Section –II –A

Comparison Of Scoring To Judge The Knowledge Among Nursing Students Between Pre (Baseline) And Post Administration Stages.

Parameter	Variable	Scatterings
		Mean ± SD
Knowledge	Pre-test	5.83 ± 3.07
	Post-test	14.0 ± 3.51
	Mean Difference	8.17

Hence, the statistical agreement projected that the nursing students intervened with reliable planned teaching program had better and significantly improved knowledge.

Section –II –B

Comparison Of Pre Test And Post Test Knowledge Score Among Nursing Students At Post Administration

Knowledge Score	Knowledge Category	Frequency (N)	Percentage	Frequency	Percentage
0-5	Poor	15	50	00	00.00
6-10	Average	13	43.33	5	16.67
11-15	Good	02	6.67	14	46.67
16-20	Excellent	00	00	11	36.66
TOTAL		30	100	30	100

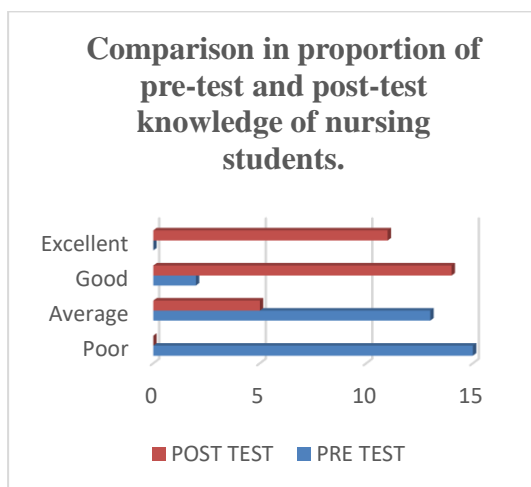


Figure : Multiple Bar diagram is presenting the comparison in proportion of pre-test and post-test knowledge of nursing students.

Therefore, these findings concluded the effectiveness of planned teaching program on knowledge which confirms and partially fulfills the objective of the present study.

RESULT

The study findings states that 14 (46.67%) nursing students had obtained with good (11-15) knowledge about medication error.

It was also noted that 11 (36.66%) nursing students had obtained with excellent (16-20) knowledge about medication error. Henceforth, the statistical agreement demonstrated that the planned teaching program preferred as an effective conservative program for improving the knowledge among nursing students regarding medication error.

CONCLUSION

However, this finding concluded the effectiveness of planned teaching program on knowledge which confirms and partially fulfills the objective of the present study. It also helped a great deal to explore and improve the knowledge of the researcher and respondents. The constant encouragement and guidance by the guide, faculties, co-operation and interest of the samples in the study contributed to the fruitful completion of the study.

LIMITATION

- The study is limited to the students.
- This study is limited to only those samples who are willing to participate in the study.
- This study is limited to only 30 students who are studying in selected college of the Indore City.

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