



# EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING ECT AMONG NURSING STUDENTS IN COLLEGE OF NURSING, CMC & HOSPITAL, LUDHIANA, PUNJAB.

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**Abstract:Introduction:** The treatment of mental disorder depends on the cause or diagnosis. The first line treatment for many disorders is antipsychotic drugs. There are growing evidence that behavior therapy, family therapy, group therapy can be effective in managing symptoms. When other treatments for psychosis are ineffective, one such treatment which is beneficial is electroconvulsive therapy (ECT) is utilized to relieve symptoms of psychosis. The aim of the study was to assess the effectiveness of structured teaching program on knowledge of nursing students regarding ECT in College of Nursing, CMC & Hospital, Ludhiana, Punjab. **Methods:** Quasi experimental two group pretest and posttest design was considered to be appropriate, Purposive sampling technique was used by inclusion/exclusion criteria to select the subjects for the sample. The total sample size for study was 60 nursing students this includes B.Sc (N) interns and GNM 3rd year. The data collection procedure was carried out in the month of February with the help of a systematically prepared structured questionnaire. Pretest was taken first from both control and experimental group. The time given for pretest was and posttest was 20-30 minutes. Posttest of control group was taken on 3<sup>rd</sup> day after pretest and on the next day structured teaching was given to the experimental group with the help of lesson plan and AV aids. The time spent in the structured teaching was 30-40 minutes. The control group was not exposed to structured teaching. The posttest of the experimental group was conducted on 4<sup>th</sup> day after structured teaching. **Results:** According to age in control group majority of nursing students were in the age group of 19-21years (53.3%) followed by 22-24years (43.3%) and in age group > 24 years (3.3%) respectively. In the experimental group majority of nursing students were in the age group of 19-21years (63.3%) followed by 22-24years (33.3%) and in age group > 24 years (3.3%) respectively. According to type of course in both the control and experimental groups B.Sc (N) interns (50%) and GNM 3<sup>rd</sup> year (50%) nursing students were there respectively. According to religion majority of nursing students in control and experimental group were Christian (40% and 66.6%) followed by hindu and sikh (30% and 16.6%) respectively. According to source of information in control and group, majority of nursing students were having information from TV/ Internet, (63.3%) followed by from Parents/ Relatives/ Friends (26.6%) and Journal/ Magazine/ Newspaper (10%) respectively. In the experimental group majority of nursing students were having information from TV/ Internet, (60%) followed by from Parents/ Relatives/ Friends (23.3%) and Journal/ Magazine/ Newspaper (16.6%) respectively. The pretest and posttest mean knowledge compared and was statically highly significant at  $p < 0.001$  level among nursing students in experimental group.

**Index Terms -** Structured teaching Program, Knowledge, Effectiveness, Students, ECT.

## I. INTRODUCTION

Electroconvulsive therapy is a type of somatic treatment first introduced by Bini and Cerletti in April 1938. From 1980 onwards ECT is being considered as a unique psychiatric treatment. ECT is defined as the artificial induction of grandma seizure through the application of electrical current to the brain. The stimulus is applied through electrodes that are placed either bilaterally in the front- temporal region or uni laterally on the non-dominant side. The exact mechanism of action is not known. One hypothesis states that ECT possibly affects the catecholamine pathways between diencephalon (from where seizure generalization occurs) and limbic system (which may be responsible for mood disorder) also involving the hypothalamus.

Electroconvulsive therapy (ECT) is one of the commonly used treatment modalities for patients with severe mental disorders. However, acceptance of ECT by the patient and relatives often depends on how the health-care professionals themselves present the treatment modality to the patients and their relatives. There is a lack of information about the knowledge and attitude towards ECT among health professionals.

Although electroconvulsive therapy (ECT) is one of the most effective treatments for various psychiatric disorders since its introduction, it is one of the most controversial and scrutinized therapies in psychiatry. There are multiple issues paving such controversies including the crude historical beginnings of therapy, the continuing and substantial adverse cognitive side effects, and the divergent views of clinicians, nurses, and consumers about ECT. The evidence suggests that patients undergoing ECT are often poorly informed about the ECT. In contrast to patients and relatives, there is limited data about the knowledge and attitude of various health-care professionals toward ECT.

All the mental illness are in the gloom of ignorance, supersituations, feelings of mystery and fear among the public. Often the mentally ill are neglected and humiliated predominantly because of the blind belief of community and the family members that there is no cure for the mental illness and hence they could not be assigned to any family or job responsibility. For long the mentally ill were considered to be possessed by devils. Patients were chained and locked up in jail. They were alienated from the rest of the society. During 20<sup>th</sup> century, psychiatric began to make scientific advantages. The publication of Sigmund Freud leads to new concepts in the treatment of the mentally ill. The late 1930's and early 1940's observed the introduction of two empirical treatments. i.e. insulin coma therapy and electric shock treatment. Then comes the tranquilizers, which made it possible to admit and treat all types of mental illness in the general hospital.

Since the various therapies and approaches have influenced the treatment of mentally ill. The methods of treatment besides psychoanalysis mentally ill. The methods of treatment besides psychoanalysis are group therapy, transactional analysis, behavior modification, crisis interventions, occupational therapies, music therapy and various other therapeutic methods. The advent of psychotherapeutics drug are made a major changes in the mental hospital situations and the management of patients insides and outsides the hospital environment.

The aim of the study was to assess the effectiveness of structured teaching program on knowledge regarding ECT among nursing students in College of Nursing, CMC & Hospital, Ludhiana, Punjab

## II. OBJECTIVES :

1. To assess the pretest and post test knowledge of nursing students regarding ECT in control and experimental group.
2. To compare the pretest and posttest knowledge of nursing students in control and experimental group.
3. To find out the relationship of pretest and post test knowledge among control and experimental group of nursing students with selected demographical variables age, type of course, religion, source of information.

## III. METHODOLOGY

### 3.1 Research approach

A quasi experimental research approach was adopted to assess the effectiveness of Structured Teaching Program on knowledge of Nursing students regarding ECT in College of Nursing, CMC & Hospital, Ludhiana, Punjab.

### 3.2 Research design

Quasi experimental two group pretest and posttest design was considered to be appropriate keeping in view the nature of problems and to accomplish the objectives of the study.

### 3.3 Research setting

This study was conducted in College of Nursing, Christian Medical College & Hospital, Ludhiana, and Punjab. The present study was conducted on 60 nursing students, 30 nursing students were taken from GNM 3<sup>rd</sup> year and 30 from B.Sc (N) interns.

### 3.4 Target population

The study was conducted on 60 Nursing Students of GNM 3<sup>rd</sup> year and B.Sc (N) Interns in College of Nursing, Christian Medical College & Hospital, Ludhiana, Punjab.

### 3.5 Sample & Sampling technique

The total sample size for study was 60 nursing students this includes B.Sc (N) interns and GNM 3<sup>rd</sup> year. 30 students were taken from B.Sc (N) interns and 30 were taken from GNM 3<sup>rd</sup> year. Purposive sampling technique was used by inclusion/ exclusion criteria to select the subjects for the sample. Nursing students of both the control and experimental group were matched in relation to sample characteristics i.e. age, type of course, religion, source of information.

### 3.6 Selection & development of tool

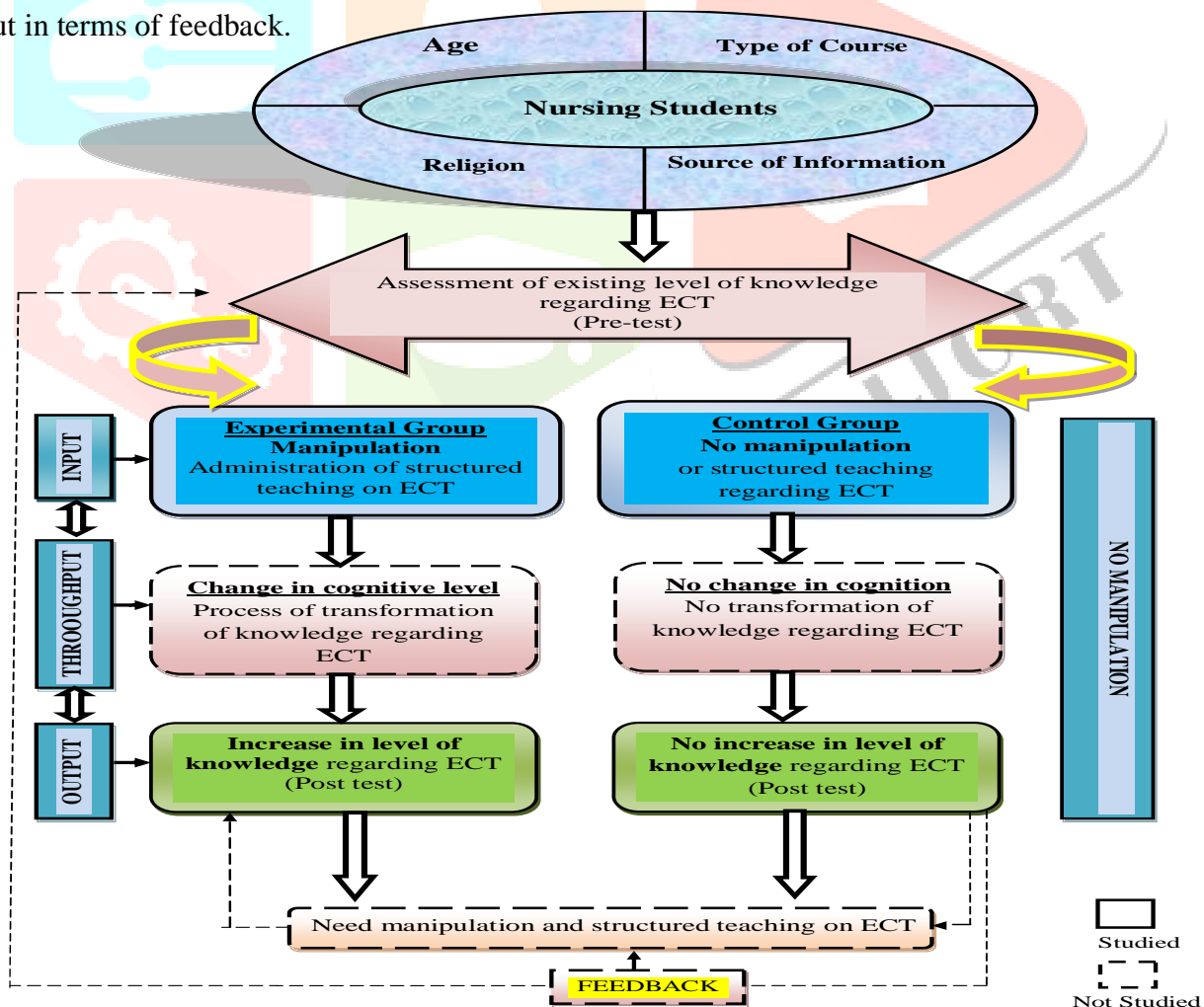
Structured knowledge questionnaire was constructed on the basis of literature review to assess the effectiveness of structured teaching on knowledge of nursing students regarding ECT. The opinion of experts from nursing and medical field is sought for developing the tool. The review of literature provided the basis for construction of tool.

### 3.7 Data collection procedure

The data collection procedure was carried out in the month of February from the nursing students of B.Sc (N) interns and GNM 3<sup>rd</sup> year with the help of a systematically prepared structured questionnaire. The investigator used purposive sampling technique. Sample consists of 60 subjects, 30 in control group and 30 is in experimental group. The investigator introduced her to the respondents and the purpose of the study was well explained to the group before administration of pretest and posttest. Written consent was taken from the samples. They were assured that their information would be kept confidential and used for research purpose only. The investigator clarifies the quires. Pretest was taken first from both control and experimental group. The time given for pretest was and posttest was 20-30 minutes. Posttest of control group was taken on 3<sup>rd</sup> day after pretest and on the next day structured teaching was given to the experimental group with the help of lesson plan and AV aids. The time spent in the structured teaching was 30-40 minutes. The control group was not exposed to structured teaching. The posttest of the experimental group was conducted on 4<sup>th</sup> day after structured teaching.

### 3.8 Conceptual Framework

Conceptual model of the present study is based on general system theory by Ludwig Von Bertalanffy. General System theory by Ludwig Von Bertalanffy, says about human system, subsystem, input, throughput and output in terms of feedback.



IG 1: MODIFILD CONCEPTUAL FRAME WORK BASED ON GENERAL SYSTEM MODEL (LUDWIG VON BERTALANFFY, 1968)

## IV. RESULTS:

Table 1 :Frequency and Percentage distribution of the nursing students according to the sample characteristics

N=60

Sample Characteristics	n	Control (n=30)		Experimental (n=30)		df	$\chi^2$
		%	n	%	n		
<b>1.Age (years)</b>							
a.)19-21	16	53.3	19	63.3			
b.)22-24	13	43.3	10	33.3	2		0.648 <sup>NS</sup>
c.)>24	1	3.3	1	3.3			
<b>2.Training course</b>							
a.)B.Sc (N)	14	6.6	17	56.6	1		0.601 <sup>NS</sup>
b.)GNM	16	53.3	13	43.3			
<b>3.Religion</b>							
a.)Hindu	9	30	5	16.6			
b.)Sikh	9	30	5	16.6	2		0.117 <sup>NS</sup>
b.)Christian	12	40	20	66.6			
<b>4.Source of information</b>							
a.) TV/ Internet	19	63.3	18	60			
b.) Journal/ Magazine, newspaper	3	10	5	16.6	2		0.593 <sup>NS</sup>
c) Parents/ Relatives/ Friends	8	26.6	7	23.3			

NS: Non significant p&lt;0.05 level

Table 2 :Frequency and percentage distribution of nursing students according to levels of knowledge among control and experimental group

Levels of Knowledge	Score (%)	Control Group				Experimental Group			
		Pretest		Posttest		Pretest		Posttest	
		n	%	n	%	n	%	n	%
Excellent	≥80	-	-	-	-	-	-	12	40
Good	65-79	-	-	-	-	-	-	11	36.6
Average	51-64	10	33.3	12	40	12	40	7	23.3
Below average	≤50	20	67.2	18	60	18	60	-	-

Maximum score : 38

Minimum score: 0

The result depicts comparison of Pretest and posttest Mean knowledge score of Nursing Students regarding ECT among control and experimental group. In the control group Pretest mean score of nursing students regarding ECT was 17.86 and posttest mean knowledge score was 17.3. The difference between the pretest and posttest mean knowledge score in control group was statically non significant. In the experimental group the pretest mean knowledge score was 17.53 and posttest mean knowledge score was 27.2 .the



difference between the pretest and posttest mean knowledge score of experimental group was statistically highly significant at  $p < 0.001$  level.

The difference of pretest mean knowledge score of nursing students in control and experimental group was non – significant at  $p < 0.05$  level of significance. The difference of the posttest mean knowledge score of nursing students in control and experimental group was statically highly significant at  $p < 0.001$  level.

Hence it was concluded that although control group had higher pretest mean knowledge score, after administering structured teaching programme to the experimental group posttest knowledge of nursing students increased.

## V. CONCLUSION

In pretest control group the knowledge of maximum number of nursing students was below average (67.2%) followed by average (33.3) knowledge regarding ECT. In the pretest experimental group, maximum number of nursing students was below average (60%) followed by average (40%) knowledge score regarding ECT. In the posttest control group, the knowledge score of majority of nursing students was (60%) below average followed by (40%) average. In the posttest experimental group, majority of nursing students have (40%) excellent, followed by (36.6%) good, and (23.3) average knowledge score regarding ECT. Hence it was concluded that majority of the nursing students in control group had below average knowledge in pretest and posttest. It shows that there was no increase in the knowledge of nursing students in posttest among control group regarding ECT. In experimental group majority of nursing students had below average knowledge in pretest and had excellent knowledge regarding ECT in posttest. It was concluded that structured teaching programme had an impact on the knowledge of nursing students regarding ECT.

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