

## EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING LIFE-SAVING DRUGS AMONG STUDENTS STUDYING BSC(NURSING) IN SELECTED COLLEGE AT CHENNAI

*B. Tamilarasi<sup>1</sup> & V. Vathana<sup>2</sup>*

*<sup>1</sup>Principal, Madha College of Nursing, Chennai, Tamil Nadu, India*

*<sup>2</sup>Professor, Madha College of Nursing, Chennai, Tamil Nadu, India*

### **ABSTRACT**

*A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body. Life-saving drugs are emergency drugs that require immediate administration in a medical emergency. Medicines which have the potential to sustain life and prevent further complications. The present study aimed to assess the effectiveness of structured teaching programme on knowledge regarding life-saving drugs among students studying BSc(Nursing) students. There were 30 BSc (N) nursing students who fulfilled the inclusion criteria were selected randomly. The pre-test was assessed using a semi-structured questionnaire and the structured teaching programme was given to the students, after that post-test was conducted. The result showed that the mean level of knowledge was 11 with a standard deviation of 3.549 in the pre-test and 17.5 with a standard deviation of 4.88 in post-test, there was a statistically highly significant difference with paired 't' value of 8.45 at  $p < .005$  level.*

**KEYWORDS:** *Pre-Experimental, One Group Pre-Test Post-Test Design was Selected*

---

### **Article History**

**Received: 23 Jan 2018 | Revised: 30 Oct 2018 | Accepted: 03 Nov 2018**

---

### **INTRODUCTION**

Drug plays an important role in the management of any diseases, especially in critical care conditions. The administration of medicine is a unique responsibility of the nurse. The vital responsibility of the nurse to administer safe medications to the patients. The nurse needs to know about the patients medicine and the effects of the particular drugs, and the side effects develop and the symptoms of over dosage, and the untoward reactions, the dosage and the usual channel of administration. According to Williams(1990) stated that Modern drug therapy can be highly complex and desired therapeutic effect can be achieved only if everyone involved in prescribing, supplying and administration has the necessary information on the dosage and properties of the particular.

Medication administration is a core function of nursing practice, where nurses must possess good knowledge and skill in administering medications. Ability to administer medication is one of the core competencies needed by the nurses. The nurses are totally responsible for medication errors. So it is necessary for all the registered nurses to know about the medications administration, to refresh and update their knowledge, strengthen their skills and enhance their competency.

## OBJECTIVES

- To assess the pre-test level of knowledge regarding life-saving medications among students studying BSc(N) in selected nursing colleges at Chennai.
- 2. To assess the post-test level of knowledge regarding life-saving medications among students studying BSc(N) in selected nursing colleges at Chennai.
- To find the association between pre-test and post-test level of knowledge regarding life-saving medications among students studying BSc (N) in selected nursing colleges at Chennai.
- To determine the effectiveness of structured teaching programme regarding life-saving medications among students studying BSc (N) in selected nursing colleges at Chennai.

## HYPOTHESIS

There is a significant association between the structured teaching programme and the level of knowledge regarding life-saving medications among nursing students.

## METHODOLOGY

The quantitative research approach was adopted for the study. Pre-experimental one group pre-test post-test design was selected. 30 nursing students were randomly chosen using lottery the method who fulfilled the inclusion criteria. An interview schedule was used to collect the demographic variables and the knowledge was assessed using a semi-structured questionnaire. After the pre-test, structured teaching programme was given to the students and post-test was done using the same tool.

## RESULTS AND FINDINGS

**Table 1: Frequency and Percentage Distribution of Pretest Level of Knowledge Regarding Life Saving Medications among Nursing Students N=30**

Pre-Test Level of Knowledge	Frequency	Percentage (%)
Adequate (<50%)	-	-
Moderately Adequate (51% - 75%)	22	73
Inadequate (>75%)	8	27

Table 1 shows that 22 (73%) of them had the moderately adequate knowledge, 8 (27%) of them had inadequate knowledge and no one had adequate knowledge during the pre-test.

**Table 2: Frequency and Percentage Distribution of post-Test Level of Knowledge Regarding Life Saving Medications among Nursing Students N=30**

Post-Test Level of Knowledge	Frequency	Percentage (%)
Adequate (<50%)	14	47
Moderately Adequate (51% - 75%)	16	53
Inadequate (>75%)	-	-

Table 2 shows that 14 (47%) of them had the adequate knowledge, 16 (53%) of them had moderately adequate knowledge and no one had inadequate knowledge during the post-test.

**Table 3: Comparison of Mean Score and Standard Deviation between Pre-Test and Post-Test Level of Knowledge Regarding Life-Saving Medications among Nursing Students N=30**

Level of Knowledge	Mean Score	Standard Deviation	Paired 'T' Test
Pre-test	11	3.549	t = -8.45
Post-test	17.5	4.88	df=29

The mean score of the post-test level of knowledge is 17.5 with standard deviation of 4.88. The paired 't' value of 29.00 shows that there is a very highly significant difference between the level of knowledge and the structured teaching programme on among nursing students.

The above table shows that - 8.45 of freedom for the 0.05 level of significance table value 2.05 is the lower than calculated value -8.45. The pretest and posttest value shows that structured teaching programme regarding life-saving drugs was effective..

### CONCLUSIONS

There was an increase in the level of knowledge regarding life-saving medication among nursing students after the structured teaching programme. Hence the structured teaching programme on life-saving medication among nursing students was found to be effective.

### REFERENCES

1. *Health, Hazel (1995), Potter and Perry's foundations in nursing theory and practice,*
2. *De Boer AG, Moolenaar F, Deleede LG, Breimer DD (1982) "Drug administration : clinical pharmacokinetics considerations.*
3. *Van Hoogdalem EJ, De Boer AG Breimer DD (1991)" pharmacokinetics of drug administration*
4. *Malenka, Eric J. Nestler, Steven E, Hymen, Robert c,(2009). Molecular neuropharmacology : a foundation for clinical neuroscience (2<sup>nd</sup> edi)*
5. *Quinn Di wodak A Day Ro (1997). "pharmacokinetics and pharmacodynamics principles of illicit drugs use and treatment of illicit drug users," clinical pharmacokinetics*
6. *"White Oak campus information" drug administration February 9, 2011*
7. *"Richert, Lucas(2009)." Reagan Regulation, and the FDA the food and drug administration response to 1980 - 1990*

