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A Study To Assess The Effectiveness Of Self-Instructional Module (SIM) On Knowledge Regarding Nursing Management Of Congestive Cardiac Failure Among Staff Nurses

Sukhdeep Kaur[1], Dr. Nar Singh Malav[2]

[1]Sukhdeep Kaur, Research Scholar, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh, Punjab

[2]Dr. Nar Singh Malav, Professor, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh, Punjab

Abstract

The study aimed to assess the effectiveness of a Self-Instructional Module (SIM) on improving the knowledge of staff nurses regarding the nursing management of congestive cardiac failure (CCF). A quasi-experimental pre-test post-test control group design was used with 60 staff nurses. Findings showed significant improvement in knowledge scores in the experimental group compared to the control group. The study concludes that SIM is an effective educational tool.

Keywords

Congestive Cardiac Failure, Self-Instructional Module, Nursing Management, Staff Nurses

Introduction

Congestive Cardiac Failure (CCF) remains a major burden on the healthcare system. Nurses play a critical role in identifying, monitoring, and providing appropriate care to patients. However, research shows gaps in knowledge among staff nurses. This study evaluates the effectiveness of a Self-Instructional Module (SIM) in improving knowledge regarding nursing management of CCF.

Methodology

The study adopted a quantitative research approach to objectively measure the effectiveness of a Self-Instructional Module (SIM) on the knowledge of staff nurses regarding the nursing management of congestive cardiac failure. A quasi-experimental pre-test post-test two-group design was used, consisting of an experimental group receiving the intervention and a control group receiving no intervention. The study was conducted in two separate settings to avoid contamination: the experimental group was selected from Max Multi Speciality Hospital, Mohali, while the control group was selected from Civil Hospital, Mohali, both in Punjab. The target population included all staff nurses working in selected hospitals of District Mohali. A total sample of 60 staff nurses was selected using a convenience sampling

technique, with 30 nurses in the experimental group and 30 in the control group. Data were collected using a structured knowledge questionnaire developed through extensive literature review, expert validation, and pilot testing.

Results

Table 1: Comparison of Pre-test and Post-test Mean Knowledge Scores

Group	Pre-test Mean ± SD	Post-test Mean ± SD	t-value	p-value
Experimental	21.0 ± 4.2	35.5 ± 4.2	11.810	<0.001
Control	21.0 ± 5.5	21.3 ± 5.1	0.027	0.979

Table: 1 shows that the Pre-test mean knowledge scores of the experimental (21.0±4.2) and control groups (21.0±5.5) were similar. However, the post-test mean score of the experimental group increased significantly to 35.5±4.2, while the control group showed no significant improvement (21.3±5.1). The computed t-value of 11.810 at $p<0.001$ indicates a statistically significant effect of the SIM. No significant association was found between demographic variables and post-test knowledge scores.

Discussion

The findings of the study demonstrate that the Self Instructional Module was effective in improving the knowledge of staff nurses regarding the nursing management of CCF. These findings align with previous studies that reported positive outcomes of educational modules on cardiac nursing care. The improvement was observed across all knowledge domains including anatomy, pathophysiology, signs and symptoms, diagnostic evaluation, and nursing management of CCF.

Conclusion

The Self-Instructional Module significantly enhanced the knowledge of staff nurses. Incorporation of SIM training in hospitals is highly recommended.

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