

A Pre-Experimental Study to Determine the Efficacy of a Structured Teaching Program on Knowledge and Practices Regarding Bag Technique Among Nursing Students at Rayat Bahra College of Nursing, District Mohali, Punjab

Sain Priya^{1,*}, Navjot Kaur², Vijayata³

Abstract

The nursing bag is a vital tool for public health and community health nurses. The public health bag is an essential and the bag contains the fundamental content for a home visit. The aim of the study was to assess the effectiveness of structured teaching program on knowledge and practices regarding bag technique among nursing students. A Quantitative approach, pre-experimental one group pre-test, post-test research design was adopted to conduct the study. Purposive sampling technique was used to select 100 samples to assess the knowledge and practices. Structured Teaching Program was given after pre-test through lecture-cum-discussion with the use of charts, flash cards, pamphlets and blackboard. On the same day, post-test was conducted using the same knowledge and effectiveness tool. Data analysis was done by using descriptive and inferential statistics. The findings of the study showed that there was significant difference between pre-test and post-test knowledge score and practice score of subjects. Findings revealed that in the group, the post-test mean knowledge score (13.76 ± 2.48) was higher than pre-test mean knowledge score (7.89 ± 2.01) and the calculated t value was (15.071). The research hypothesis was accepted. However, the mean practice scores increased from (6.98 ± 2.26) in Pre-test to (11.45 ± 2.20) in Post-test marking a significant difference as t-value (15.071) was found significant at 0.01 level. The result of intervention proved that Post-test Practice score of nursing students was good as compared to Pre-test Practice score. There was significant effect of structured teaching program on the knowledge and practices score among nursing students regarding bag technique. This revealed that the structured teaching program was effective in improving the knowledge of Bag technique. There was significant association between pre-test knowledge score with socio demographic variables like class, all other demographic variables were found non-significant.

*Author for Correspondence

Sain Priya

E-mail: saainpriya705@gmail.com

¹Research Scholar, Department of Nursing, Bce Ess. college of Nursing Jammu, India

²Research Scholar, Department of Nursing, Ayat and Bhamra college of Nursing distt. Mohali, Punjab, India

³Research scholar, Department of Nursing, Bce Ess. College of Nursing Jammu, India

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Keywords: Structured Teaching Program, Nursing students, Effectiveness, Knowledge, demographic variables.

INTRODUCTION

The bag technique is a tool by which the nurses, during her visit will empower her to perform a nursing procedure effortlessly to save time and efforts with end view on rendering effective nursing care of client [1].

The community health nursing bag is additionally called as a home medical care bag,

Teaching And Ableing In Nursing Practice An Experimental Approach

Martha J. Bradshaw, Arlene Lowenstein



Teaching And Abebing In Nursing Practice An Experimental Approach:

Teaching and Assessing in Nursing Practice Neil Kenworthy, Peter J. Nicklin, 1988 Teaching and Assessing in Nursing Practice Peter J. Nicklin, Neil Kenworthy, 2000 This book provides an easy to read guide to the requirements of teaching in practice courses It provides a balance of educational theory with practice and uses an experiential approach which recognises the stages through which learners progress and encourages them to reflect on and apply the principles to their own experiences **Teaching and Assessing in Nursing Practice** Peter J. Nicklin, 2000 **Teaching Evidence-Based Practice in Nursing** Rona Levin, Harriet R. Feldman, Harriet Feldman, 2012-11-16 Awarded second place in the 2013 AJN Book of the Year Awards in the Nursing Education Continuing Education category This AJN award winning text is the only book to teach evidence based practice EBP content grounded in a tested philosophy of teaching and learning It provides the tools perspective and context for health educators and practitioners to implement evidence based care practices and evaluate their efficacy Reflecting four years of successful experiences in helping academic agencies understand and implement EBP this new edition has been reorganized to include updated information and five new chapters It stresses the importance of mentorship in creating EBP and illustrates how mentorship can be designed and implemented to promote EBP The text clarifies three principal values How to integrate EBP into academic curricula How to implement an EBP model in clinical settings for graduate second career and CE students How to address teaching and learning strategies for specific user groups Teaching Evidence Based Practice in Nursing will be of value to clinical and academic educators educational and clinical administrators unit managers students attending CE programs and students in nursing education graduate programs Key Features Revises and expands upon AJN Book of the Year Award first edition Reflects knowledge gained from four years of successful experiences in teaching and learning EBP since publication of first edition Provides comprehensive and innovative strategies for mentoring and teaching EBP in education and practice scenarios Describes how to implement EBP at undergraduate levels for second career students and in continuing education **Health Teaching in Nursing Practice** Marlyn Duncan Boyd, 1998 MSN BSN AND DIP Providing a complete foundation for the process of health teaching this book focuses on both health promotion and illness This third edition covers the ever increasing knowledge about the relationship of lifestyle behaviors and certain diseases It also details education about health promoting and illness preventing behaviors Specific tools and guidelines are included through out the text to aid in assessment planning implementation and evaluation of teaching **Teaching in Nursing Practice** Nancy I. Whitman, 1986 Innovative Teaching Strategies in Nursing and Related Health Professions Martha Bradshaw, Beth L. Hultquist, 2016-07-29 Innovative Teaching Strategies in Nursing and Related Health Professions Seventh Edition details a wealth of teaching strategies focusing on incorporating technology into the classroom including the use of Web 2 0 technologies like blogs and podcasts Chapters on blended learning and study abroad programs are featured enabling students to gain a more diverse and increased global perspective Highlighting

innovative teaching techniques for various learning environments and real world illustrations of the strategies in use this text goes beyond theory to offer practical application principles that educators can count on The Seventh Edition includes two new chapters Teaching through Storytelling and Giving and Receiving Evaluation Feedback *Evidence-based Teaching* Virginia R. Cassidy, 1999 Analyzes current educational research in subjects including the basics of evidence based teaching mentorship in nursing education the teaching of psychomotor nursing skills in simulated learning labs academic dishonesty and prediction of success on the registered nurse licensure examination Ann *Teaching and Learning in Nursing* Gregor Stiglic, Majda Pajnkihar, Dominika Vrbnjak, 2017-05-17 A significant body of knowledge is the basis for a holistic caring and scientific evidence based nursing education in practice for professional development Quality teaching leads to good learning and both aspects are two of the main issues of quality assurance in nursing education today To begin with not all nursing students have the same levels of motivation or learning abilities It is with cognisance of providing quality care for patients that the role of the nurse educator has to be to enhance nursing students learning using scientific evidence based teaching Research around teaching and learning processes is an important part of the delivery of quality education which in turn impacts on students learning results and experiences thereby ensuring holistic biopsychosocial care to patients The main aim of teaching and learning in nursing at all levels is to enhance the nurses contribution to assist the individuals families and communities in promoting and preserving health well being and to efficiently respond to illnesses We hope that this book can be used as a resource to increase the body of knowledge in teaching and learning in nursing thereby enhancing the role and contribution of health care professionals to clinical practice *Innovative Teaching Strategies in Nursing and Related Health Professions* Martha J. Bradshaw, Arlene Lowenstein, 2013-09-13 Innovative Teaching Strategies in Nursing and Related Health Professions Sixth Edition is focused on providing in depth coverage around teaching learning and evaluation strategies for Nurse Educators and health professionals The text addresses different styles of learning diversity in the classroom and critical thinking Creative and innovative strategies and techniques are woven throughout the text with an emphasis on the importance of simulation in the classroom The authors bring key concepts to life by including specific examples and suggestions for how to implement teaching strategies how to identify types of learners as well as how to predict potential issues or challenges with each strategy The Sixth Edition addresses specific teaching learning strategies for traditional classroom settings the clinical arena and through the use of technology for both web based and virtual simulation The new edition focuses on the strategy behind the use of technology to help the students understand how it helps to promote learning and engagement Innovative Teaching Strategies in Nursing and Related Health Professions Sixth Edition is appropriate for all graduate level courses for health professions educators A unique quality of this text is that it can be used in any health professions program other than nursing No other Health professions education text acknowledges fields other than nursing This text is widely used by students who practice and teach in a variety of health professions and is viewed as

an integral resource for their professional development

Key Features

- Provides specific examples and suggestions for how or when to use particular teaching strategies according to type of learner in the classroom
- Addresses trends in health care and education of health professionals
- Reference is made to the 2003 report from the Institute of Medicine on health professions education
- Examples throughout point to the changing nature of patient care and show how to prepare students to practice in diverse settings
- Discusses the use of Library Resources
- Includes coverage of the education of health professionals
- New to this Edition
- Clinical Reasoning
- Research and teaching the strategies of searching written by a Research Librarian
- Innovation of new teaching methods and technologies
- Emphasis on simulation
- Extensive revision of Concept Mapping chapter along with information on how to grade a student's map
- Teaching preparation and the use of resources
- Synchronous Learning

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Table of Contents Teaching And Abebing In Nursing Practice An Experimental Approach

1. Understanding the eBook Teaching And Abebing In Nursing Practice An Experimental Approach
 - The Rise of Digital Reading Teaching And Abebing In Nursing Practice An Experimental Approach
 - Advantages of eBooks Over Traditional Books
2. Identifying Teaching And Abebing In Nursing Practice An Experimental Approach
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teaching And Abebing In Nursing Practice An Experimental Approach
 - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching And Abebing In Nursing Practice An Experimental Approach

- Personalized Recommendations
 - Teaching And Abebing In Nursing Practice An Experimental Approach User Reviews and Ratings
 - Teaching And Abebing In Nursing Practice An Experimental Approach and Bestseller Lists
5. Accessing Teaching And Abebing In Nursing Practice An Experimental Approach Free and Paid eBooks
 - Teaching And Abebing In Nursing Practice An Experimental Approach Public Domain eBooks
 - Teaching And Abebing In Nursing Practice An Experimental Approach eBook Subscription Services
 - Teaching And Abebing In Nursing Practice An Experimental Approach Budget-Friendly Options
 6. Navigating Teaching And Abebing In Nursing Practice An Experimental Approach eBook Formats
 - ePub, PDF, MOBI, and More
 - Teaching And Abebing In Nursing Practice An Experimental Approach Compatibility with Devices
 - Teaching And Abebing In Nursing Practice An Experimental Approach Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teaching And Abebing In Nursing Practice An Experimental Approach
 - Highlighting and Note-Taking Teaching And Abebing In Nursing Practice An Experimental Approach
 - Interactive Elements Teaching And Abebing In Nursing Practice An Experimental Approach
 8. Staying Engaged with Teaching And Abebing In Nursing Practice An Experimental Approach
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teaching And Abebing In Nursing Practice An Experimental Approach
 9. Balancing eBooks and Physical Books Teaching And Abebing In Nursing Practice An Experimental Approach
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teaching And Abebing In Nursing Practice An Experimental Approach
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Teaching And Abebing In Nursing Practice An Experimental Approach
 - Setting Reading Goals Teaching And Abebing In Nursing Practice An Experimental Approach
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Teaching And Abebing In Nursing Practice An Experimental Approach

- Fact-Checking eBook Content of Teaching And Abebing In Nursing Practice An Experimental Approach
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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