

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.

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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,

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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 **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 in Nursing Practice Nancy I. Whitman, 1986 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 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

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Teaching Evidence-Based Practice in Nursing Harriet R. Feldman, Harriet Feldman, Rona Levin, 2005-12-02 Winner of an AJN Book of the Year Award Designated a Doody's Core Title This book includes comprehensive and unique strategies for teaching evidence based practice EBP for all types of learners across a variety of educational and clinical practice settings The concrete examples of teaching assignments provided in the book bring the content alive and serve as a useful detailed guide for how to incorporate this material into meaningful exercises for learners **Innovative Teaching Strategies in**

Nursing and Related Health Professions Debra Hagler, Beth L Hultquist, Martha J Bradshaw, 2024-10 The recent pandemic has driven rapid change in educational technology use while the post pandemic phase has driven a desire for intentional social learning and interaction Revisions will reframe teaching strategies and introduce additional methods to support these developments Key Revision Changes Major changes include emphasis and new content on diversity and inclusion clinical judgment competency based education and virtual augmented reality Authors are to provide a crosswalk of product's solution to the competencies and outcomes expected The most pertinent competencies for users of this text are the NLN Core Competencies of Academic Nurse Educators 2005 *A Nuts-and-bolts Approach to Teaching Nursing* Victoria Schoolcraft, Jeanne Novotny, 2000 This small book is written in a very clear and succinct manner allowing for a great deal of content to be presented in a rather small space It's a good resource of information for those trying to figure out and survive the academic work setting on the 1st edition Nursing and Health Care Here is the revised and updated edition of this down to earth survival manual for those who are teaching for a brief time for those who are new to teaching and for those who need a quick refresher course Brimming with practical pointers and dozens of timesaving tables and checklists this precise volume delineates strategies you will need to make clinical assignments select the right textbook construct and analyze student tests facilitate student learning of technology prepare and present lectures and much more Innovative Teaching Strategies in Nursing Barbara Fuszard, 1995 This textbook offers 31 teaching strategies to help students absorb large amounts of information sharpen analytical skills and develop creative thinking and provides standard alternatives to the lecture method plus all new strategies that have never before been published It shows how to convey heavy content to large groups explains how to teach with each new strategy step by step and describes how others have applied these strategies with success

An Experimental Approach to Teaching the Student Practical Nurse by the Programmed Method of Instruction Catherine Corcoran, 1964 **Innovative Teaching Strategies in Nursing and Related Health Professions** Martha J. Bradshaw, Arlene J. Lowenstein, 2007 The Fourth Edition of this popular text expands on the third by taking an in

depth look at teaching strategies appropriate for educators working in all health related professions Chapters present a broad range of strategies as well as the learning environment to best use the strategies detailed practical and theoretical information about the strategies how to deal with problems that could occur specific examples of the strategies as they have been used and resources available for further information Focusing on innovation creativity and evaluation the strategies are developed for use in traditional classroom settings technology based settings and clinical settings *Clinical Teaching in Nursing Education* Dorothy E. Reilly, Marilyn H. Oermann, 1999 Rests on the claim that nursing education policy decisions are neither content nor process driven but instead driven by the nature of nursing practice and the educational experience The second edition maintaining the same format as the first but adding materials explores the dynamics of teacher l

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student centered competencies and nursing education accreditation standards The text also provides a template and a step by step guide on how to customize the strategies to fit the needs of learners and educators The designs include an emphasis on applications of technologically enhanced innovations in nursing education interdisciplinary collaboration and the use of the humanities and art This text answers the ongoing call for interprofessional education necessary to prepare the next generation of expert nurses in the rapidly changing environment of healthcare Key Features Evidence based research used in the development of each teaching strategy Groundbreaking practices in a variety of environments will challenge the discipline and spark additional innovations throughout nursing Each chapter provides optimal learning outcomes and teaching objectives preparation resources modules of implementation methods to evaluate the effectiveness of each strategy outlined limitations and accreditation standards Instructor s Manual included

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