

Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Prevention of Thrombophlebitis

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Abstract:

Background of the Study: Intravenous catheterization is a procedure to deliver medication into the vein, which is required by almost all patients admitted in the Inpatient department (IPD), but it can lead to some complications like thrombophlebitis. Thrombophlebitis is the inflammation and clot formation in the catheterized vein. Its incidence rates vary widely from 5.3% to 77.5% of all inserted catheters, 27 cases per 100 subjects or 104 cases per 1000 catheter per days. Thrombophlebitis can be caused by mechanical, chemical, or infectious factors at the traumatized branch of the vein around the point of intravenous catheter insertion. In India the current incidence of catheter-associated (peripheral) ST is estimated at 0.5 cases of blood stream infections per 1000 days of a peripherally inserted intravenous device. For non-tunneled, non-medicated, central venous catheters, the incidence is estimated at 2.7 per 1000 intravenous device days. Approximately 4.2% of burn patients experience peripheral ST. Therefore, the research study reveals the effectiveness of structured teaching programme on knowledge regarding prevention of thrombophlebitis among nurses.

Objectives: 1) To assess the pre-test knowledge scores regarding prevention of thrombophlebitis among nurses. 2) To develop and administer the structured teaching programme regarding prevention of thrombophlebitis among nurses. 3) To evaluate the effectiveness of structured teaching programme on knowledge regarding prevention of thrombophlebitis among nurses. 4) To find out the association between mean pre-test knowledge scores regarding prevention of thrombophlebitis and selected socio-demographic variables.

Hypothesis: H₁: There will be a significant difference between mean pre-test and post-test knowledge score regarding the prevention of thrombophlebitis among nurses. H₂: There will be a significant association between mean pre-test knowledge score and selected socio-demographic variables.

Material and Methods: In this study Pre- Experimental design, one group pre-test and post-test design was used. Evaluative approach was used for the present study. This study was conducted at Maharana Bhupal Government Hospital at Udaipur city. Samples were selected by using simple random sampling method. The Sample size for the present study comprised of 60 ICU nurses. The data was collected using structured knowledge questionnaire and after this structured teaching program was administered. After seven days, post-test was conducted using the same structured knowledge questionnaire. Data was analyzed by using descriptive and inferential statistics.

Results: On overall comparison mean pre and post-test level of knowledge among respondents regarding prevention of thrombophlebitis. In the pre-test 30% participants with inadequate knowledge, 63.3% participants were having moderate knowledge and only 6.7% were having adequate knowledge while in post-test 20% participants with moderately adequate knowledge, 80% participants were having adequate knowledge and no one was having inadequate knowledge regarding Prevention of Thrombophlebitis. The mean pre-test knowledge scores were 12.75 with SD 3.53. The mean post-test knowledge scores were 21.53 with SD 2.75. The t-value calculated was 27.08 at df 59. Statistical analysis showed that there was significant difference between mean Pre-test knowledge score and Post-test knowledge score and t calculated value was higher than tabulated value which depicted that the structured teaching program was an effective strategy to enhance knowledge of nurses regarding prevention of thrombophlebitis. There was no significant association between mean pre-test knowledge scores and socio demographic variables such as age in years, gender, educational qualification, work experience, monthly income and care of thrombophlebitis patient.

Conclusion: The knowledge of the Nurses regarding prevention of thrombophlebitis before the administration of the structured teaching program was very low. The structured teaching program significantly increased the knowledge of Nurses regarding prevention of thrombophlebitis. The structured teaching program was an effective strategy to enhance the knowledge of Nurses so these kind of strategies can be used in the hospital to increase knowledge regarding thrombophlebitis to reduce the malpractice and improve intravenous catheter related care.

Keywords: Assess, Knowledge, Effectiveness, Structured Teaching Program, Nurses, and thrombophlebitis