TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAM REGARDING PATIENT SAFETY AMONG STAFF NURSES OF SELECTED HOSPITAL IN METROPOLITAN CITY.

Dhansampada T1, Tapkire2
1,2Designation: Clinical Instructor
M.Sc. Nursing (obgy)
I.N.E.R,T.M.V,Gultekdi,Pune-37

ABSTRACT

Planned teaching program is effective in enhancing the knowledge regarding patient safety. A study was conducted to assess the effectiveness of planned teaching program regarding Patient Safety among staff nurses of selected hospital in metropolitan city. Primary Objective is to evaluate the effectiveness of planned teaching program regarding Patient Safety among staff nurses of selected hospital in metropolitan city. Secondary Objective: To assess the pretest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city. To assess the posttest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city. To compare the pretest and posttest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city.


Conclusion: Planned teaching program is effective in enhancing the knowledge regarding patient safety.

I. INTRODUCTION

Unsafe care is a global problem everywhere. WHO Member States, specialized agencies and institutions are working hard to develop solutions that can tackle the most pressing safety concerns. Much has been accomplished, but much more still needs to be done. Innovations and safety practices need to be developed and adopted by health-care staff and institutions. In many cases, they also need to be customized to maintain their efficacy. New interventions are also needed, and the benefits of all these efforts must be evaluated in order to assist decision-makers in making the right choices that lead to improved patient safety. So, safer care needs systematic approaches and methodologies that lead to better understanding of the nature and magnitude of safety problems and of their contributing factors.

In 2008 WHO Patient Safety identified a set of core competencies needed for conducting patient safety research as a basis for improvement. These represent a recognition of the need to strengthen the health task force internationally in order to facilitate systematic improvements in patient safety in all parts of the world. The essence of these competencies is the science of patient safety, the methodologies for epidemiology and health services research and principles for knowledge translation.

How to effectively develop these competencies through tailored training programmers is the basis of this guide. It intends to guide educators in addressing the design and general content areas of training curricula for postgraduate researchers and practitioners aiming to apply those concepts in the area of patient safety. By
providing examples of learning objectives and the necessary steps for course development, educators can choose the specific competencies that need to be taught and the methods that best fit particular cases, based on the learner’s profile, goals and resources.

**Key Words:** Assess, Effectiveness, Planned Teaching Program, Knowledge, And Patient Safety.

II. **OBJECTIVE OF THE STUDY**

**Primary Objective:**
- To evaluate the effectiveness of planned teaching program regarding Patient Safety among staff nurses of selected hospital in metropolitan city.

**Secondary Objective:**
- To assess the pretest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city.
- To assess the posttest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city.
- To compare the pretest and posttest knowledge regarding Patient Safety among staff nurses of selected hospital in metropolitan city.

III. **NEED FOR THE STUDY**

Learners’ background and previous experience are likely to have a strong influence on their motivations for participating in patient safety research, and can thus have a strong impact on the type of training programme to be delivered. As patient safety and improvement science are trans-disciplinary fields, learners could come from a broad range of academic disciplines including health services research, clinical medicine, psychology, epidemiology, economics, engineering and the social sciences. Additionally, learners may come from a variety of professional backgrounds. Some may be academic researchers (e.g., university professors and their teams), who are actively engaged in theoretical research and teaching as their primary pursuits. Others may be operationally-oriented, clinician-researchers (e.g., health-care professionals), who actively engaged in patient care but who also conduct program evaluations to improve care. Finally, there are policy-makers, and health-care managers who are mostly engaged in designing policies or in using research evidence for making care safer on a broader scale. Therefore, any of the following disciplines could be potential learners targeted by this guide.

- Academics interested in conducting research on patient safety.
- Clinician-researchers with an interest in improving the safety of health care through evidence;
- Leaders, policy makers and managers.

It is important to note that the different competencies may be more or less suitable for different professional profiles e.g., clinicians versus academics versus policy-makers. For example, clinicians may already have an understanding of health care and therefore of several patient safety issues (although they may not have previously considered them explicitly as patient safety problems e.g., falls or medication errors). These clinicians will therefore need less detail on the competencies described in Module 1 relating to health-care systems and common problems, for example causes of error, reporting error etc, but may require greater understanding of the design and conduct of research (Module 2). Policy-makers may require greater levels of competence in using research and research findings to make care safer (Module 3). They may, however, be less familiar with research principles and methodologies, so a training programme for this learner profile could emphasize these aspects – for example, methods to measure harm, study design, statistical analysis etc. In contrast, academic epidemiologists may already have a detailed understanding of the design and conduct of research, but may be less familiar with the basic concepts of patient safety. Selecting which competencies to teach this group should take this into account and thus focus more on the foundations of safety science. Managers and policy-makers, as well as patient safety officers and clinicians interested in patient safety improvement, may require greater levels of competence in implementing research findings and evidence to make care safer (Module 3). The choice of which
competencies to include when designing a training programme should be dependent upon the learners to whom it is addressed.

Learners’ current level of expertise may also determine what content is appropriate for a patient safety curriculum. For any given content area, learners may vary from novices who lack understanding of even foundational content, to experienced researchers with little exposure to patient safety issues, to experts in patient safety with little research capacity, or to policy-makers with little understanding of how to translate the results of patient safety research into policy.

**OBJECTIVE OF THE STUDY**

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**TOPIC:**
To assess the effectiveness of planned teaching program regarding Patient Safety among staff nurses of selected hospital in metropolitan city.

**IV. REVIEW OF LITERATURE:**

Shelke M.S. (2016) conducted a study on to assess the effect of health education programmers on knowledge and practices related to common selected reproductive tract infections among the married women in rural area of Pune District. **OBJECTIVES TO THE STUDY:** reproductive tract infections related knowledge to assess in married women, reproductive tract infections related practices to assess in married women. Health education plan to married women related to reproductive tract infections. After health education programmer on knowledge and practices of the women assess effectiveness. Reproductive tract infections To find the association between knowledge and practices **CONCLUSION:** The knowledge of human behavior with an interdisciplinary approach to understand the human needs in the context of wider social problems. It is a total system approach to understand human behavior views man as a product of socio-psychological and cultural factors. It helps to find solutions to problems which arise due to man’s complex nature. Keeping in mind the importance of sociological aspects towards community especially women in rural area investigator thought of reproductive health problems and assessed their existing knowledge and practices regarding this problem and created awareness with the intervention i.e. health education programme so that through community participation we can adopt measures to prevent and control reproductive tract infections and promote and restore their reproductive health. So investigator has considered interdisciplinary approach. **FINDINGS:** finding of the study after health education programme improve the knowledge and practices regarding reproductive tract infections..As there is improvement in practices of the women means knowledge is increases. Self occupation and husband’s occupation. demographic variables is working husbans which were found to have significant association with knowledge of the women regarding reproductive tract infections. Self occupation, monthly family income and the place of delivery are the demographic variables which were found to have significant association with practices of women regarding reproductive tract infections.

Moritz Schreiber, 2014 al. conducted study on Patient safety: the landscape of the global research output and gender distribution. Germany **Objectives to the study** its main objective is to reduce the number of deaths and health damages that are caused by preventable medical errors. To achieve this, it needs better health systems that make mistakes less likely and their effects less detrimental without blaming health workers for failures. Until

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now, there is no in-depth scientometric analysis on this issue that encompasses the interval between 1963 and 2014. Therefore, the aim of this study is to sketch a landscape of the past global research output on patient safety including the gender distribution of the medical discipline of patient safety by interpreting scientometric parameters. Additionally, respective future trends are to be outlined.

**Results showed that** 4079 articles on patient safety were identified in the period from 1900 to 2014. Most articles were published in North America, the UK and Australia. In regard to the overall number of publications, the USA is the leading country, while the output ratio to the population of Switzerland was found to exhibit the best performance. With regard to the ratio of the number of publications to the Gross Domestic Product (GDP) per Capita, the USA remains the leading nation but countries like India and China with a low GDP and high population numbers are also profiting.

**Thus the study concluded that** though the topic is a global matter, the scientific output on patient safety is centered mainly in industrialized countries.

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2 Andermann A et al. conducted study on 2011 Core competencies for patient safety research: a cornerstone for global capacity strengthening. U.S. **OBJECTIVES** of the study are as a first step to strengthen capacity in this area, the authors developed a set of internationally agreed core competencies for patient safety research worldwide. **METHODS**: A multistage process involved developing an initial framework, reviewing the existing literature relating to competencies in patient safety research, conducting a series of consultations with potential end users and international experts in the field from over 35 countries and finally convening a global consensus conference. **RESULTS**: An initial draft list of competencies was grouped into three themes: patient safety, research methods and knowledge translation. The competencies were considered by the WHO Patient Safety task force, by potential end users in developing and transitional countries and by international experts in the field to be relevant, comprehensive, clear, easily adaptable to local contexts and useful for training patient safety researchers internationally. **CONCLUSIONS**: Reducing patient harm worldwide will require long-term sustained efforts to build capacity to enable practical research that addresses local problems and improves patient safety. The first edition of Competencies for Patient Safety Researchers is proposed by WHO Patient Safety as a foundation for strengthening research capacity by guiding the development of training programmes for researchers in the area of patient safety, particularly in developing and transitional countries, where such research is urgently needed.

A K Jha et.al (2010) conducted a study on Patient safety research: an overview of the global evidence..The methods used was Major patient safety topics were identified through a consultative and investigative process and were categorized into the framework of structure, process and outcomes of unsafe care. Lead experts examined current evidence and identified major knowledge gaps re!

Valero Marco AV, Martinez Castill C. (2008), Turkey Stated that They conducted study to staff nurses regarding local anesthesia in arterial puncture nurse’s knowledge and attitudes, the aim of study is to examine attitudes and beliefs among nurses and third-year undergraduate nursing student in hospital training regarding the use of local anesthesia when performing arterial puncture and to assess their knowledge and technique, of arterial puncture for arterial blood gas analysis the study findings reported that knowledge of staff nurses and students regarding how to perform arterial blood extraction for blood gas analysis is insufficient and need to be 19 improved among both nurses and nursing students. So these data should be taken in to consideration when training nurses to perform arterial puncture

Corbridge.et.al (2008) Germany they conducted the study to assess the effectiveness of teaching module specific to arterial blood gas interpretation among the staff nurses of health memorial hospital at Germany, they found that staff nurses knowledge is increased significantly after viewing the teaching module they concluded that the teaching module is newsy for proved continuing education to nurses.
V. METHODOLOGY:

Research Approach: Evaluatary

Type of study design: Pre experimental one group pre testpost test design.

Setting: The study will be conducted in selected hospital in metropolitan city

Duration of study: 1 week

Methods of selection of study subject:

Inclusion criteria:
Staff nurses who are willing to participate in study.
Staff nurses registered in state council.

Exclusion criteria:
Staff nurses who are mentally & chronically ill.

Research Methodology specified & explained for data collection:

Sample Size: 150

Sampling Technique: Non Probability Convenient sampling.


Study instrument/ Data collection tool: Semi structured questioner: Consist of 15 questions to assess the knowledge regarding patient safety among staff nurses.

VI. RESULT AND DATA INTERPRETAION

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INTERPRETATION

1. The calculated mean value of post test is greater than mean value of pretest hence, the null hypothesis is rejected and research hypothesis is accepted. Thus the planned teaching program regarding patient safety among staff nurses of selected hospitals in metropolitan city is effective.

VII. CONCLUSION

Planned teaching program is effective in enhancing the knowledge regarding patient safety.

REFERENCE


