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A study to assess the effectiveness of video assisted teaching module (VATM) regarding knowledge on forceps delivery among staff nurses working in K.R.H hospital, Gwalior, Madhya Pradesh

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Abstract

This study evaluates the impact of a video-assisted teaching module (VATM) on the knowledge of forceps delivery among staff nurses at K.R.H Hospital in Gwalior, Madhya Pradesh. The primary objectives were to assess the baseline knowledge of staff nurses regarding forceps delivery, evaluate the effectiveness of VATM, and examine the correlation between the post-test knowledge scores and demographic variables of the nurses. A pre-experimental design with pre- and post-tests, without a control group, was employed involving 30 staff nurses. Data collection involved a structured questionnaire, with analysis using descriptive and inferential statistics. Results indicated that prior to VATM implementation, the staff nurses had an average knowledge score of 46.70%, which significantly increased to 74.53% post-intervention. Significant differences were found in knowledge scores when compared with demographic factors like total work experience and exposure to in-service education. However, no significant difference was found concerning the knowledge area of 'Meaning and Definition', due to high pre-test scores. This study underscores the effectiveness of VATM in enhancing knowledge regarding forceps delivery among nurses, which could potentially lead to a reduction in caesarean section rates and improve maternal and fetal outcomes.

Keywords: Video-assisted teaching module (VATM), Forceps delivery, Knowledge assessment

Introduction

To preserve the option of forceps delivery, residency training programs must incorporate detailed instruction in forceps techniques and related skills into their curricula. Simulation training can enhance residents understanding of mechanical principles and should logically precede clinical work.

Forceps are sometimes described as “stainless steel salad servers” or large Sugar tongs. They come in two intersecting parts, and have curved end to cradle the baby’s head. There are many different makes and types of forceps. The history of obstetrical forceps is long and often colorful. Sanskrit writing from approximately 1500Bc contains evidence of single and paired instrument. The credit for the invention of the precursor of the modern forceps to be use on live infants goes to Peter Chamberlin of England. (Michael G Ross, Medscape, 2010)

Need for Study

In Gwalior, Madhya Pradesh only 1.71% cases of forceps delivery observed from last five years in Kamla Raja hospital. (Manisha Bakliwal, scholars research library, 2013)

Forceps deliveries were more commonly employed on primigravida 78.26% compared to multipara and the most common indication was delayed second stage of labour. We conclude that maternal and fetal outcome are comparable good with the vaginal delivery. Indicated forceps delivery can reduce the caesarean section rate. No major maternal or fetal morbidity / mortality found due to forceps in study group.

We feel that the entire young obstetrician colleague must know the applications of forceps and should implement in practice to decrease the caesarean section rates. Even nowadays Government of India in providing training course included the forceps and vacuum delivery so as to each the skill. So that medical professionals can help the Nation in lower down the

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Maternal Mortality Rate. So, we can say that the forceps application with all criteria's fulfilled in an expert hand is an Art of Obstetrics and not a dangerous Instrument (Medicine Science 2012;1(3):171-6).

The objectives of the study were

1. To assess the knowledge of staff nurses regarding forceps delivery before implementation of video assisted teaching module.
2. To assess the effectiveness of video assisted teaching module on forceps delivery.
3. To compare the effectiveness of video assisted teaching module on knowledge regarding forceps delivery with demographic variables of staff nurses.
4. To find out the association between the post-test knowledge scores of staff nurses and their demographic variables.

The conceptual framework adopted for the study was based on J.W Kenny's system model.

Materials & Methods

A pre experimental design with pre and post-test without control group and experimental approach was undertaken in Kamla Raja hospital, Gwalior. The data was collected from 30 staff nurses to assess their knowledge on forceps delivery by using structured questionnaire. The collected data were analyzed by using descriptive and inferential statistics.

Results

Findings revealed that most of the staff nurses 50% were in the age group of <25 years, 47% had qualification of G.N.M, (47%) had 1-5 yrs. total work experience, (53%) had no exposure to in service education regarding forceps delivery. Prior to the implementation of video assisted teaching module the staff nurses had average knowledge (46.70%) whereas after implementation of video assisted teaching module the staff nurses had knowledge very good knowledge (74.53%) with the mean difference of 28.83%. Paired "t" value shows significant difference between the pre-test and post-test knowledge scores in all areas except of the area Meaning and Definition. Chi-square test reveals that there was significant association between knowledge scores of staff nurses when compared to Total Work experience, Work experience in clinical area, Exposure to in service education regarding forceps delivery, Source of information.

There was no significant association between knowledge scores of staff nurses when compared to Age, Professional qualification and Work experience in OBG unit.

Conclusion

From the findings it can be concluded that most of the staff nurses 50% were in the age group of <25 years, 47% had qualification of G.N.M, (47%) had 1-5 yrs total work experience, (53%) had no exposure to in service education regarding forceps delivery. Prior to the implementation of video assisted teaching module the staff nurses had average knowledge (46.70%) whereas after implementation of video assisted teaching module the staff nurses had knowledge very good knowledge (74.53%) with the mean difference of 28.83%

Significant difference was found between knowledge scores of staff nurses when compared with age, professional

qualification, total work experience, work experience in clinical area, work experience in OBG unit, exposure to in service education regarding forceps delivery, source of information.

No significant difference was found between pre and post-test knowledge scores of the area Meaning & definition due to its high pre-test scores.

Conflict of Interest

Not available

Financial Support

Not available

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