

Research Article

A Study to Evaluate the Effectiveness of Structured Teaching programme on Palliative Care in Terms of Knowledge among Staff Nurses in Selected Hospital of New Delhi

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A B S T R A C T

Introduction: Nurses play an important role in care of critically ill and dying clients. Lack of knowledge about palliative care is an obstacle to nurses and other health care professionals. Palliative care is an approach that improves the quality of life of patients and their families facing the problems associated with life-threatening illness, through the prevention and relief of suffering by means of early identification, impeccable assessment and treatment of pain and other problems which may be physical, psychological and spiritual.

Objectives of the Study: The main objective of the study was to evaluate the effectiveness of structured teaching programme in terms of knowledge on palliative care among staff nurses.

Methodology: In the current study, quantitative research was used with pre-experimental one group pre-test post-test only design. Sampling was done by non-probability purposive sampling technique. The study was conducted at Multispecialty Govt. Hospital, New Delhi. The sample comprised of 80 staff nurses. The tool used for generating necessary data was modified Palliative Care Quiz for Nurses (PCQN). The validity and reliability of the tool were established. Reliability of the tool was established using KR 20 formula and it was 0.7. The content validity of the tool and structured teaching program was done by giving these to the subject experts and there was 90% agreement among them. On day 1, pre-test including knowledge questionnaire and structured teaching programme was administered. On seventh day, post-test of knowledge was administered in order to evaluate the effectiveness of structured teaching programme.

Result: The data obtained was analysed by using the descriptive and inferential statistics. The findings revealed that there was deficit in knowledge among staff nurses with pre-test mean score=10.712, S.D.=5.0845. After structured teaching programme, there was significant improvement in the knowledge with post-test mean score=28.712, S.D.=1.313.

Conclusion: The findings of the study revealed that structured teaching programme was effective in enhancing the knowledge of staff nurses regarding palliative care.

Keywords: Palliative Care, Structured Teaching Programme, Knowledge

Introduction

The word “palliative” is derived from the Latin word “pallium” meaning cloak’ or ‘cover’. Palliative care has become a distinct specialty for medicine and nursing. Palliative care is useful for patients with various types of diseases. Nurses are present at both the beginning and the end of life, and play a key role in caring for dying patients. That role is seen as one of the most stressful facts of nursing.¹

Palliative care is medical care focused on improving quality of life for terminally ill patients and their families. The goal of this care is to provide comfort and highest-quality life and not only to cure patients, but also address their mental and spiritual needs along with the physical ones.² Palliative care is an attitude which improves the quality of life of patients and their families. It includes life-threatening illness, involving prevention and relief of suffering by means of early identification, perfect assessment and treatment of pain and other physical, psychological, social and spiritual problems.³

Palliative care involves healthcare in many areas like the relief of physical and emotional suffering; improvement of patient-physician, patient-nurse communication and decision-making; and coordinated ongoing care across various healthcare settings-hospital, home, hospice, and chronic care institutes.⁴

Palliative care teams specialize in treating people suffering from the symptoms and stress of serious illnesses such as cancer, congestive heart failure, chronic obstructive pulmonary disease, kidney disease, Alzheimer’s, Parkinson’s, etc. This type of care manages aches and pain, depression, anxiety, fatigue, constipation, nausea, loss of appetite, difficulty in sleeping, anxiety and any other physical or psychological symptoms that may cause distress.⁵

The goal of palliative care is to help people with serious illnesses feel better. It prevents or treats symptoms and side effects of disease and treatment. Palliative care also treats emotional, social, practical, and spiritual problems that illnesses can bring up. Evidence-based practice is a cornerstone of modern health care.⁶

Palliative care is a newly emerged medical specialty and it is different than hospice care. It doesn’t care only the dying patients; instead, it focuses on improving the remaining life with dignity and providing physical and psychological well-being to people of all ages with serious, chronic, and life-threatening illnesses.⁷

Palliative care nursing involves the assessment, diagnosis, and planning and treatment of human beings to real or possibly life-limiting illness and demands a dynamic, compassionate relationship with the patient and family

to reduce pain, agony and suffering. Therefore, palliative nursing is an offshoot of nursing practice that continues to evolve as the art and science of nursing.⁸

Nurses play an important role in care of critically ill and dying clients. Lack of knowledge about palliative care is an obstacle to nurses and other health care professionals.⁹ Palliative care nurses address the complexity of patient and family needs and serve as cost-effective health care coordinators for patients and families with both chronic and life-limiting illnesses, to reduce suffering and improve the quality of living and dying across the lifespan.¹⁰

In light of the above, the present study was undertaken to evaluate the effectiveness of structured teaching programme on palliative care in terms of knowledge among staff nurses in selected hospital of New Delhi. Objectives of the study included evaluation of the effectiveness of structured teaching programme in terms of knowledge on palliative care among staff nurses and to find association between their knowledge and selected demographic variables.

Material and Methods

A quantitative research approach was used in this study to evaluate the effectiveness of structured teaching programme on palliative care in terms of knowledge among staff nurses of Multispecialty Govt. Hospital, New Delhi. Pre experimental, one group pre-test post-test design was used. Subjects were selected by non-probability sampling using purposive sampling technique. The sample comprised of 80 staff nurses. A Modified PCQN (Palliative Care Quiz for Nurses) a standardized tool, created by Ross et al.(1996), at the University of Ottawa, Canada was used as a tool to assess the knowledge on palliative care among staff nurses. For using and modifying the tool, permission was taken from the tool developers. The validity and reliability of the tool were established. Reliability of the tool was established using KR 20 formula and it was 0.7. The content validity of the tool and structured teaching program was done by giving these to the subject experts and there was 90% agreement among them. Structured teaching program was delivered in the form of a power point presentation. Its content included concept, problems in imparting palliative care, importance and barriers in communication as a part of palliative care, pain and symptomatic management and spirituality, and end of life care.

Formal administrative permission was obtained from the administration of selected hospital, New Delhi. Ethical approval to conduct the study was taken from the Institutional Ethics Committee of Jamia Hamdard. Self-introduction and introduction to the nature and purpose of the study was given to staff nurses to obtain free and frank response. Consent from the subjects was taken prior to their participation in the study. Confidentiality of

their response was assured. On day 1, pre-test including knowledge questionnaire was administered. Structured teaching programme was administered on day 1 itself. On seventh day post- test of knowledge was administered in order to evaluate the effectiveness of structured teaching programme. It comprised of 2 sections- Demographic profile of the participants and Structured knowledge questionnaire (30 items), Modified PCQN. The Modified Palliative Care Quiz for Nurses (PCQN) was a thirty question quiz with the choices of true, false and don't know. The scoring was like one point for a right answer and zero point for wrong and don't know answer. The overall score was used to judge participants knowledge level as inadequate (0-23) and adequate (24-30).

Pre-test conducted on the same day, followed by post-test at the gap of 7 days by using the same tool. Data were analysed using descriptive and inferential statistics.

Result

Section I

This section deals with the findings related to description of the demographic characteristics of staff nurses.

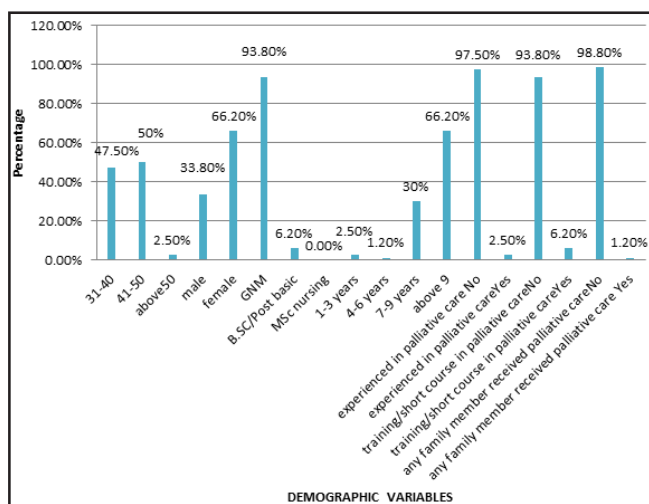


Figure 1. Bar graph showing percentage distribution of staff nurses according to their demographic characteristics

Section II

This section deals with findings related to the effectiveness of structured teaching program related to palliative care in terms of the knowledge among staff nurses.

Frequency and percentage distribution of staff nurses by the level of knowledge based on their pre-test and post-test knowledge scores

The data presented in Figure 2, shows that majority of the subjects 77 (96.25%) had inadequate knowledge,

while 3 (3.75%) had adequate knowledge in pre-test. After administration of structured teaching programme on palliative care among staff nurses, it shows that the majority of staff nurses, 100% had adequate knowledge.

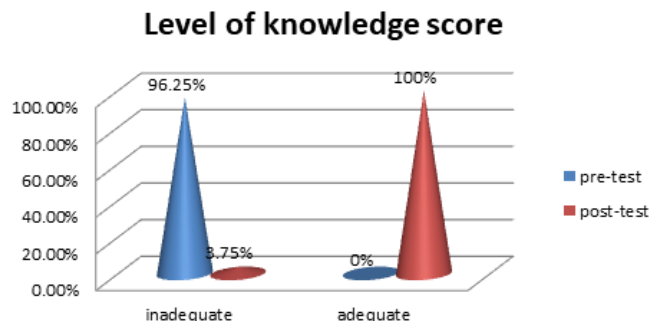


Figure 2. Bar diagram showing percentage distribution of staff nurses by the level knowledge based on their pre-test and post-test knowledge scores

Table 1. Mean, standard deviation and 'z' value between pre-test and post-test knowledge scores of staff nurses

Knowledge score	Mean	Standard deviation	'z' value	'p' value
Pre-test	10.712	5.0845	25.49	0.0001*
Post-test	28.712	1.313		

n=80

'z' at 0.05 level of significance =1.96.

*Significant at 0.05 level of significance.

Data presented in Table 1, shows that mean and standard deviation of the pre-test score are 10.712 and 5.0845 respectively whereas post-test mean and standard deviation are 5.0845 and 1.313, respectively. It is evident from the table that post-test scores are higher than pre-test scores and z value is greater than the table value z(79)=1.96 at 0.05 level of significance. It indicates that the structured teaching programme on palliative care was effective in changing the knowledge of staff nurses.

Section III

This section deals with findings related to the association between post-test knowledge score of staff nurses with selected demographic variables.

The data in Table 2, shows that the association between the level of knowledge of staff nurses and the demographic variables and the Fisher's exact test was applied to determine the association. The p value was more than 0.05 for all the demographic variables which indicates that there is no significant association between the age, professional qualification, years of experience, experience of working in palliative care unit, training/short term course on palliative care and their level of knowledge regarding palliative care.

Table 2. Association between post- test knowledge level of staff nurses and selected demographic variables

Demographic characteristics	Post-test knowledge level		Fisher's exact value	Df	'p' value
	Below mean (score ≤28)	Above mean (score >28)			
Age in years					
31-40	16	25	0.77	2	0.68
41-50	13	25			
Above 50	0	1			
Professional qualification					
GNM	28	47	0.09	1	0.76
BSc/ Post Basic Nursing	1	4			
Working experience (in years)					
1-3	0	2	1.89	3	0.59
4-6	0	1			
7-9	8	15			
Above 9	21	33			
Experience of working in palliative care					
No	29	48	0.21	1	0.64
Yes	1	2			
Training/ short term course on palliative care					
No	28	48	1	1	0.317
Yes	3	1			

Discussion

The present study findings revealed that there was improvement in knowledge of staff nurses regarding palliative care after the administration of structured teaching programme.

The findings of the current study are consistent with the study done by Chari S., Gupta M., et al, who conducted a cross-sectional study, to assess the knowledge and attitude of nursing students towards palliative care. The study also sensitized the students on Palliative Care by conducting a workshop. Care of terminally ill and dying patients requires the skill, knowledge and attitude in the field of palliative care by all health care professionals. The results indicated average to poor knowledge and attitude towards palliative care in nursing students which improved after the workshop on the subject. Current study also revealed that 96.25% staff nurses had inadequate knowledge on palliative care prior to the structured teaching programme and improved significantly after administration of the structured teaching programme.¹¹

A research was conducted by Ayed A., et al. to assess the nurses' knowledge and attitude towards palliative care. The study included 96 nurses. Findings revealed that 20.8% of respondents had good knowledge while 59.4% had taken training of palliative care, and only 6.2% had good attitude towards palliative care. The finding of the study are in agreement with that of the present study as current study results showed that only 3.75% of staff nurses had adequate knowledge regarding palliative care.¹²

A research was conducted by Rajaragupathy S. et al, to assess the awareness of palliative care among undergraduate students of medicine, nursing, pharmacy and physiotherapy. The study included total of 200 students. Findings revealed that basic knowledge about palliative care was inadequate among the undergraduate students related to healthcare. These results are consistent with the present study as 77 (96.25%) nurses had inadequate knowledge, while only 3 (3.75%) had adequate knowledge regarding palliative care.¹³

In a study conducted by Knapp C.A et al on 800 paediatricians in Florida and California it was reported that there was a significant gain of knowledge about the timing

of referrals for children with life-limiting diseases after providing education material to nurses working in oncology department. The findings of the study were in congruence with the present study and hence it was suggested that structured teaching programme was effective method to increase the knowledge.¹⁴

Venkatesan P. et al conducted a quantitative study in a multispecialty hospital to assess the knowledge about palliative care among the nursing professionals using the Palliative Care Knowledge Test (PCKT). The study utilized a self-report questionnaire palliative care knowledge test. The total score was 7.16 (35.8%). The philosophy score was 36.5%, pain score was 34.83%, dyspnoea score was 28.75%, psychiatric score was 45.75% and gastro-intestinal score was 34%. Findings revealed that overall level of knowledge about palliative care was poor, and nurses had relatively better knowledge about psychiatric problems and philosophy than the other aspects indicated in Palliative Care Knowledge Test (PCKT).¹⁵ The current study findings also are in line with this study.

Conclusion

The administration of the structured teaching programme on palliative care was found to be effective in improving knowledge among staff nurses. There was significant difference found in the pre-test and post-test mean scores of staff nurses. Nurses can play an important role in imparting the palliative care and for that they should be adequately trained in this aspect. In the coming years when India is about to have maximum number of elderly population and with that chronic disease burden is also bound to multiply, our health professionals should be ready for the challenge.

Conflict of Interest: None

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