

REVIEWER'S REPORT

Manuscript No.: IJAR-52167

Date: 12-06-2025

Title: Effectiveness of Structured Teaching Program on Home Care Management of HCV

Recommendation:

Accept as it is.....YES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality			√	
Clarity		√		
Significance			√	

Reviewer's Name: Dr Aamina

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Abstract Review:

The abstract clearly states the focus of the study, which is to evaluate a structured teaching program aimed at improving home care management knowledge among hepatitis C patients. The objective, methodology, and key findings are outlined in a coherent and focused manner. The abstract conveys the study's practical and professional implications in nursing practice, education, administration, and research. The use of a pre-experimental design is noted, and the structured approach to assessing knowledge gains is emphasized.

Introduction Review:

The introduction provides a strong justification for the study by highlighting the global and local burden of hepatitis C and the need for effective home care management strategies. It includes

REVIEWER'S REPORT

statistical data from credible sources (e.g., WHO) to contextualize the significance of HCV and outlines the challenges associated with treatment adherence and disease management. The importance of home care and patient education is well-articulated, establishing the rationale for the structured teaching intervention.

Aim and Objectives Review:

The study aim and specific objectives are clearly stated. The alignment between the aim, objectives, and overall study design supports a focused and well-directed investigation. The goal of enhancing patient knowledge to improve health outcomes through education is evident throughout the framework.

Methodology Review:

A pre-experimental one-group pre-test and post-test design is appropriately described. The selection of 100 patients using convenience sampling is noted. The development and use of a self-structured questionnaire to measure knowledge adds clarity to the methodological approach. The study maintains a focus on practical implementation in a clinical OPD setting, reflecting a real-world application of nursing education strategies.

Results and Conclusion Review:

While specific statistical results are not included in the provided abstract and introduction, the conclusion summarizes the broader implications effectively. It underscores the positive impact of structured teaching programs on patient knowledge and connects these findings to various domains of nursing. The conclusion reflects the study's educational and healthcare relevance, particularly in the context of managing chronic infectious diseases like HCV.

Evaluation Summary:

The manuscript presents a meaningful exploration of structured educational interventions in the context of chronic disease management. The integration of clinical relevance, educational

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REVIEWER'S REPORT

theory, and patient-centered care is evident. The work contributes to the ongoing discourse on how structured teaching programs can enhance healthcare outcomes for vulnerable patient populations, especially in settings with significant public health concerns like hepatitis C.
