

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: - <a href="http://www.journalijar.com">www.journalijar.com</a></p> <h2>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p>Article DOI: 10.21474/IJAR01/14292 DOI URL: <a href="http://dx.doi.org/10.21474/IJAR01/14292">http://dx.doi.org/10.21474/IJAR01/14292</a></p>	 <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: <a href="http://www.journalijar.com">http://www.journalijar.com</a> Journal DOI: 10.21474/IJAR01</p>
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### RESEARCH ARTICLE

## EFFECTIVENESS OF PLANNED TEACHING PROGRAM ON THE KNOWLEDGE OF STAFF NURSES REGARDING PREVENTION OF MEDICATION ADMINISTRATIVE ERROR IN SELECTED HOSPITAL AT GANDHINAGAR

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#### Manuscript Info

##### Manuscript History

Received: 18 December 2021  
Final Accepted: 20 January 2022  
Published: February 2022

##### Key words:-

Prevention, Medication, Administrative Error, Staff Nurses, Effectiveness

#### Abstract

A pre- experimental study was conducted to assess the to effectiveness of planned teaching program on the knowledge of staff nurses regarding prevention of medication administrative error in selected hospital at Gandhinagar. The 'general system model' was used as conceptual framework. A quantitative approach with pre- experimental study design was used to achieve the objectives of the study. The sample consisted of 45 from selected areas of Gandhinagar The purposive sampling techniques was used to collect the sample. The Result show that there is significant effect on knowledge of staff nurses regarding prevention of medication administrative error. This study therefore, offers an encouraging. The mean and SD of pre-test was 5.725 and 16.25 whereas the mean and SD of posttest was 1.3957 and 1.1036 The 't' value was 0.05. The study reveals that the effectiveness of planned teaching program on the knowledge of staff nurses regarding prevention of medication administrative error in selected hospital at Gandhinagar has maximum effect and Staff nurses can to improve the knowldge other topics.

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#### Introduction:-

Nrupal Patel et all done study on a study of medication errors in a tertiary care hospitals **objective study was to** determine the nature and types of medication errors (MEs),

#### Materials And Methods:-

**was** a prospective, observational study was conducted in General Medicine and Pediatric ward of Civil Hospital, ahmedabad during October 2012 to January 2014. The case records and treatment charts were reviewed. A total of 1109 patients (511 in Medicine and 598 in Pediatric ward) were included during the study period. **Conclusion was** there is a need to establish ME reporting system to reduce its incidence and improve patient care and safety.<sup>2</sup>

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Dana N Rutledge .et all done study on barriers to medication error reporting among hospital nurses purpose was to report medication error reporting barriers among hospital nurses, and to determine validity and reliability of an existing medication error reporting barriers questionnaire. In 2017 descriptive study was used at a community hospital in California (United States) and **Conclusions was** hospitals need to determine the presence of perceived barriers among nurses using questionnaires such as the medication error reporting barriers and work to encourage better reporting.<sup>3</sup>

### Methodology:-

A Quantitative research approach will be used in the study to effectiveness of planned teaching program on the knowledge of staff nurses regarding prevention of medication administrative error in selected hospital at Gandhinagar A Pre experimental research design was used. It is a quantitative research method. In this study, the Investigator has developed self-structured questionnaire for assessing the knowledge of staff nurses regarding prevention of medication administrative error. The sample consists of 45 samples in selected hospital at Gandhinagar.

A self-structured questionnaire to assess the knowledge of samples on knowledge prevention of medication administrative error included demographic data in the sample such as age, gender, education qualification, clinical experience , department, marital status, in- service education regarding administration of medication and certification course regarding administration of medications. Total items will be 30 and total maximum score will be 30. Each item will carry one Mark. Every correct answer will be given a score of 1 and for wrong answer 0 score. Checklist will check the practice of samples regarding hand hygiene. Total 30 Statements will be given to samples to respond. Favorable answers will be given 1 Point. Unfavorable answers will be given 0 point.

Planned teaching program was developed from the samples. The Planned teaching was divided into broad areas with pictures; the material will be developed in simple English language. The planned teaching was dived in following H<sup>1</sup> method, right formula for calculating drops, hang the bottle on the i.v. stand about high from the bed, six rights for medication, identify correct patient, check order before giving medication, injection angle, insulin color code and most common type of medication error. Group discussion will be adopted as the method of teaching.

### Results:-

**Table 1.1:-** Description of demographic variable of samples.

Age in years				
Age		Frequency		
21-25 years		24		
26-30 years		9		
31-35 years		2		
36-40 years		10		
Gender				
Male		Feamale		
10		35		
Education Qualification				
GNM	B.Sc.	P.B.B.Sc.	M.Sc.	Others
23	16	4	1	1
Clinical Experience				
New Joining	Less than One Years	1 to 3 Years	More than 3 years	
2	4	20	19	
Department				
Emergency	General Ward	ICU/HDU	LDR	Others
2	5	29	4	5
Marital status				
Married			Single	
21			24	
Attained any In- service education regarding administration of medication				
Yes			No	

33	12
<b>Certification course regarding administration of medication</b>	
<b>Yes</b>	<b>No</b>
11	34

Figure 1.1:- Description of Pre- Test Knowledge Score samples.

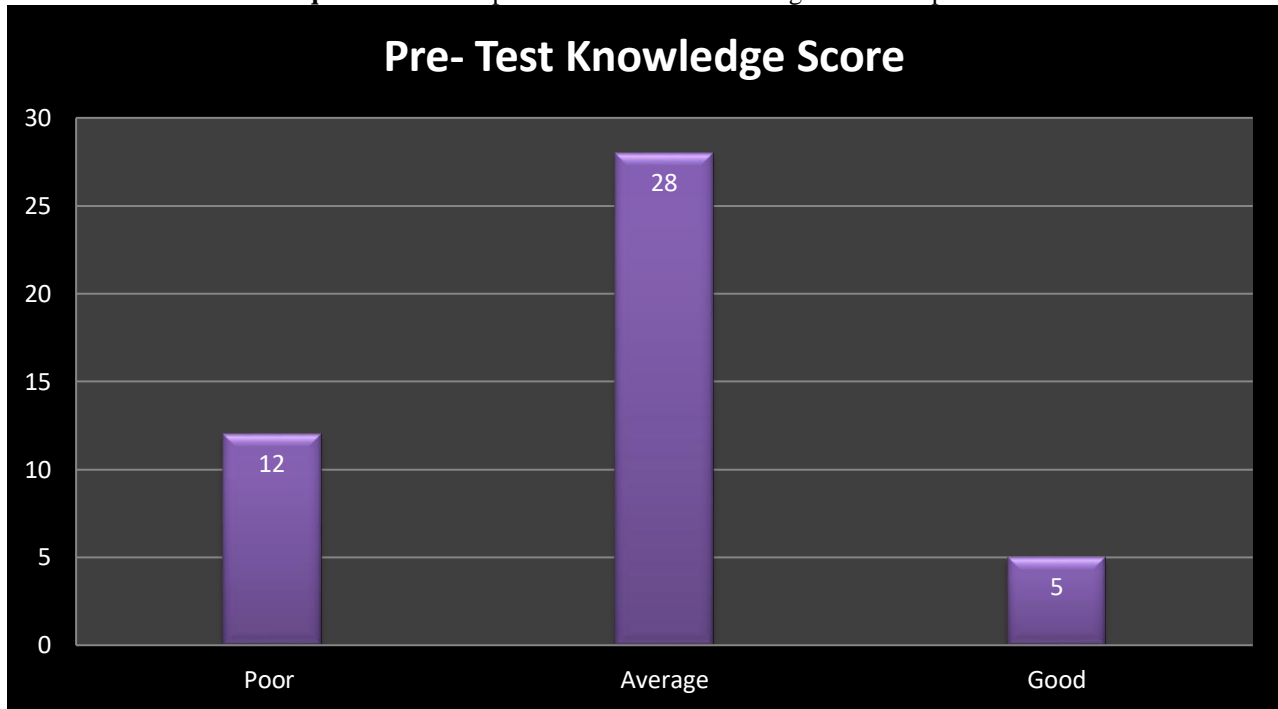
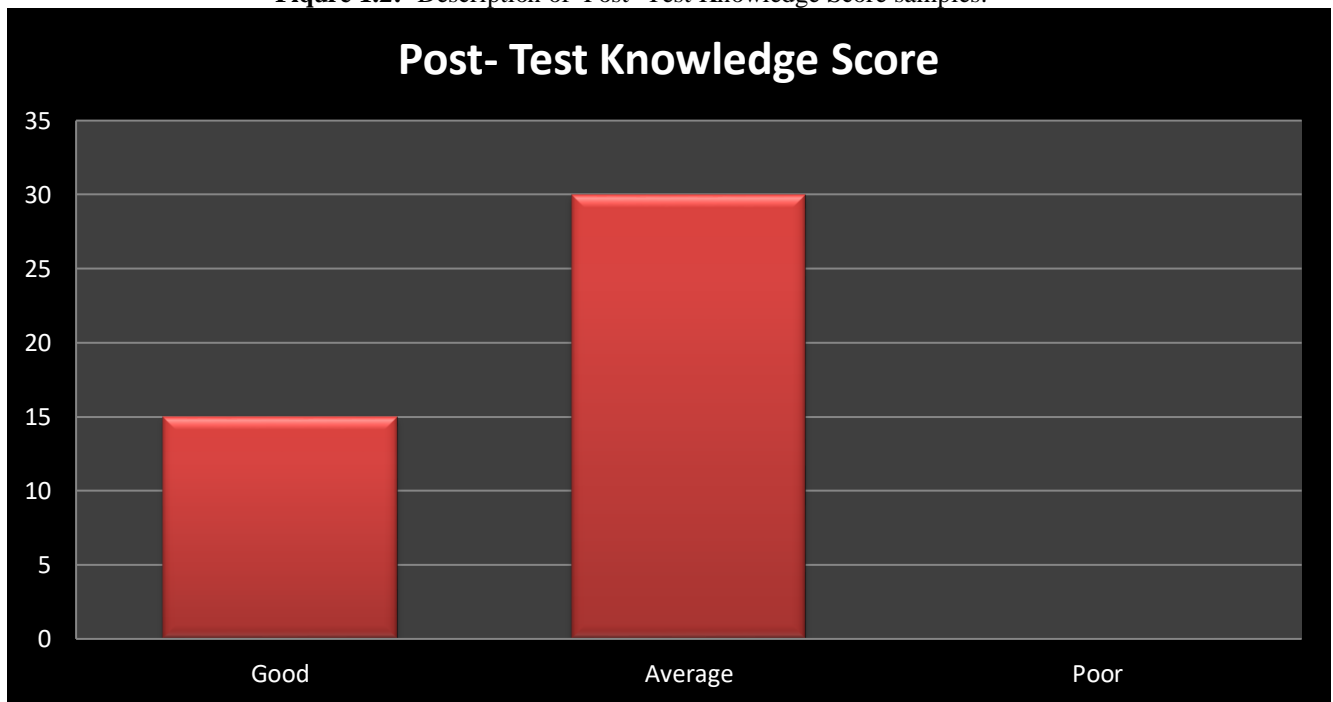


Figure 1.2:- Description of Post- Test Knowledge Score samples.



**Table 1.2:-** Analysis and interpretation of the data.

Knowledge test	Mean	Mean difference	SD	Calculated 't' value	Table 't' Value	Df	Level of significance
Pre test	5.725	10.525	1.3957	37.45	2.04	39	0.05
Post test	16.25		1.1036				

**Discussion:-**

This section evaluated the findings of the present Study in the light of previous research studies. The discussion is organized based on finding of the study. The Conceptual framework of the present study was based on concept of General System Theory.

**Conclusion:-**

The present study assessed the knowledge of staff nurses regarding prevention of medication administrative error selected hospitals of Gandhinagar and concluded that planned teaching is an effective method of improving knowledge among the staff nurses.

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