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RESEARCH ARTICLE

“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON PREVENTION OF DEEP VEIN THROMBOSIS AMONG ORTHOPAEDIC PATIENTS WITHIN JURY OF THE LOWER EXTREMITIES IN SELECTED HOSPITALS, BANGALORE”

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Abstract

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Introduction:-

Deep vein thrombosis (DVT) refers to the formation of one or more blood clots (a blood clot is also known as a “thrombus,” while multiple clots are called “thrombi”) in one of the body’s large veins, most commonly in the lower limbs (e.g., lower leg or calf). The clot(s) can cause partial or complete blocking of circulation in the vein, which in some patients leads to pain, swelling, tenderness, discoloration, or redness of the affected area, and skin that is warm to the touch.

Statistical Data:-

Deep vein thrombosis (DVT) is a major preventable cause of morbidity and mortality worldwide. Venous thromboembolism (VTE), which includes DVT and pulmonary embolism (PE), affects an estimated 1 per 1,000 people and contributes to 60,000–100,000 deaths annually.

Objectives:-

1. To assess the pre-test level of knowledge among orthopedic patients regarding prevention of deep vein thrombosis.
2. To evaluate the effectiveness of structured teaching programme regarding prevention of deep vein thrombosis with post-test.
3. To find association between pretest knowledge scores with selected demographic variables like age, sex, educational status, occupation and income.

Hypotheses:-

1. H₁: There will be a significant difference between pre-test and post-test level of knowledge.
2. H₂: There will be significant association between the knowledge scores of patients and the selected demographic variables.

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Literaturereview:-

Review of literature is an important step in the research project. It provides basis for further investigation, justifies the need for study, throws light on the feasibility of the study, reveals constraints of data collection and relates the findings from the study to another with a hope to establish a comprehensive study of scientific knowledge in a professional discipline, from which valid theories developed.

Methodology

Research design

I. Sample Sample technique and sample size

- Pre-experimental one group pre-test post-test design
- Orthopedic Patients in selected hospital Bangalore.

II. Instrument Data analysis

- Purposive sampling technique was chosen for the study. n=50
- A structured interview knowledge questionnaire

- Descriptive and inferential statistics

CONCEPTUAL FRAMEWORK

GENERAL THEORY SYSTEM

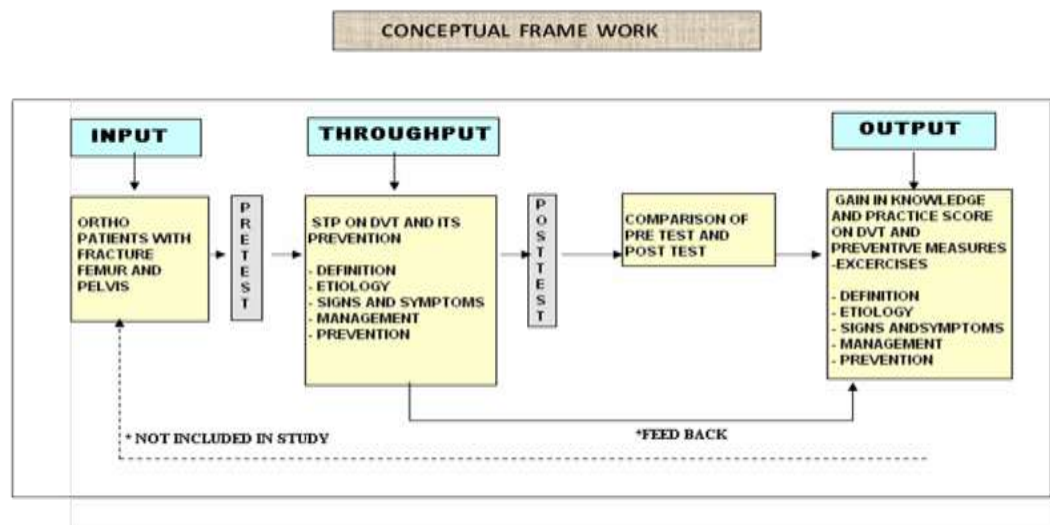


FIG: 1 MODIFIED THEORETICAL FRAME WORK BASED ON THE GENERAL SYSTEM THEORY FOR PREVENTION OF DVT IN ORTHOPEDIC PATIENTS

(DEVELOPED BY LUDWIG VON BERTALANFFY, 1968)

Criteria

Inclusion criteria

1. Orthopedic patients with fractured femur and pelvis.
2. Patients who are willing to participate in the study

Exclusion criteria:

1. Patients with blood clotting disorders.
2. Patients with diabetes mellitus.
3. Patients with hypertension.
4. Patients who are infected.

Instrument Used

Structured questionnaire is used and the description are listed below

1. **Section-A:** Demographic characteristics: - consisted of 8 items used to collect the sample characteristics. The characteristics included were age, gender, educational status, marital status, income, occupation, type of work, medical diagnosis
2. **Section-B:** Structured Interview schedule: - consisted of 40 items regarding knowledge which covered, definition, etiology, clinical manifestation, prevention and management of DVT. Each multiple choice question consists of three options with one correct response. Each item had a score of 1 for the correct answer and 0 for the wrong answer. Maximum score is 40 and Minimum score is 0.
3. **Section-c:** Observation checklist - consisted of 25 items regarding the practice of exercises which covered chest, pelvic, knee and ankle exercises. Each exercise had a score of 1 if it is performed and 0 if it is not performed. Maximum score is 25 and Minimum score is 0.

Structured teaching programme

Teaching plan is a guide for a teacher because it supports to cover the topics comprehensively with proper sequence of points without missing anything.

1. STEPS OF PREPARING STP
2. Setting preliminary information regarding background information of the group.
3. Framing the outline of the teaching plan.
4. Preparing outline of the content.

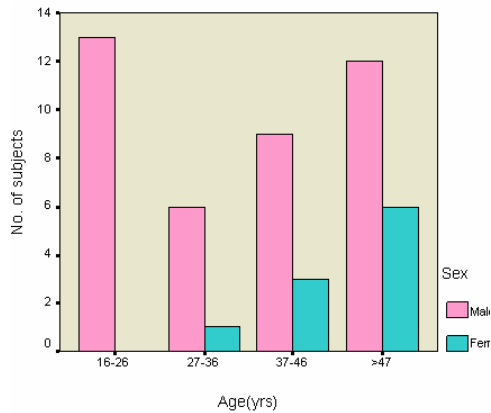
5. Deciding method of instruction and audio visual aids.
6. Evaluation of the teaching plan.
7. Setting preliminary information with regard to background information of the group.

DATA ANALYSIS

Presentation of the Data:

Data are organized in MS Excel worksheet for tabulation and statistical processing.

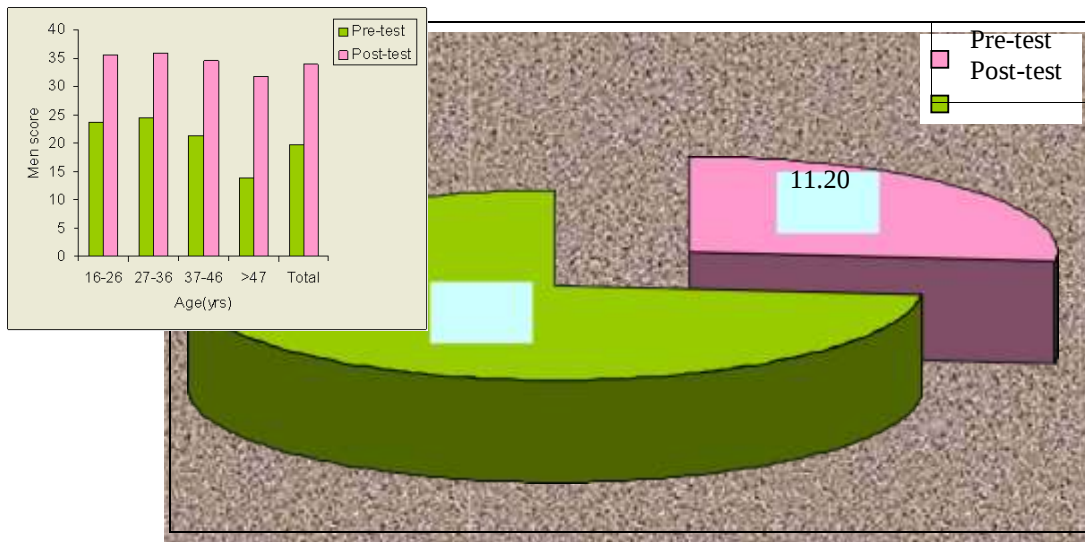
Section A



Age(yrs)	Male	Female	Total
16-26	13	-	13
27-36	6	1	7
37-46	9	3	12
>47	12	6	18
Total	40	10	50

Bar graph showing the age groups distribution

Bar graph showing association between knowledge and age.



Graph showing association between Practice pre and post test score

Age(yrs)	No.ofsubjects	Mean	SD	95% ConfidenceIntervalforMean		F-ratio*	p-value	Inference
				LowerBound	UpperBound			
Pretest								
16-26	13	23.69	5.851	20.16	27.23			
27-36		24.43	5.318	19.51	29.35			

37-46	12	21 .33	9. 029	15.60	27.07	8. 499	<0.00 01	HighlySignifi cant
>47	18	13 .83	4. 567	11.56	16.10			
Tota l	50	19 .68	7. 622	17.51	21.85			
Posttest								
16-26	13	35 .54	3. 382	33.49	37.58			
27-36	7	36 .00	2. 769	33.44	38.56			
37-46	12	34 .58	4. 641	31.63	37.53	3. 817	<0.01 7	Significant
>47	18	31 .67	3. 646	29.85	33.48			
Tota l	50	33 .98	4. 058	32.83	35.13			

Nursing implication**Nursing Practice:**

Nurse plays a vital role in health care delivery system. She is the one who works in the immediate environment with the patients; hence she has the opportunity to identify the needs and problems of the patients. She can provide the necessary supportive and educative care to patients, especially orthopedic patients who are immobilized. Today more emphasis is given on self-reliance and the patients' participation in health care. In order to improve the patients' compliance and partnership, the supportive & educative role of nurse is essential. By using teaching strategies, that is best suited to the patients, nurses can motivate them to improve their knowledge and prevent complications.

Nursing Education:

Nursing education should help the nurses to improve their clinical practice. The effectiveness of STPs should encourage the student nurses in providing information to the orthopedic patients for prevention of DVT. Although nursing curriculum includes course on physiotherapy skills, it needs effort to lay further emphasis on information about prevention of DVT and its complications in detail and on all those who work in orthopedic wards/unit to reduce anxiety by adequate information so as to decrease further complications to which the orthopedic patients often succumb to.

Nursing Administration:

Nurse administrators should take adequate steps in formulating policies in providing patient education during their hospital stay. They should plan for manpower, money, material, methods and time to conduct successful patient educational materials. In service, education should become a regular pattern to the nursing personnel to keep them abreast with prevention of complications.

Nursing Research:

There is a great need of nursing research in the area of patient education, particularly about vascular stasis DVT in immobilized patients as it is one of the causes of morbidity and mortality. Health-related studies need to concentrate on health behaviors & modification of people by developing unique teaching materials. The orthopedic units should take up projects on newer methods of teaching, focusing on people's interest, its quality and cost effectiveness. It also helps to study nurse patient's participation, their need and attitude towards such educative programme.