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Effectiveness of conventional teaching versus video assisted teaching regarding neonatal ET intubation in terms of knowledge and practices among nursing students**Preeti, Uma J Deaver and Parvinder Kaur**
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Introduction: Birth of a child is a special moment of joy for the parents but the first few minutes after birth are full of concern and rapid physiological adaptation. Most babies go through the transition successfully as a matter of routine, however, 10% of babies who do not start breathing immediately and need special care to initiate breathing.

Aims & Objectives: The aim of the study was to assess the knowledge and practices among nursing students. The conceptual framework of the study was based on CIPP (context, input, process and product) model by Stufflebeam.

Methodology & Theoretical Orientation: The research approach adopted for the study was quasi-experimental and design was non-equivalent control group pretest-posttest design. The study was at College and Institute of Nursing, Ambala, Haryana. A total of 64 BSc third year nursing students who were in the age group of 19-24 years selected by simple random technique and conveniently assigned into CT (n=32) and VAT (n=32) group. The tool used for the study consisted of structured performa regarding sample characteristics, structured questionnaire and structured observational checklist to assess the knowledge and practices of students. Data collection was done in January 2017. Descriptive and inferential statistics were used to analyze the data.

Findings: The major findings revealed that within the groups the post test scores were significantly higher than the pre-test scores in both the groups whereas, in comparison, the mean post-test knowledge score of CT group (21.50 ± 3.09) was nearly equal to the mean post-test score of VAT group (21.16 ± 4.07) and mean post-test practice score of CT group (32.47 ± 5.14) was slightly higher than the mean post-test score of VAT group (29.61 ± 6.46) but computed 't' value of mean post-test knowledge and practice score of both CT and VAT group (0.38, 1.90) were found to be statistically non-significant at 0.05 level of significance.

Conclusion & Significance: Both CT and VAT were found to be equally effective in improving knowledge and practices of nursing students regarding neonatal ET intubation. So, VAT can be combined with CT to enhance better learning and skill development of nursing students.

References

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Biography

Preeti is currently an MSc Nursing student, conducted a research project in the fulfillment of her Master' degree in Child Health Nursing. Her open and new constructive ideas help in improving the knowledge and practices. She is also a Member of National Neonatal Forum.

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