

A Study to Assess the Effectiveness of Structured Teaching Programme (GFATM-HIV/AIDS Module) on Knowledge regarding HIV/AIDS/ART among RN/RM Nurses at KMCH College of Nursing, Coimbatore

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ABSTRACT

This paper aims to determine the effectiveness of Structural Teaching Programme on knowledge regarding HIV/AIDS/ART among RN/RM nurses. Objectives: (1) Assess the pre-test knowledge regarding HIV/AIDS/ART (2) Determine the effectiveness of STP on post-test knowledge regarding HIV/AIDS/ART. Assumption: RN/RM nurses have average knowledge regarding HIV/AIDS/ART. Hypothesis: There was a substantial difference between before and after STP on knowledge regarding HIV/AIDS/ART. Methods: One group pretest and post-test experimental design. It was a quasi-experimental design. Sample Size: 30. Results: Good knowledge was gained. Conclusion: GFATM online module has great impact on increasing knowledge regarding HIV/AIDS/ART.

Keywords: global fund for acting against AIDS (GFATM), tuberculosis and malaria, human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), anti-retroviral therapy (ART), structured teaching programme (STP)

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INTRODUCTION

The Global Fund is a financing institution, providing support to countries in the response to the three diseases; we do not implement programs on the ground. Global Fund organization, all based in Geneva, Switzerland, come from all professional backgrounds and from more than 100 different countries [1].

By complicated barriers and embracing innovative approaches, the Global Fund partnership strives for maximum impact. At Work together, we have saved millions of lives and provided prevention, treatment and care services to hundreds of millions

of people, serving to rejuvenate entire communities, strengthen local health systems and improve economies [2, 3].

Only out of partnership and constant evolution can the Global Fund achieve the collective vision of a world free of the burden of HIV, TB and malaria. Partnership means continual growth, driven by mutual respect, shared responsibility and a strong commitment by all [4].

We got GFATM on HIV/AIDS, Trainer of Training held at CMC College of Nursing, Vellore, Tamil Nadu, India. We got training one week before three years. We

implemented the GFATM training to our P.B.B.Sc(N) and M.Sc (N) students for the last 3 Years. In this year we are interested to assess the effectiveness of STP (GFATM) on knowledge regarding HIV/AIDS/ART among RN/RM nurses [5].

Need for the Study

India HIV assessment 2015 account, National adult (15–49 years) HIV prevalence in India is estimated at 0.26% (0.22%–0.32%) in 2015. In 2015, adult HIV predominance is expected at 0.30% among males and at 0.22% among females.

Among the States/UTs, in 2015, Manipur has shown the highest estimated adult HIV prevalence of 1.15%, followed by Mizoram (0.80%), Nagaland (0.78%), Andhra Pradesh and Telangana (0.66%), Karnataka (0.45%), Gujarat (0.42%) and Goa (0.40%) [6]. Besides these States, Maharashtra, Chandigarh, Tripura and Tamil Nadu have shown estimated adult HIV prevalence greater than the national prevalence (0.26%), while Odissa, Bihar, Sikkim, Delhi, Rajasthan and West Bengal have displayed an estimated adult HIV prevalence in the range of 0.21–0.25%. All other States/UTs have levels of adult HIV prevalence below 0.20% [7,8].

REVIEW OF LITERATURE

Vipin (2015) conducted a study to evaluate effectiveness of structured teaching programme on knowledge regarding transmission and prevention of hiv/aids among adolescent girls in Sardar Patel High School at Boriavi village in Anand District of Gujrat [2]. India has contributed enormously to the AIDS disease. It stated a total 17 lakh people had died across the world due to AIDS associated illness. In India, the figure for such deaths extends at 1.7 lakh. As per survey it is observed that we can reduce this death rate by creating awareness among people [9]. Adolescent girls are

more prone to suffer with AIDS because they are in the age of sexually activeness (16–18 years) so it is our primary concern to educate adolescent girls about AIDS. In this study total 40 samples were selected by using non-probability convenient sampling. The finding showed that post-test mean knowledge score (84.7%) was higher than pretest score (65%) and computed “t” value was 21.85 which was found significant at level of P0.001 which indicate effectiveness of STP. In literature it is written that mass media and public awareness is the best way to eradicate AIDS. The examiner felt strong need to assess knowledge on AIDS among adolescent girls of rural India [10].

Kamble Asmita Laxman, Veena Barkat and Surinder Lawrence (2017) did a study on effectiveness of structured teaching on the knowledge of HIV/AIDS among adolescents in selected schools, Ludhiana, Punjab, people rarely receive the accurate and appropriate information they need about HIV/AIDS [1]. School-aged children should be presented with age-appropriate information on HIV/AIDS and life skills before they become sexually active. This research was completed to assess the effectiveness of structured teaching on the knowledge of HIV/AIDS among adolescents. Sample size was 100 and random sampling (Lottery without Replacement) was utilized for data compilation in selected schools, Ludhiana, Punjab. A self-instructional questionnaire was prepared to assess the knowledge of HIV/AIDS among adolescents. Result showed that mean post-test knowledge score of adolescents regarding HIV/AIDS was the higher 35.18 compare to mean pretest knowledge score 15.55 of adolescents and these differences was statistically significant at $P < 0.001$ level. Of 70% adolescents had below average knowledge score and 30% adolescents had average knowledge score regarding HIV/AIDS, and in post-test all adolescents

had good knowledge score regarding HIV/AIDS. Study findings showed that structured teaching is significantly effective in raising the knowledge level among adolescents regarding HIV/AIDS. The researchers feel strong need to evaluate knowledge of HIV/AIDS among adolescents and to take needful action to create an awareness to reduce the burden of HIV/AIDS in India.

MATERIAL AND METHODS

One group pretest and post-test design was adopted. It was quasi-experimental design. Since control and randomization was not adopted. STP on HIV/AID/ART was an independent variable. Knowledge on HIV/AIDS/ART was dependent variable. The sample size was thirty. P.B.B.Sc (N) and M.Sc (N) students who are studying in KMCH College of Nursing, Coimbatore were the population of the study. GFATM standardized pretest and post-test questionnaire was administered. Questionnaire consisted of 30 questions. Maximum score was 30 and minimum Score was 0. The respondents scored between 11 to 20 considered as average

knowledge. The respondents scored between 21 to 30 considered as good knowledge on HIV/AIDS. The pretest questionnaire was administered and 30 minutes was taken by the respondent before starting STP (GFATM training). Three days GFATM training was given. Post-test was conducted third day after GFATM training.

DATA ANALYSIS AND INTERPRETATION

Table 1 and Figure 1 depicts the assessment of the respondents based on pretest knowledge scores regarding prevention of HIV/AIDS. In that among 30 samples, none of them scored upto 10, 28 (93%) of them scored between 11 to 20 and 7% of them scored between 21 to 30.

Table 1. Distribution of respondents based on pre-test knowledge scores regarding prevention of HIV/AIDS. (N=30)

S. No.	Knowledge	Pretest	
		Frequency (f)	Percentage (%)
1.	Average (11–20)	28	93%
2.	Good (21–30)	2	7%

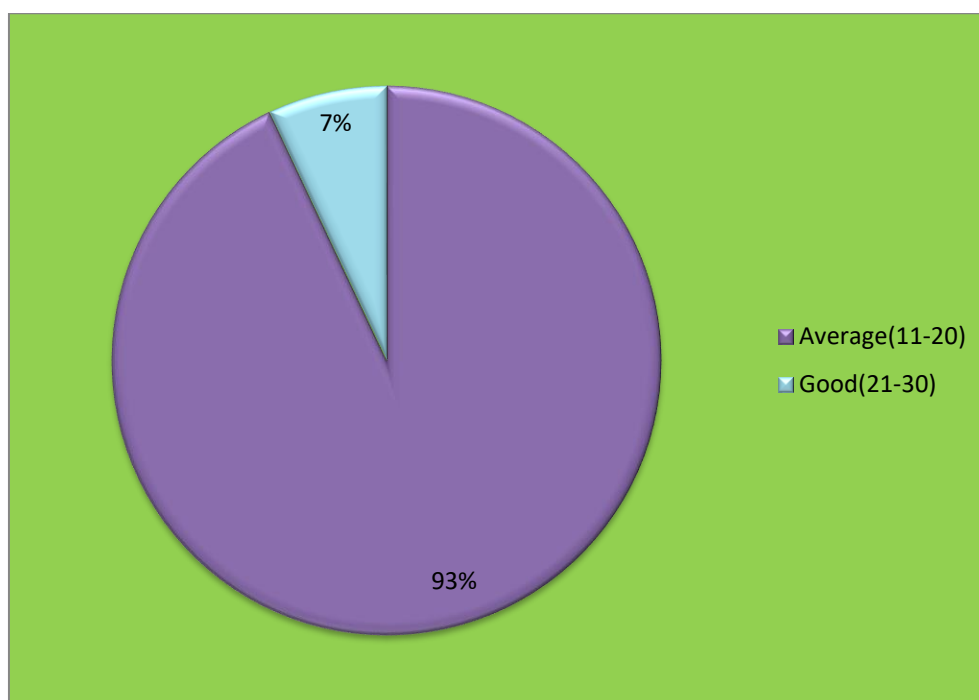


Fig. 1. Distribution of respondents based on pretest knowledge scores on HIV/AIDS.

Table 2 projects the assessment of the respondents based on post-test knowledge scores regarding prevention of HIV/AIDS. In that among 30 samples, none of them scored up to 10 and 11–20, 30 of the scored between 21 to 30.

Table 3 and figure 2 displays the paired 't' value 15.052 for the mean difference between the pretest and post-test knowledge scores of the respondents on nursing students is significant at 0.05 level of significance at (df29). This means there is significant improvement in the knowledge of nursing students regarding prevention of HIV/AIDS.

It shows that the mean pretest value increased from 17.97 to post-test value 27.02.

Table 2. Distribution of respondents based on post-test knowledge scores regarding prevention of HIV/AIDS.

S. No	Knowledge	Post-test	
		Frequency (f)	Percentage (%)
1.	Good (21–30)	30	100%

Table 3. Comparison of respondents based on mean pre-test and post-test knowledge scores on prevention of HIV/AIDS. (N=30)

S. No	Knowledge Test	Mean	SD	't' value
1.	Pretest	17.97	3.21	15.052*
2.	Post-test	27.02	0.66	

*P<0.05 level

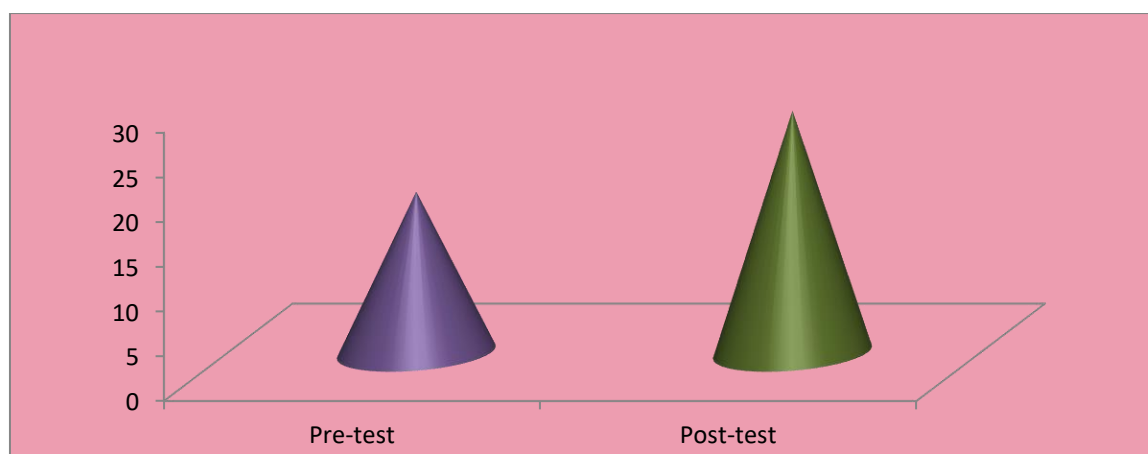


Fig. 2. Comparison of respondents based on mean pretest and post-test knowledge scores on HIV/AIDS.

DISCUSSION AND CONCLUSION

The analysis showed that pretest knowledge on HIV/AIDS was an average. (About 93%) The respondents gained 100% knowledge on HIV/AIDS after GFATM training. The respondents expressed that GFATM training was more benefited.

RECOMMENDATIONS

The project recommends the following for further research:

- The study can be replicated with larger subject size.
- An experimental study can be done to assess the effectiveness of video

assisted teaching program to improve the knowledge on prevention of HIV/AIDS.

LIMITATIONS

The study was limited to 30 samples to generalize the study findings.

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