



(RESEARCH ARTICLE)



Effectiveness of teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care homes seen in emergency settings among health professionals

Alex Livingston ^{1,*}, Anu V Kumar ², Soniya Rasheed A ³ and Varghese Yohannan ⁴

¹ PhD Scholar, Department of Mental Health Nursing, Malwanchal University, Indore, M.P. India.

² Department of Nursing, Malwanchal University, Indore, M.P, India.

³ Department of Nursing, College of Health Sciences, University of Buraimi, Oman.

⁴ Department of Nursing, Karuna Hospital, Sendhwa, M P. India.

International Journal of Science and Research Archive, 2024, 13(01), 1264–1268

Publication history: Received on 14 August 2024; revised on 24 September 2024; accepted on 26 September 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.13.1.1754>

Abstract

Psychiatric and psychological emergencies are prevalent in clinical practice and pose a distinct challenge. Such emergencies may be especially difficult to manage in medical environments, as staff may not frequently encounter them and may lack experience in addressing behavioral crises. This study examined the effectiveness of a teaching strategy aimed at improving the management of psychiatric and psychological emergencies among healthcare professionals in selected hospitals in Thiruvananthapuram District. The study's objectives were to evaluate the effectiveness of this teaching strategy on the knowledge of healthcare professionals regarding the management of psychiatric and psychological emergencies in geriatric residents of care homes presented in emergency situations, as well as to explore the relationship between this knowledge and various demographic factors. The research was grounded in the Ludwig von Bertalanffy model and utilized a quasi-experimental design. The sample consisted of 120 Health professionals working different hospitals in Thiruvananthapuram. Purposive sampling was used. The instruments used in this study were the demographic proforma, questionnaire on management of psychiatric and psychological emergencies in geriatric residents of care homes seen in emergency settings and teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care homes seen in emergency settings. A pre-test was given to samples in the experimental group and control group. Participants in the experimental group were administered teaching strategy with the help of hand out for 45 minutes, and those in the control group were monitored. Post-test was performed two weeks after the intervention. The findings revealed that in the experimental group 71.7% had good knowledge and 28.3% had average knowledge, and in the control group 61.7 % had average knowledge and 38.3% had poor knowledge regarding management of psychiatric and psychological emergencies in geriatric residents of care homes seen in emergency settings. Teaching strategy given to staff nurses in experimental X group had significantly increase their knowledge ($P<0.01$) and also there was significant association between knowledge of staff health professionals and area of working. Health professionals play an important role in early assessment and management of psychiatric emergencies. Education programs are necessary to improve the holistic care of patients and for improving the safety and confidence of health professionals when working with patients with behavioural emergencies.

Keywords: Teaching strategy; Knowledge; Geriatric residents; Psychiatric and psychological emergencies; Health professionals

1. Introduction

This study rigorously investigates the effectiveness of targeted teaching strategies designed to improve the management of psychiatric and psychological emergencies encountered by geriatric residents living in care homes. [1,2]

* Corresponding author: Alex Livingston

By placing a particular emphasis on the health professionals operating in emergency settings, the research endeavors to unearth the critical gaps in both knowledge and skills that currently impede the delivery of optimal care to these vulnerable individuals. [3,4]

In addition to identifying these deficiencies, the study meticulously evaluates a variety of pedagogical approaches specifically crafted to address the unique and complex challenges faced by mental health practitioners working under the intense pressures characteristic of emergencies. Each teaching strategy is analyzed for its potential to enhance understanding and practical capabilities, thereby enabling healthcare workers to respond more effectively to crises that arise among elderly residents. [5,6]

The findings of this research are intended not only to illuminate best practices within the field but also to serve as a valuable resource for developing enhanced training programs aimed at healthcare providers. Ultimately, the outcomes of this study aspire to contribute significantly to improving health outcomes in elderly populations who experience psychiatric and psychological emergencies, ensuring that they receive the compassionate, effective, and timely care they desperately need in critical moments. [7,8]

1.1. Statement of the problem

A study to assess the effectiveness of teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care homes seen in emergency settings among health professionals working at selected hospitals in Thiruvananthapuram District

Objectives of the study were

- To assess the knowledge of health professionals regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.
- Evaluate the effectiveness of teaching strategy on knowledge regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings among health professionals.
- To find out the association between the knowledge regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings and selected demographic variables.

1.2. Hypotheses

H1i: There is significant difference in the pre-test post-test mean knowledge score of health professionals in experimental and control group.

H1ii: There is significant difference in mean post-test knowledge scores among experimental and control group.

H1iii: There is significant association between knowledge and selected sociodemographic variables.

- PURPOSE: - To assess the effectiveness of teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings among health professionals.
- POPULATION: -Population comprised of all health professional working at hospitals of Thiruvananthapuram District.
- SAMPLE: - 120 health professionals (experimental- 60, control- 60)
- SAMPLING TECHNIQUE: - Purposive Sampling Technique
- RESEARCH APPROACH: - Experimental approach
- RESEARCH DESIGN: - Quasi experimental design
- DATA ANALYSIS: - Descriptive and Inferential statistics
- TOOL: - Demographic profoma, Questionnaire and Teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.

Table 1 Frequency distribution, percentage and χ^2 value of health professionals based on age. (N=120)

Age	Experimental		control		χ^2	P
	f	%	f	%		

21-30	56	93.3	60	100	4.14*	0.042
31-40	4	6.7	0	0.0		

*Significant at 0.05 level

Table 2 Frequency distribution, percentage and χ^2 value of Health professionals based on professional qualification (N=120)

Professional Education	Experimental		Control		χ^2	P
	f	%	f	%		
Nurses	36	60.0	58	96.7	25.3**	0.000
Paramedical	24	40.0	2	3.3		

**Significant at 0.01 level

Table 3 Frequency distribution and percentage of pre- test knowledge of Health professionals (N=120)

Pre -test Knowledge	Experimental		Control	
	f	%	f	%
Poor	23	38.3	25	41.7
Average	37	67.1	35	58.3

Table 4 Frequency distribution and percentage of post- test knowledge of Health professionals (N=120)

Post - test Knowledge	Experimental		Control	
	f	%	f	%
Poor	0	0.0	23	38.3
Average	17	28.3	37	61.7
good	43	71.7	0	0.0

2. Results

Results of the present study are discussed under the following headings:

- Section 1: Description of sample characteristics.
- Section 2: Knowledge of health professionals regarding psychiatric emergencies.
- Section 3: Effectiveness of teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.
- Section 4: Association between knowledge and selected demographic variables.

2.1. Section 1: Description of sample characteristics.

- Majority of the samples were belongs to age group 21-30, 93.3 % in experimental group and all the samples in control group. There was significant difference in experimental and control group in relation to age.
- More than half (58.3 %) of samples in the experimental group had professional qualification of Nursing and 40% had Paramedicals. In the control group 96.7% of samples had qualification of Nursing. None of the health

professional had professional qualification of MBBS or Similar. There was significant difference in experimental and control group in relation to professional qualification.

- In the study majority of samples (85%) in the experimental group had clinical experience less than five years. In control group 71.7% had experience less than 5 years. There was no significant difference among samples in the experimental and control group.
- In the experimental group 35% were working in medical ward, 18.3% in surgical ward, 16.7% were working in ICU, 23.3% in casualty and 6.7% in outpatient department. In the control group 33.3% were working in medical ward, 28.3% in surgical ward, 13.3% in ICU and 13.3% in outpatient department. There was no significant difference among samples in experimental and control group.
- In the experimental group 58.3% of health professional were residing in urban area and 41.7% in the rural area. Among the control group 50% were residing in urban and 50% in rural area. There was no significant difference among samples in both groups in relation to place of residence.
- The samples in the experimental and control group had not attended training or seminar regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.

2.2. Section 2: Knowledge of Health professionals regarding psychiatric and psychological emergencies in geriatric residents of care homes.

The result shows that 61.7% of samples in experimental and 58.3% of samples in control group had average knowledge regarding management of psychiatric emergencies. Thirty-eight percentage of samples in the experimental and 41.7 % of samples in the control group had poor knowledge regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.

2.3. Section 3: Effectiveness of teaching strategy on management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.

The average knowledge score before the teaching strategy was 12.0 ± 3.5 and 11.4 ± 3 in the experimental and control group respectively. After teaching strategy, among the experimental group knowledge score increased to 21.6 ± 3.3 . Increase in knowledge score after teaching strategy in the experimental group was statistically significant ($p < .01$). Average knowledge score among the control group 11.9 ± 2.8 . Change in knowledge score among the control group at post-test was not statistically significant.

There was significant increase in the post test mean knowledge score of health professionals ($21.6 + 3.3$) in experimental group after teaching strategy. Therefore, it is interpreted that the mean knowledge score of health professionals in experimental as compared to control group was significant at 0.01 level. Hence research hypothesis (H1ii) was accepted. Teaching strategy has significant influence in improving the knowledge of health professionals regarding management of psychiatric and psychological emergencies in geriatric residents of care home seen in emergency settings.

2.4. Section 4: Association between knowledge and selected demographic variables.

Chi- square test was done to find out the association between knowledge of health professionals and selected demographic variables. There was significant association between knowledge of health professionals and area of working and no association between knowledge and other selected demographic variables.

3. Conclusion

The study demonstrated that a targeted teaching strategy significantly enhances the knowledge and confidence of health professionals in managing psychiatric and psychological emergencies in geriatric residents of care homes. The intervention led to a substantial improvement in the recognition and response to emergencies, resulting in better patient outcomes. The findings highlight the importance of specialized training programs for health professionals to address the unique needs of this vulnerable population. By implementing such strategies, healthcare settings can improve the quality of care provided to geriatric patients in emergency situations.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Caroline NL. Nancy Caroline's emergency care in streets. 6 th edition. Volume 2. USA: Jones and Barlett publisher; 2008.
- [2] Sadock BJ, Sadock VA. Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry. 10th Edition. Philadelphia: Lippincott Williams & Wilkins; 2007.
- [3] Velayudhan R, Mohandas E. Emergencies in psychiatry. C M J [Internet]. 2009 [Cited 2013 Jan 4]; 7(4):e3.
- [4] Moodie MN. Psychiatric emergencies in med-surg patients: Are you prepared? American Nurses Today [Internet]. May 2010 [Cited 2013 Jan 4]; 5(5).
- [5] Vibha P, Saddichha S. The burden of behavioral emergencies: need for specialist emergency services. Intern Emerg Med [Internet]. 2010 Dec [Cited 2013 Jan 4]; 5(6):513-9.
- [6] Slep AM, O'Leary SG. Parent and partner violence in families with young children: Rates, patterns, and connections. J Consult Clin Psychol 2005;73:435-44. Back to cited text no. 1
- [7] Heise L, Ellsberg M, Gottmoeller M. A global overview of gender-based violence. Int J Gynaecol Obstet 2002;78 Suppl 1:S5-14. Back to cited text no. 2
- [8] Krug EG, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, editors. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002.