

Enhancing Knowledge of Psychiatric Emergency Nursing Management: Assessing the Effectiveness of a Self-Instructional Module Among Staff Nurses in Selected Hospitals at Jaipur¹Pooran Singh Chaudhary, Senior Nursing Officer, VVIP Medical Unit, PMO, AIIMS, New Delhi²Kanwar Singh, Senior Nursing officer, VVIP, Medical Unit, PMO, AIIMS, New Delhi**Corresponding Author:** Pooran Singh Chaudhary, Senior Nursing Officer VVIP Medical Unit, PMO, AIIMS, New Delhi**Type of Publication:** Original Research Article**Conflicts of Interest:** Nil

Abstract

Introduction: Psychiatric emergencies require specialized knowledge and skills to ensure optimal patient care. This study aims to evaluate the effectiveness of a self-instructional module in improving knowledge regarding the nursing management of psychiatric emergencies among staff nurses in selected hospitals in Jaipur. Adequate knowledge is essential for nurses to effectively assess, intervene, and provide appropriate care during these critical situations.

Method: A pre-experimental one-group pre-test post-test design was used. Sixty staff nurses from Narayana Hrudayalaya Hospital participated, and a self-instructional module was administered. Knowledge levels were assessed using a structured questionnaire before and after the intervention. Statistical analysis was conducted using descriptive and inferential statistics.

Results: The results of this study indicate that age and working experience significantly influenced nurses' knowledge levels regarding the nursing management of psychiatric emergencies. Older nurses and those with more years of experience demonstrated higher levels of knowledge. This finding suggests that practical experience and exposure to psychiatric emergency situations contribute to the development and consolidation of knowledge in this area. However, gender, area experience, family history, and seminar attendance did not show a significant relationship with knowledge levels.

Conclusion: Practical experience and continuous learning play a crucial role in enhancing nurses' knowledge of psychiatric emergency management. Targeted training programs should be developed to address specific learning needs. Further research is needed to explore additional factors and interventions to improve psychiatric emergency management in nursing practice.

Keywords: Self-Instructional Module, Psychiatric Emergency Management, Staff Nurses, Knowledge Levels, Effectiveness.

Introduction

Psychiatric emergencies pose unique challenges to healthcare professionals, requiring specialized knowledge and skills to ensure optimal patient care. Nurses, being at the forefront of healthcare delivery, play a crucial role in the management of psychiatric emergencies.(1)However, studies have highlighted significant gaps in nurses' knowledge and competence in

handling such critical situations. In order to bridge this gap and enhance the quality of care provided to individuals experiencing psychiatric emergencies, the implementation of effective educational interventions becomes imperative.

Psychiatric emergencies encompass a wide range of conditions, including acute episodes of psychosis, suicidal ideation, aggression, substance abuse, and self-harm behaviors. These situations require immediate assessment, intervention, and coordination with other members of the healthcare team to ensure patient safety and facilitate the appropriate treatment and disposition.(2)(3)

However, nurses often encounter challenges in accurately identifying and managing psychiatric emergencies due to a lack of specialized training and limited exposure to these situations.(4) Previous research has highlighted the knowledge gaps among nurses regarding the assessment and management of psychiatric emergencies. Studies have reported inadequate knowledge of psychiatric symptoms, risk factors, crisis intervention techniques, and appropriate referral procedures. Insufficient knowledge in these areas may lead to delayed or inappropriate interventions, compromising patient safety and well-being.(5),(6)

To address these gaps, self-instructional modules have been identified as an effective educational strategy for healthcare professionals. Self-instructional modules provide learners with the flexibility to study at their own pace and convenience while engaging with interactive materials, case studies, and self-assessment tools. These modules offer a learner-centered approach, allowing nurses to take ownership of their learning process and actively engage with the content.

This study will be conducted in selected hospitals at Jaipur, considering the significance of the city as a healthcare hub and its diverse patient population. The study will involve a pre- and post-test design, where participating nurses will complete a knowledge assessment before and after the implementation of the self-instructional module. The data collected will be analyzed to evaluate the effectiveness of the module in improving nurses' knowledge and identifying any significant differences in knowledge scores.

The findings of this study are expected to contribute to the existing body of knowledge by providing evidence on the effectiveness of self-instructional modules in improving nurses' knowledge of psychiatric emergency management. The results will have implications for nursing education and clinical practice, highlighting the importance of targeted educational interventions to enhance nurses' competence in managing psychiatric emergencies. Ultimately, this study aims to promote safe and effective care for individuals experiencing psychiatric emergencies, leading to improved patient outcomes and overall healthcare quality.

Methodology

This study utilized an evaluator research approach to assess the effectiveness of a self-instructional module on the knowledge regarding the management of psychiatric emergencies among staff nurses in selected hospitals at Jaipur. A pre-experimental one-group pre-test post-test design was employed to evaluate the impact of the intervention. The population for the study consisted of staff nurses working in Narayana Hrudayalaya Hospital, a 200-bedded private hospital in Jaipur. A convenient sampling technique was used to select a sample of 60 staff nurses from various departments including the emergency department, ICU, and other wards. The research instruments included a demographic Performa and a structured knowledge questionnaire. The questionnaire assessed the participants' knowledge across five content areas: general information regarding psychiatric emergencies, suicide, aggressive behavior, severe

depression, and pseudoseizures. Content validity was ensured through expert review, and reliability testing was conducted, resulting in a reliability coefficient of 0.94. A pilot study was conducted to test the feasibility and practicability of the study, and no modifications were made to the tools following the pilot study. Data analysis involved coding and tabulating the collected data, and descriptive and inferential statistics, including paired t-tests and chi-square tests, were used for data analysis. The level of significance was set at 0.05. The findings from this study will contribute to the existing knowledge on the effectiveness of self-instructional modules in improving nurses' knowledge of psychiatric emergency management. Ultimately, the study aims to enhance the quality of psychiatric emergency care and improve patient outcomes in the selected hospitals at Jaipur.

Result

Table 1: Description of Demographic Characteristics n=60

S. No.	Variables	Frequency	Percentage
1	Age in years		
	21-25 years	21	35.00%
	26-30 years	26	43.33%
	31-35 years	8	13.33%
	Above 35 years	5	8.33%
2	Gender		
	Male	21	35.00%
	Female	39	65.00%
3	Working experience		
	0-5 years	34	56.67%
	6-10 years	14	23.33%
	11-15 years	7	11.67%
	Above 15 years	5	8.33%
4	Area of experience		
	General ward	32	53.33%
	ICU/Causality	10	16.67%
	Neurology ward	8	13.33%
	Other ward	10	16.67%
5	Family history		
	Yes	4	6.67%
	No	56	93.33%
6	Seminar attended		
	Yes	6	10.00%
	No	54	90.00%

Table 2: Comparison of Pre-test and Post-test Knowledge Level n=60

Categories	Pre-test	Percentage	Post-test	Percentage
Poor	51	85.00%	4	6.67%
Average	9	15.00%	25	41.67%
High	0	0.00%	31	51.67%

Table 3: Area-Wise Effectiveness of Previous Knowledge n=60

Area	Pre-test (x)	SD	Post-test (y)	SD	Effectiveness (y-x)	SD
Psychiatric emergencies	4	2.07	51.67	3.57	0.01	1.50
Suicide	6	1.82	30.28	4.23	0.11	2.41
Aggression	9	2.93	32.59	5.90	0.06	2.97
Severe depression	4	1.20	30	2.98	0.11	1.78
Pseudo seizure	7	2.13	30.48	4.43	0.01	2.30
Total	30	10.15	33.48	21.11	4.90	10.96

Table 4: Comparison of Knowledge Scores n=60

S.No	Knowledge score	Mean	Mean Effectiveness	SD Effectiveness	"t" Value
1	Pre-test	10.15	10.96	0.30	4.35
2	Post-test	21.11			

Table 5: Association between Demographic Variables and Knowledge Score n=60

Certainly! Here is the combined table summarizing all the variables examined in the study, along with their corresponding chi-square (χ^2) values, degrees of freedom (df), and levels of significance:

No.	Variables	χ^2	df	Level of Significance
1	Age in years	26.88	3	Significant (S)
2	Gender	0.53	1	Not Significant (NS)
3	Working Experience	22.63	3	Significant (S)
4	Area Experience	4.44	3	Not Significant (NS)
5	Family History	2.63	1	Not Significant (NS)
6	Seminar	5.01	1	Significant (S)

Discussion

The results of the study indicate that age and working experience have a significant influence on the knowledge levels of staff nurses regarding the management of psychiatric emergencies. This finding aligns with previous research that suggests more years of experience and older age may contribute to greater knowledge in specialized areas of nursing. It

can be inferred that with increasing age and years of experience, nurses have had more opportunities to encounter and handle psychiatric emergencies, leading to a deeper understanding of the subject matter.

The significant relationship between age and knowledge levels can be attributed to the fact that as nurses gain experience over time, they become more exposed to different patient cases and acquire a broader range of knowledge and skills. This knowledge accumulation may be due to continuous learning on the job, exposure to various training programs, and engagement in professional development activities. Older nurses may also have had more opportunities to attend relevant workshops, conferences, or specialized training sessions, which could contribute to their enhanced knowledge in psychiatric emergency management.

Similarly, the significant association between working experience and knowledge levels indicates that nurses with a longer tenure in the field exhibit higher levels of knowledge. This finding suggests that nurses who have been practicing for a longer period have gained valuable practical experience, encountered a diverse range of psychiatric emergencies, and developed the necessary skills to manage such situations effectively.

In contrast, variables such as gender, area experience, family history, and seminar attendance did not show a significant relationship with knowledge levels in this study. This suggests that factors like gender or the specific area of experience (general ward, ICU/causality, neurology ward, or other wards) may not significantly influence the knowledge of staff nurses in managing psychiatric emergencies. Similarly, family history and seminar attendance did not demonstrate a significant impact on knowledge levels, implying that these factors may not be influential determinants in this context. It is important to note that while the study revealed significant relationships between age and working experience with knowledge levels, other factors not examined in this study may also contribute to nurses' knowledge. These factors could include ongoing professional development, access to evidence-based resources, mentoring, and supportive work environments.

The findings of this study have implications for nursing education and practice. Nurse educators should consider the importance of practical experience and continuous learning opportunities in enhancing nurses' knowledge in managing psychiatric emergencies. Hospitals and healthcare institutions can focus on providing targeted training programs and workshops that address the specific needs of staff nurses in this area.

Conclusion

In conclusion, this study evaluated the effectiveness of a self-instructional module on knowledge about nursing management of psychiatric emergencies among staff nurses in selected hospitals in Jaipur. The findings showed that age and working experience had a significant impact on nurses' knowledge levels, while variables such as gender, area experience, family history, and seminar attendance did not show a significant relationship. The study suggests the importance of practical experience and continuous learning in improving nurses' knowledge in managing psychiatric emergencies. Future research should explore additional factors and interventions to enhance psychiatric emergency management in nursing practice, ultimately improving patient care outcomes.

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