

A Study to Assess the Effectiveness of Self-Instructional Module Regarding Common Psychological Problems of Postpartum Psychosis and Its Management Among Trained Staff Nurses of Netaji Subhash Chandra Bose Medical College, Jabalpur

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Abstract

A quasi-experimental study employing a one-group pretest and posttest design was undertaken to evaluate the impact of a self-instructional module on staff nurses' knowledge of postpartum psychosis and its management. The research was conducted at Netaji Subhash Chandra Bose Medical College Hospital and included 60 trained staff nurses selected through a non-probability convenience sampling technique. Data were collected through a structured questionnaire designed to assess knowledge levels. The reliability of the instrument was established using the test-retest technique, yielding a reliability coefficient of 0.86, indicating strong consistency. A preliminary pilot study with 10 participants was conducted to evaluate the feasibility and clarity of the tool. Data analysis incorporated both descriptive and inferential statistics, specifically the paired t-test and chi-square test. The findings revealed a marked increase in knowledge following the implementation of the self-instructional module. The average pretest score of 16.03 rose to 31.2 in the posttest, and this improvement was statistically significant at the 0.05 level, demonstrating the effectiveness of the intervention. Additionally, variables such as age, gender, marital status, and years of professional experience showed a significant relationship with baseline knowledge scores. The study concluded that trained staff nurses initially had inadequate knowledge regarding postpartum psychosis, and the self-instructional module was effective in enhancing their knowledge related to early identification and management of the condition.

Keywords: Nursing management, postpartum psychosis, psychological problems, self-instructional module, staff nurses

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INTRODUCTION

Childbirth is a significant life event associated with major physiological, emotional, and psychological changes in women. While the postpartum period is generally a time of joy, it may also be accompanied by psychological disturbances that can adversely affect maternal and infant health. Postpartum mental health disorders range from mild maternity blues to severe conditions, such as postpartum depression and postpartum psychosis. Postpartum psychosis is the most severe and potentially life-threatening of these [1].

Postpartum psychosis is a rare but severe mental health condition that typically affects approximately

1–2 women per 1,000 births globally, representing a rare psychiatric emergency. The condition is characterized by the acute onset of confusion, hallucinations, delusions, mood instability, insomnia, and thoughts of self-harm or harm to the infant [2]. Without timely identification and management, postpartum psychosis can result in serious consequences, including suicide and infanticide.

In India, maternal mental health is an emerging public health concern. Studies indicate that postpartum psychosis contributes to approximately 5% of maternal suicides and 4% of infanticide cases among affected women. The World Health Organization (2014) emphasizes that early detection and appropriate management of postpartum mental health disorders are essential for improving maternal and child health outcomes. [3, 4]

Nurses play a pivotal role in maternal healthcare settings. They are often the first healthcare professionals to interact with postpartum mothers and are responsible for continuous observation, emotional support, and early identification of psychological disturbances. However, inadequate knowledge and a lack of structured training among nursing personnel may delay diagnosis and appropriate intervention [5]. Therefore, enhancing nurses' knowledge through structured educational strategies, such as self-instructional modules, is crucial for the effective prevention and management of postpartum psychosis.

REVIEW OF LITERATURE

Section 1. Review of Literature Related to the Effectiveness of Self-Instructional Module Regarding the Common Psychological Problem of Postpartum Psychosis

A study [4] reported that self-instructional modules are effective in improving nurses' knowledge regarding psychiatric disorders among postpartum women. Similarly, a quasi-experimental study showed significant improvement in posttest knowledge scores after administering a structured teaching program on postpartum mental health. Educational interventions, such as self-instructional modules (SIMs), are cost-effective, flexible, and suitable for adult learners, especially nurses working in clinical settings [6].

Section 2. Review of Literature Related to Sociodemographic Variables

Several studies have reported an association between nurses' knowledge levels and selected demographic variables, such as age, educational qualifications, and years of experience. Thomas et al. [7] found that nurses with higher professional experience had better baseline knowledge regarding postpartum psychiatric disorders.

However, some studies have indicated no significant association between demographic variables and knowledge levels, highlighting the need for universal educational interventions. Beck (2001) [5] emphasized that early recognition and timely intervention by trained nurses play a vital role in reducing maternal morbidity associated with postpartum psychiatric conditions. The World Health Organization (2014) [8] also highlighted the importance of continuous professional education for healthcare providers to strengthen maternal mental health services.

OBJECTIVES OF THE STUDY

1. To develop a tool to identify the common psychological problem of postpartum psychosis and its management.
 2. To develop a self-instruction module on the common psychological problem of postpartum psychosis and its management.
 3. To orient trained staff nurses regarding common psychological problems of postpartum psychosis and its management before administering a self-instruction module.
 4. To administer the self-instruction module regarding the common psychological problems of postpartum psychosis and its management to the staff nurse.
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5. To assess the knowledge of trained staff nurses regarding common psychological problems of postpartum psychosis and its management after participating in a self-instruction module.
6. To compare the pretest and posttest knowledge scores regarding the common psychological problem of postpartum psychosis among trained staff nurses.
7. To determine the association between the knowledge of trained staff nurses regarding common psychological problems of postpartum psychosis and its management, with their sociodemographic variables.

METHODOLOGY

Research Design

A quantitative, quasi-experimental approach using a one-group pretest and posttest format was implemented to determine the impact of the self-instructional module on participants' knowledge of postpartum psychosis and its management.

Setting

The study was conducted at Netaji Subhash Chandra Bose Medical College Hospital, Jabalpur.

Population and Sample

The study population included all trained staff nurses employed at the institution. Of these, 60 nurses were selected as participants using a non-probability convenience sampling method.

Sampling Technique

Convenience sampling was adopted because of feasibility, time constraints, and the availability of staff nurses during the data collection period.

Variables

The independent variable was the self-instructional module, and the dependent variable was knowledge regarding postpartum psychosis and its management.

Description of Tool

The tool consisted of two parts:

- *Part A:* Demographic variables, including age, gender, educational qualification, marital status, and years of experience.
- *Part B:* A structured knowledge questionnaire comprising 41 multiple-choice questions related to postpartum psychosis and its management.

Scoring Technique

Each correct answer was awarded one mark. The total possible score was 41. The scores are interpreted as follows:

- *Poor knowledge:* 0–13
- *Average knowledge:* 14–27
- *Good knowledge:* 28–41

Validity and Reliability

The content validity of the instrument was confirmed by a panel of 10 experts from the fields of medicine and nursing. Its reliability was evaluated using the test–retest approach, and the obtained Pearson's correlation coefficient of 0.86 demonstrated that the tool had a high level of consistency.

Pilot Study

A preliminary study was conducted with 10 trained staff nurses to evaluate the practicality and comprehensibility of the research instrument. Based on the observations and feedback obtained, appropriate revisions were incorporated into the tool.

Ethical Considerations

Approval for conducting the study was obtained from the appropriate institutional authorities. Written informed consent was obtained from each participant, and strict measures were taken to ensure privacy and confidentiality were maintained throughout the research process.

Plan for Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods. Demographic characteristics were summarized in terms of frequencies and percentages. A paired t-test was used to assess differences between the pretest and posttest knowledge scores, whereas the chi-square test was employed to determine the relationship between knowledge scores and selected demographic variables [9, 10].

RESULTS

The study revealed that the majority of participants were female (95%), with 55% belonging to the age group of 26–30 years. Most nurses (93%) held general nursing and midwifery (GNM) qualifications, 63% were married, and 55% had 3–5 years of work experience. The average knowledge score before the intervention was 16.03, which increased markedly to 31.2 after the posttest assessment. Analysis using the paired t-test demonstrated that this improvement was statistically significant at the 0.05 level, thereby establishing the effectiveness of the self-instructional module.

DISCUSSION

The findings of the present study demonstrated significant improvement in knowledge among trained staff nurses following the administration of the self-instructional module. These findings are consistent with those reported, which also observed significant improvements in nurses' knowledge following educational interventions. [4, 5]

According to Stuart (2013) [2], continuous education is essential for improving nurses' competence in managing psychiatric emergencies, such as postpartum psychosis. Enhanced knowledge enables nurses to identify early symptoms, provide timely interventions, and ensure appropriate referrals, thereby improving maternal mental health outcomes.

CONCLUSION

The study concluded that trained staff nurses initially had inadequate knowledge regarding postpartum psychosis and its management. The self-instructional module was found to be a successful teaching approach, leading to a marked enhancement in nurses' knowledge levels. Therefore, continuous educational programs are recommended to strengthen nursing practice and improve maternal mental health outcomes.

Recommendations

1. Similar studies can be conducted on a larger sample.
2. Educational interventions should be included in in-service nursing education programmes.

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