

A Pre-experimental Study to Assess the Effectiveness of Video Assisted Teaching Programme with Demonstration Regarding Knowledge on Practice of Bag Technique among B.Sc. Nursing 4th Year Students in Selected the Academy of Nursing Science & Hospital Gwalior Madhya Pradesh

Shafikan Salfi¹, Shahnaj Qumer²

¹Lecturer, Integral University (IINS&R)

²Assistant Professor, Integral University (IINS&R)

Abstract

The public health bag is an essential and indispensable equipment of a public health nurse which she has to carry along during her home visit. It contains basic medication and radicals which are necessary for giving care. It saves the time and efforts in the performance of nursing procedures. The bag technique can be performed in a variety of ways depending on the agency's policy, the home situation, or as long as principles of avoiding transfer of infection are always observed. The bag should contain all the necessary articles, supply, and equipment that will be used to answer the emergency needs. Its contents should be cleaned very often. The supplies replaced and ready for use any time; its content should be well protected from content with any articles in the patient's home.

In community health nursing one of the important procedures taught by the nurse educator is bag technique. In a country like India, the health care fraternity and people are still in a state where they do not have an easy access to facilities. While working in the community it so happens most of the time that people are not aware of the health care facilities or they are not in a state to reach the health institutions easily. In such education a community health bag is handier. Since the students learn or see that almost all the other nursing procedures are taught. Using simulations and more attractive ways of teaching methods, most of the time technique of using a community health bag is just taught using the traditional, methods of teaching. It can be more effective and interesting using methods like using a video on bag technique..

Keywords: Effectiveness, Video Assisted Teaching, Knowledge on Practice, Bag Technique, Non Probability Convenient Sampling.

The main objectives of the study were to:

- ❖ Assess the pre- test scores regarding knowledge on practice of bag technique by using rating scale.
- ❖ Assess the post- test scores regarding knowledge on practice of bag technique by using rating scale
- ❖ Assess the effectiveness of video assisted teaching methods with demonstration.

METHOD

A evaluatory approach with pre-experimental of one pre test or post test design was adopted in the present study to accomplish the objectives. A structured rating scale was used to assess the knowledge on practice score of fourth year B.Sc. Nursing students on bag technique followed by video assisted teaching method with demonstration. The reliability of the tool was tested by using split half method. The tool was found reliable($r=0.9$). Non probability convenient sampling technique was used need to selected a sample of 60 fourth year B.Sc. Nursing students.

RESULTS:

In the study most of the students i.e. 38 (63.33%) are in the age group 18-22 yrs., 22 (36.66%) are in the age group 23-27yrs, out of 60 students majority i.e. 43 (71.66%) were girls and 17 (28.33%) were boys, most of the students i.e. 34 (56.66%) were get the source of knowledge form clinical, most of students i.e. 44 (73.33%) were posted in clinical area for 3 weeks and most of students i.e. 41 (68.33%) were previously any procedure performed by bag technique.

The overall mean knowledge on practice score obtained by subjects was 30.03 with standard deviation 7.50 in pre test and overall post test knowledge on practice score obtained by subject was 74.95 and standard deviation 8.06. The improvement in percentage of mean score for overall knowledge on practice 44.92% with 'Z' test value of 1.95 and found to be significant at the level of $p > 0.05$. it is evident that video assisted teaching was effective in improving the knowledge on practice of students regarding bag technique.

INTERPRETATION AND CONCLUSION

The study showed that there was a significant improvement in the knowledge on practice score after the administration of video assisted teaching programme with demonstration. Hence it can be concluded that the video assisted teaching was effective in improving the knowledge of B.Sc. (N) 4th year students on bag technique.

INTRODUCTION

The bag technique is a tool by which the nurse, during her visit will enable her to perform a nursing procedure with ease, to save time and effort with the end view of rendering effective nursing care to clients. The public health bag is an essential and indispensable equipment of a public health nurse which she has to carry along during her home visits. It contains basic medication and articles which are necessary for giving care. It saves time and effort in the performance of nursing procedures. The bag technique can be performed in a variety of ways depending on the agency's policy, the home situation, or as long as principles of avoiding transfer of infection are always observed.

The community health bag can be made of khaki material or any material with an aluminium or iron

frame to fit inside. Leather bags can also be used if the agency can afford this. It is designed to carry equipment and material needed during a visit to the home school or factory.

The bag should contain all the necessary articles, supplies, and equipment that will be used to answer the emergency needs; its contents should be cleaned very often; the supplies replaced and ready for use any time; its content should be well protected from contact with any article in the patient's home. Consider the bag and its contents clean and sterile, while articles that belong to the patient as dirty and contaminated. The arrangement of the contents of the bag should be one most convenient to the user, to facilitate efficiency and avoid confusion.

BACKGROUND OF STUDY

The public health bag is an essential and indispensable equipment of a public health nurse which she has to carry along during her home visit. It contains basic medication and radicals which are necessary for giving care. It saves the time and efforts in the performance of nursing procedures. The bag technique can be performed in a variety of ways depending on the agency's policy, the home situation, or as long as principles of avoiding transfer of infection are always observed. The bag should contain all the necessary articles, supply, and equipment that will be used to answer the emergency needs. Its contents should be cleaned very often. The supplies replaced and ready for use any time; its content should be well protected from content with any articles in the patient's home.

In community health nursing one of the important procedures taught by the nurse educator is bag technique. In a country like India, the health care fraternity and people are still in a state where they do not have an easy access to facilities. While working in the community it so happens most of the time that people are not aware of the health care facilities or they are not in a state to reach the health institutions easily. In such education a community health bag is handier. Since the students learn or see that almost all the other nursing procedures are taught. Using simulations and more attractive ways of teaching methods, most of the time technique of using a community health bag is just taught using the traditional, methods of teaching. It can be more effective and interesting using methods like using a video on bag technique.

An experimental study was conducted in Pune, India, to assess teachers' reaction towards video-assisted feedback. The 4-week studies investigated teachers' reaction towards the use of video as a feedback instrument. Four teachers in a public-private school in Pune, India, were treated to three feedback protocols involving video technology in different measures and modes of operation. Results indicated that teachers had a strong preference for feedback protocols that involved video, both in terms of effectiveness and ease of use, and also found evidence to suggest that video technology improved the quality of human feedback by enabling rapid recall of events and by facilitating resolution of conflicts. Based on the advancement of video-assisted learning process in various streams the investigator felt a need to adopt the same in the teaching of bag technique. On the basis of the investigator's community clinical experience she also suggests that such a „visual media“ based learning process would be more effective for nursing students than any other approaches.

NEED OF THE STUDY

The bag should contain all the necessary articles, supplies, and equipment that will be used to answer the emergency needs; its contents should be cleaned very often; the supplies replaced and ready for use any time; its content should be well protected from contact with any article in the patient's home. Consider the bag and its contents clean and sterile, while articles that belong to the patient as dirty and contaminated. The arrangement of the contents of the bag should be one most convenient to the user, to facilitate efficiency and avoid confusion. It contains basic medication and articles which are necessary for giving care. It saves time and effort in the performance of nursing procedures.

The public health nurses traditionally have taken equipment and medical supplies into homes of families to use in providing nursing care or serving as health teaching tools. The bags carried by public health nurses contain this equipment and medical supplies which are considered medically clean, not sterile. The identified principles are applicable to the use of the bag in public health nursing activities. It is possible to assume there are as many different techniques in the bag procedure as there are nurses who carry the public health nursing bag, at least in the official community health facility in which students receive their public health nursing clinical experience. So it is necessary to practice teaching nursing students about bag technique using an effective method of teaching.

STATEMENT OF THE PROBLEM

“A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME WITH DEMONSTRATION REGARDING KNOWLEDGE ON PRACTICE OF BAG TECHNIQUE AMONG B.SC. NURSING 4TH YEAR STUDENTS IN SELECTED THE ACADEMY OF NURSING SCIENCE & HOSPITAL GWALIOR MADHYA PRADESH

OBJECTIVES OF THE STUDY

1. Assess the pre- test scores regarding knowledge on practice of bag technique by using rating scale.
2. Assess the post- test scores regarding knowledge on practice of bag technique by using rating scale
3. Assess the effectiveness of video assisted teaching methods with demonstration.

OPERATIONAL DEFINITION

- **Video-assisted Teaching:**-In this study, it refers to the facilitator who guides the discussion, the video CD that contains consistent current information regarding bag technique.
- **Demonstration:**- In the study, it refers a practical exhibition and explanation of how something works or is performed.
- **Effectiveness:**- It refers that the significant gain in knowledge on practice score on bag techniques after administration of video assisted teaching with demonstration.
- **Bag technique:**- In this study, it refers to the technique carrying out by the public health nurse using the container, which consists of necessary articles for nursing care, during his or her home visit, can perform nursing procedures with ease and deftness, saving the time and effort with the end in view of rendering effective nursing care

ASSUMPTION

1. The B.Sc. nursing 4th year students in the selected nursing colleges may have some knowledge on practice regarding bag technique.
2. Video assisted teaching with live demonstration method will stimulate the learning capacity of the students.

HYPOTHESES

- **H₁**: There will be a significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.
- **H₀₁**: There will be no significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.

LIMITATIONS

- Attending Study is limited to a selected college of Gwalior.
- The college at the time of data collection.
- The study is limited to B.Sc. Nursing 4th year students.

DILIMITATIONS

- The size of the sample is 60 students.
- Area selected for the study is some selected nursing colleges at Gwalior.
- Rating scale is the only instrument used to assess practice aspects of demonstration.
- Study is not more than 4 weeks.

CONCEPTUAL FRAMEWORK

Conceptual model can be used to questions that can be researched. When research questions are answered by scientific methods Theory can be developed. Conceptual framework set up for the study is a modified model of denial stuffle bean"s known as program evaluation model (1974). This study is intended to evaluate the effectiveness of video assisted teaching programme with demonstration improving knowledge on practice of B.Sc. Nursing 4th year students and was presented in the form of figure:

The model includes:

- *Context*
- **Input**
- *Process*
- **Output**

CONTEXT EVALUATION

Here in the study, planning the decision according to the objectives formulated which includes assessment of existing knowledge on practice of B.sc Nursing 4th year students regarding their practice on the bag techniques by pre-test and post-test and collection of data on demographic variables to find out the effectiveness of video assisted teaching with demonstration programme. Based on findings of other studies it assumed that B.Sc. Nursing 4th year students may not have adequate knowledge on practice bag techniques.

INPUT EVALUATION

Here, video assisted teaching with demonstration programme will be used form the content validity. The structuring decision includes the setting of the study, which will be P.G. College of Nursing, Gwalior. The design used will be the experimental one groups pre-test post-test design, the approach and the size will be 60 students.

PROCESS EVALUATION

In the study, it refers to the pilot study and find out the feasibility of the study. The administration of video assisted teaching with demonstration will be done to find out the effectiveness of video assisted teaching programme with demonstration in the implementation phase.

PRODUCT EVALUATION

In the study , it refers to pre-test assessment and and recycling decision. And after administering the video assisted teaching with demonstration programme. Post-test will be done for the same subjects after one week with the same structured questionnaire. This will help to find out whether knowledge on practice level has improved or not. If the knowledge on practice level has improved means that it may be due to video assisted teaching with demonstration programme. If the knowledge onpractice level ids found to be inadequate then the factors for inadequate knowledge on practice level can be analyzed and again the recycling decision can be taken to improve the knowledge on practice level. In the present study, product evaluation refers to the comparisons of pre-test and post-test practice knowledge mean scores on bag techniques among B.Sc. Nursing 4th year students. Improvement in knowledge onpractice level of B.Sc. Nursing 4th students will be done by statistical computation, product evaluation further levels to recycling decision.

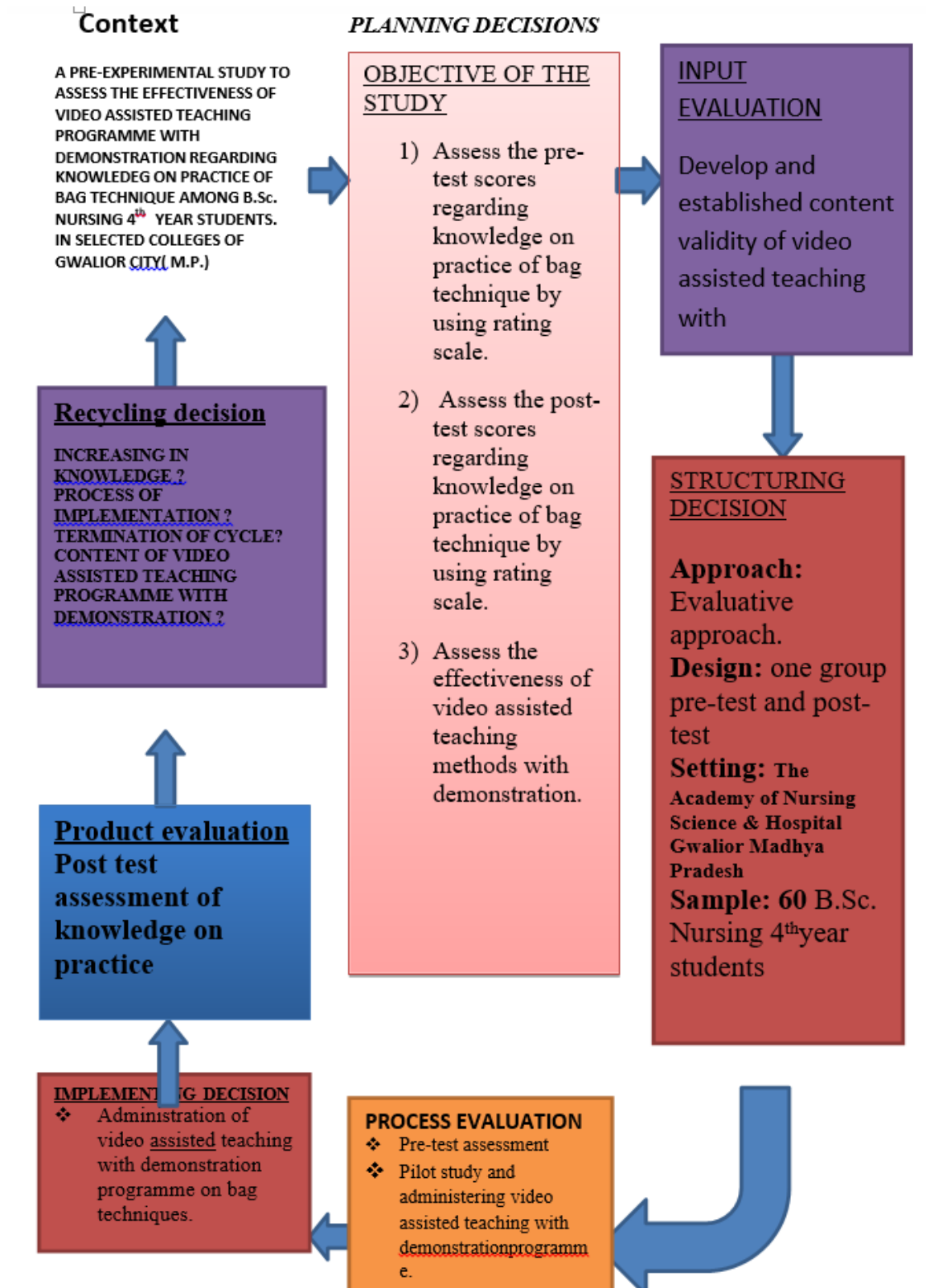
OUTPUT

Denoted evaluation of the performance of the target group i.e. experimental group after the administration of video assisted teaching programme to determine the knowledge

FEEDBACK

It is the process by which information received from each level of system emphasis the need to strengthen the input and process. So that it leads to the desirable output, if there is inefficient knowledge on practice whole process has to be repeated to attain objective. If the output is that of efficient

MODIFIED CONCEPTUAL FRAME WORK OF DANIEL STUFFLE BEAM'S CIPP MODEL



REVIEW OF LITERATURE

An exploratory and descriptive study was conducted in 2007 at Indiana among Bachelor of Science in nursing programmes to assess the use of the standard public health nursing bag in the academic setting.

The sample size was 437. The short survey instrument included 15 questions, including Yes or No, multiple choice, and short answer questions. Two of the multiple choice questions asked for further details were based on specific responses. The result of the study showed that 32 percent of responding schools continued to utilize a standard public health bag during home visits, the majority did not. The study suggested that further research is necessary in order to clarify the use of the public health nursing bag. In addition, teaching tools need to be developed, such as DVDs, to facilitate the use of the public health nursing bags in the academic setting.

A survey was conducted in 1987 at Indiana among the baccalaureate public health nursing faculty to ascertain how many schools were teaching the bag technique. They investigated the use of the standard nursing bag and the practice of asepsis for students making home visits. Their survey revealed that of 62 responding schools, 66 percent used a standard public health nursing bag during their community clinical experience. Furthermore, the survey revealed that 62 percent reported that the school faculty was responsible for teaching the bag technique to the students, with only 41 percent evaluating the students on the use of the bag. Faculty determined that the inclusion of use of the bag within the curriculum was not obsolete and the nursing bag provided students with an essential, organized reservoir for supplies as well as an effective tool to promote the practice of infection control.²

A comparative study was conducted among students of Biology Rensselaer Polytechnic Institute, Troy, New York, to assess the effectiveness of studio v/s interactive lecture demonstration. The sample size was 50. Two delivery methods for a course in Genetics and Evolution were compared using pre- and post-testing of basic concepts to evaluate the effectiveness of each method. The metric $\langle g \rangle$, the gain in learning, was calculated as the ratio of the difference between the post-test and pre-test score divided by the difference between the highest possible score and the pre-test score. The first or studio teaching method involved heavy use of team work by students, hands-on exercise, and minimal lecturing, the second or interactive lecture demonstration method met in a large lecture hall and involved posing questions followed by simulations or other demonstrations of result. The lecture-cum-demonstration method resulted in a drop in student learning from $\langle g \rangle = 0.75 \pm 0.25$ to $\langle g \rangle = 0.46 \pm 0.37$. It was found that the gain learning by video teaching method was 0.75 ± 0.25 . The result of this study suggested that studio techniques are more effective means of instruction than interactive lecture.

A comparative study was conducted to assess the effects of computer-assisted, text-based and computer-and-text learning conditions on the performances of three groups of medical students in the pre-clinical years of their programme. A fourth group of students served as a control group. Participants were recruited from the pre-clinical years of the training programmes in two medical schools in Japan. Participants were randomly assigned to four learning conditions and tested before and after the study on their knowledge of and skill in performing an abdominal examination, in a multiple choice test and an objective structured clinical examination respectively. Information about performance in the programme was collected from school records and students were classified as average, good, or excellent. Student and faculty evaluations of their experience in the study were explored by means of a short evaluation survey. Compared to the control group all three study groups exhibited significant gains in performance. The performances of the three groups did not differ on the objective structured clinical

examination measure. Analyses of gains by performance level revealed that high achieving students' learning was independent of the study method. Lower achieving students performed better after using computer-based learning methods. The results suggest that computer-assisted learning methods will be of greater help to students who do not find the traditional methods effective. Explorations of the factors behind this area are a matter for future research.¹⁸

A comparative study was designed to assess the efficacy of a video- assisted teaching module versus conventional teaching module, regarding post-exposure prophylaxis among 58 dental students in Tehran, Iran. They were asked to take a test about the principles of post-exposure prophylaxis prior to being taught via lecture or the video films. The test was repeated following conventional teaching module and the video-assisted teaching module. Data were analyzed using t-test and Chi-square. The pre-teaching test results were indicative of low knowledge among the students regarding post-exposure prophylaxis with a mean value of 8.98 ± 2.99 which was significantly different compared to post-teaching test results following the lecture only phase (11.30 ± 3.90) and the video- assisted teaching phase (7.32 ± 2.94), respectively. Moreover, this study revealed that the post-teaching test results differed significantly following the conventional teaching phase and the video-assisted teaching phase. This study indicated that video-assisted teaching might be an effective means of promoting persistent knowledge among students. Therefore, this method can be suggested for academic educations

RESEARCH METHODOLOGY

Methodology of research indicates the general pattern for organizing the procedure for the empirical study together with the method of obtaining valid and reliable data for problems under investigation.

Methodology includes the research approach, research design, variables under study, setting of the study, population criteria for selection of sample, sample and sampling technique, development and description of the tool, content validity, reliability of the tool, pilot study procedure of the data collection and for data analysis.

RESEARCH APPROACH

A research approach guides the researcher what to research, whom to research, when, where and how to collect, the method of intervention, how to analysis and interpret the results. In view of nature of problem selected for the study and the objectives to be accomplished. An evaluatory approach is considered as an appropriate for the present study.

RESEARCH DESIGN

Research design refers to the plan or organization of a scientific investigation.

The research design selected for the present study was pre experimental, one group pre-test post-test research design (01-X-02). In this design the investigator introduces based measures before and after treatment. The design is widely used in educational research.

In this present study the base measure was knowledge on practice test was video assisted teaching programme with demonstration among students on bag techniques.

01= Knowledge on practice test before administration of video assisted teaching programme with demonstration.

X= video assisted teaching programme with demonstration.

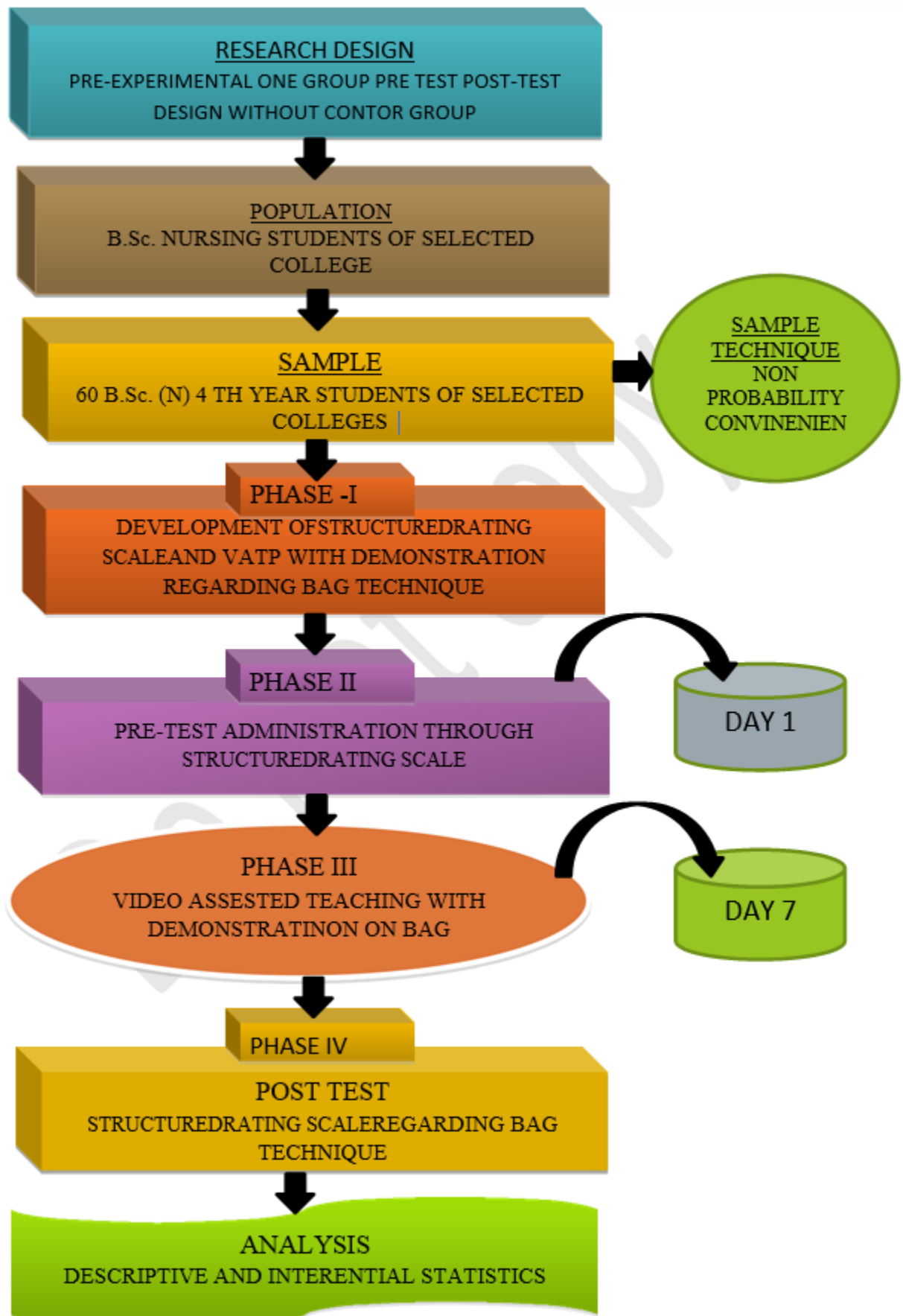
02= knowledge on practice test after administration of video assisted teaching programme with demonstration.

The research design used for this study will be pre experimental design that is one group pre testpost test design-

SUBJECT	PRE TEST	TRETMENT	POST TEST
Students of B.Sc. (N) 4 th year	01 Administration of knowledge on practice through rating scale on bag technique on day 1	X Video assisted teaching programme with demonstration	02 Post test administration knowledge on practice through rating scale on bag technique on day 7

3.3 The Schematic Representation of Research Design

- Administration of knowledge on practice through rating scale measuring the pre test knowledge on practice of students regarding bag technique.
X – Administration of video assisted teaching programme with demonstration for students regarding bag technique.
- Administration same knowledge on practice through rating scale measuring the post test knowledge on practice of students regarding bag technique.
A structured rating scale was administered to B.Sc. (N) 4th year students on day 1 following that video assisted teaching teaching with demonstration on bag technique. Post test was conducted on 7 to assess the effectiveness of VATP with demonstration.



3.1 FIGURE– SCHMATIC PRESENTATION OF RESEARCH METHODOLOGY

SETTING OF THE STUDY

Study setting in the general physical location in which data collection takes place.

The Study was conducted at one THE ACADEMY OF NURSING SCIENCE& HOSPITAL GWALIOR MADHYA PRADESH . The college was selected on the basis of feasibility study and availability of sample.

VARIABLES UNDER STUD

Variable: Variables characteristics that vary among the subjects being studied. It is the focus of the study and reflects the empirical aspects of the concepts being studied.

- **Independent variable:** Video-assisted teaching with demonstration on bag technique.
- **Dependent variable:** Knowledge on Practice of 4th year B.Sc. Nursing students on bag technique.
- **Demographic Variables:** Age, gender, knowledge on practice, clinical experience.

POPULATION

A population is a group whose members possess specific attributes that a researcher is interested in studying. In this present study the population consists of B.Sc. (N) 4th Year students of selected college of Gwalior.

CRITERIA FOR SELECTION OF SAMPLE

INCLUSIVE CRITERIA

- B.Sc. (N) 4th year students who are willing to participate.
- B.Sc. (N) 4th who are available during the period of the data collection.

EXCLUSIVE CRITERIA

- B.Sc. (N) 4th year students of other colleges.
- Students who are not willing to participate.

SAMPLE AND SAMPLING TECHNIQUE

The sample of the study comprises of students of 60 students of B.Sc. (N) 4th year of 1 college i.e. THE ACADEMY OF NURSING SCIENCE & HOSPITAL GWALIOR MADHYA PRADESH. The subject using convenient sampling technique adopted.

DEVELOPMENT AND DESCRIPTION OF THE TOOL

Tools are the procedures or instruments used by the researcher to collect the data. It acts as a best instrument to assess and collect the data samples of the study.

The tool used for research study was structured rating scale which was prepared to assess the effectiveness of video assisted teaching programme with demonstration regarding bag technique.

The tool was prepared after extensive review of literature research, consultation of experts and based on the past clinical experience of the investigator.

DESCRIPTION OF THE TOOL

The tool was prepared under 2 sections –

SECTION-A DEVELOPMENT OF DEMOGRAPHIC DATA

Demographic data which contains 5 variables pertaining to socio demographic information of the students such age, gender, source of knowledge, duration of posting in clinical area and previously any procedure performed by bag technique.

SECTION-B DEVELOPMENT OF KNOWLEDGE ONSTRUCTURED RATING SCALE

The rating scale consist of 20 items regarding procedure of bag technique. The total score was 100 for 20 items.

SCORE KEY

The knowledge on practice of bag technique was measured in items of practice scores. The total score range was 1-100.

The interpret level of knowledge on practice the score were distributed as follows. According to marks it's divided in levels -

LEVELS	MARKS
Very Poor	0-20 Marks
Poor	21-40 Marks
Average	41- 60 Marks
Good	61-80 Marks
Very Good	81-100 Marks

DEVELOPMENT OF VIDEO ASSISED TEACHINGPROGRAMME

A video assisted teaching programme was developed to educate the students regarding the bag technique.

- ✓ Introduction of bag technique
- ✓ Steps taking temperature at home

CONTENT VALIDITY

The validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed.

To ensure content validity of the tool, rating scale was send to 5 experts, 5 experts from the field of nursing..

The experts were selected based on their expertise, expertise and interest in the problem being studied. The experts suggested simplification of language, modification and reorganization of certain items. Appropriate modification was made according and tool was finalized.

RELIABILITY OF THE TOOL

The reliability of a measuring instrument is a major criterion assessing its quality and adequacy. year. The structure rating scale will be administered to 6 students of B.Sc. (N) 4th Reliability was established by split method. This was done by splitting the items into „x" & „y" ,where „r" value obtained was R= 0.9 which shows that tool was reliable.

ETHICAL CONSIDERATION

The the present study, the investigator took into consideration the ethical issues. The study was accepted by the research committee. Prior permission was obtained from higher authorities of The Academy of Nursing Science & Hospital Gwalior Madhya Pradesh. The students had the freedom to withdraw from the study at anytime without giving reasons.

PILOT STUDY

The pilot study is the small version of trial run of the major study. It is conducted similar to the proposed study, using similar subject, the similar setting, the same treatment, the same data collection and the analysis techniques.

- The find out the feasibility of conducting the final study.
- To evaluate the tool constructed.
- To finalize the plan for analysis.

The pilot study was conducted in THE ACADEMY OF NURSING SCIENCE & HOSPITAL GWALIOR MADHYA PRADESH, to find the feasibility of the study. 6 B.Sc. (N) 4th year Students were selected using non probability convenient sampling technique based on the inclusive criteria. The subject of the pilot study possessed using the same characteristics as that of the sample for the final study, but was not included in the main study. The selected subject were informed of the purpose of the study. Assessment of pre test knowledge on practice was done by using structured rating scale after which VATP with demonstration was administered. Post test was conducted using the same structured rating scale on the seventh day of pre test. The time take to complete one rating scale was 15-20 minutes. The collected data were analyzed using descriptive and inferential statistics. After conducting the pilot study, it was found that the study was feasible. The concern authority and the sample were found to be cooperative, the structured rating scale and video assisted teaching programme with demonstration were relevant and the time and cost of the study was within the limit.

PROCEDURE OF DATA COLLECTION

Before collecting the data, permission was obtained from the concerned authority. Keeping in mind the ethical aspect of research, the data was collected after obtaining the consent to participate in the study from the sample. The samples were assured anonymity and confidentiality of information provided by them. The participants of the study were 60 students who were selected as per the convenient sampling methods; good rapport was established with the students. The method of data collection adopted for the study was administered a self-structured rating scale.

PHASE – I : Pre test was conducted through structured rating scale for the treatment group from 2 August 2017.

PHASE - II : The investigator issued the video assisted teaching programme with demonstration.

PHASE – III : After that post test conducted on 18 August 2017 (in final study) to the same treatment group.

All the students were cooperative and the investigator expressed her attitude for their cooperation. As per part of the study, pre test was conducted through rating scale, doubts were clarified, after the pre test video assisted teaching with demonstration was administered on the bag technique and explained to the subject. On 7th day post test was conducted by giving the same structured rating scale.

PLAN FOR DATA ANALYSIS

Data analysis is the systematic organization and synthesis of research data and testing of research by using those data. The plan for data analysis including descriptive statistics i.e. frequency percentage, mean and stranded deviation where as a for inferential statistics it includes the Z test.

DESCRIPTIVE STATISTICS

- Frequency and percentage distribution of demographic variables.
- Mean and slandered deviation to assess the knowledge on practice of students to be in both pre and post test
- Distribution of score on the knowledge on practice of students to be interpreted by the summarizing in to these categories such as very poor, poor, average, good, very good.

INFERTIAL STATISRTICS

- Z test to find out the effectiveness of video assisted teaching programme with demonstration on knowledge on practice regarding bag technique of B.Sc. Nursing 4th students.

SUMMERY

This chapter has draft with the methodology undertakes for the study. It includes research approach, research design, setting of the study, population, sample and sampling technique use selection and development of self-instruction module and ethical consideration, pilot study, data collection method and plan of data analysis.

CHAPTER -IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from 60 students of B.Sc. Nursing 4th year to study the effectiveness of VATP with demonstration on knowledge on practice of bag technique.

ORGANIZATION AND PRESENTATION OF THE DATA

The collected data were edited, tabulated, analyzed, interpreted and findings obtaining were presented in the form of tables and diagrams which were represented under the following sections:

SECTION A: This part deals with description of demographic characteristic of sample.

SECTION B: Assessment of pretest and posttest knowledge on practice of students regarding bag technique.

SECTION C: Finding related to effectiveness of VATP with demonstration by comparing the mean pretest and mean post-test knowledge on practice scores

SECTION : A– DEMOGRAPHIC VARIABLES OF B.Sc. NURSING 4TH YEARSTUDENTS.

TABLE-4.1 FREQUENCY AND PERCENTAGE DISTREBUSION ON AGE, GENDER, SOURCE OF KNOWLEDGE, DURATION OF CLINICAL EXPERIENCE IN COMMUNITY, ANY PROCDURE PERFORMED BY BAG TECHNIQUE.

SL.NO	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE (%)
.			

1.	<p>A. 18-22 yrs.</p> <p>B. 23-27 yrs.</p> <p>C. 28-32 yrs.</p> <p>D. Above 32 yrs.</p>	<p>38</p> <p>22</p>	<p>63.33%</p> <p>36.66%</p>
2.	<p>GENDER</p> <p>Male</p> <p>Female</p>	<p>17</p> <p>43</p>	<p>28.33%</p> <p>71.66%</p>
3.	<p>SOURCE OF KNOWLEDGE</p> <p>Teacher</p> <p>Friends</p> <p>Reading</p> <p>Clinical</p>	<p>10</p> <p>16</p> <p>34</p>	<p>16.66%</p> <p>26.66%</p> <p>56.66%</p>
4.	<p>DURATION OF CLINICAL EXPERIENCE IN COMMUNITY</p> <p>1 Weeks</p> <p>2 Weeks</p> <p>3 Weeks</p> <p>None</p>	<p>5</p> <p>11</p> <p>44</p>	<p>8.33%</p> <p>18.33%</p> <p>73.33%</p>
5.	<p>PREV. ANY PROCEDURE PERFORMED BY BAG TECHNIQUE</p> <p>Yes</p> <p>No</p>	<p>41</p> <p>19</p>	<p>68.33%</p> <p>31.66%</p>

FREQUENCY AND PERCENTAGE DISTRIBUTION OF AGE IN YEARS

Among 60 students mostly 1(63.33%) were from 18-22 yrs, 2 (36.66%) were from 23-27 yrs, 3 (0%) were from 28-32 yrs, 4 (0%) were from above 32 yrs.

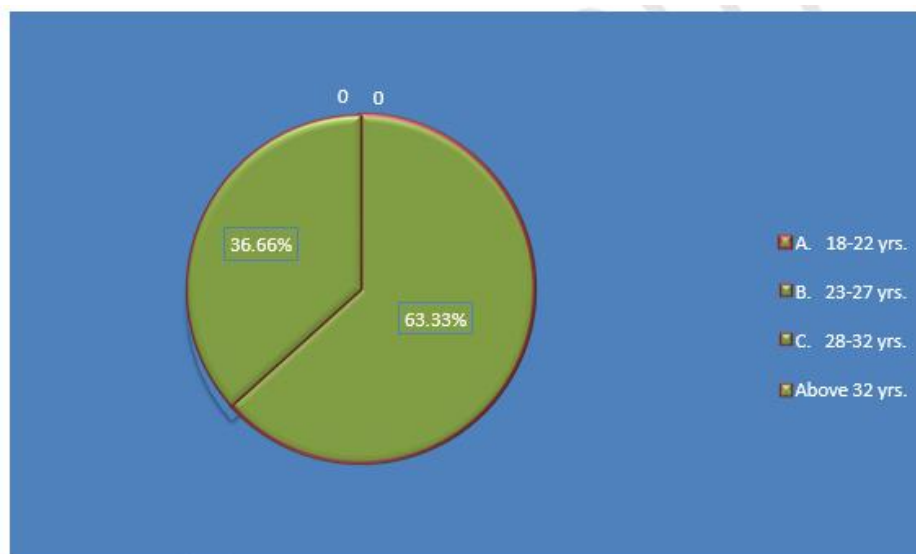


FIGURE 4.1 chart showing the percentage distribution of students on the basis of their age in years.

FREQUENCY AND PERCENTAGE DISTRIBUTION OF GENDER

Among 60 students 43 (71.66%) were female and 17 (28.33%) were male.

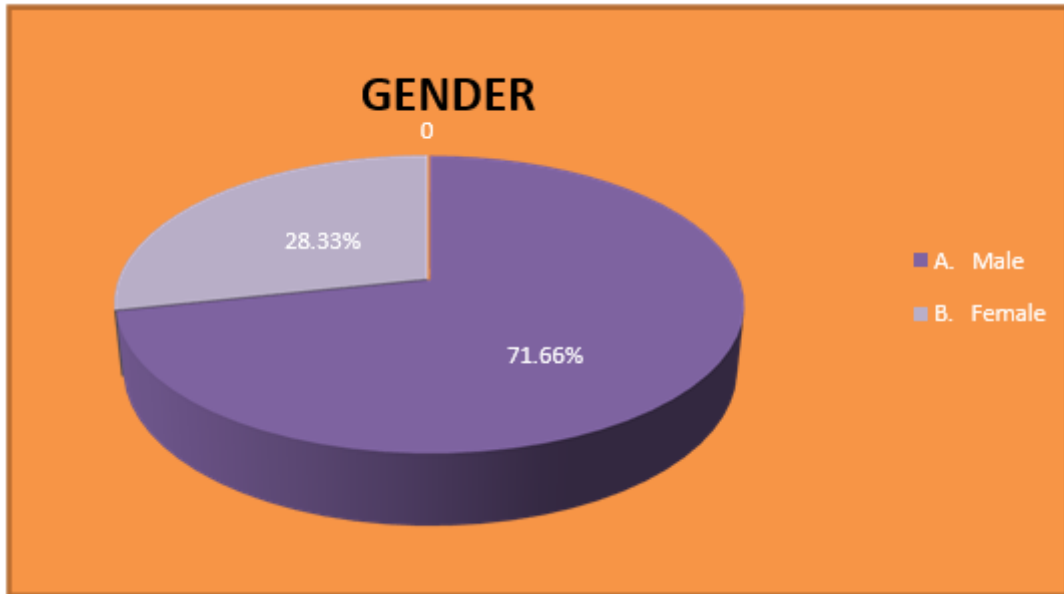


FIGURE 4.2- pie chart showing the percentage distribution of students on basis of their gender.

FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOURCE OF KNOWLEDGE

Among 60 students gets knowledge, 16.66% were get from teacher, 0% were get from friends, 26.66% were get from reading, 56.66% were get from clinical.

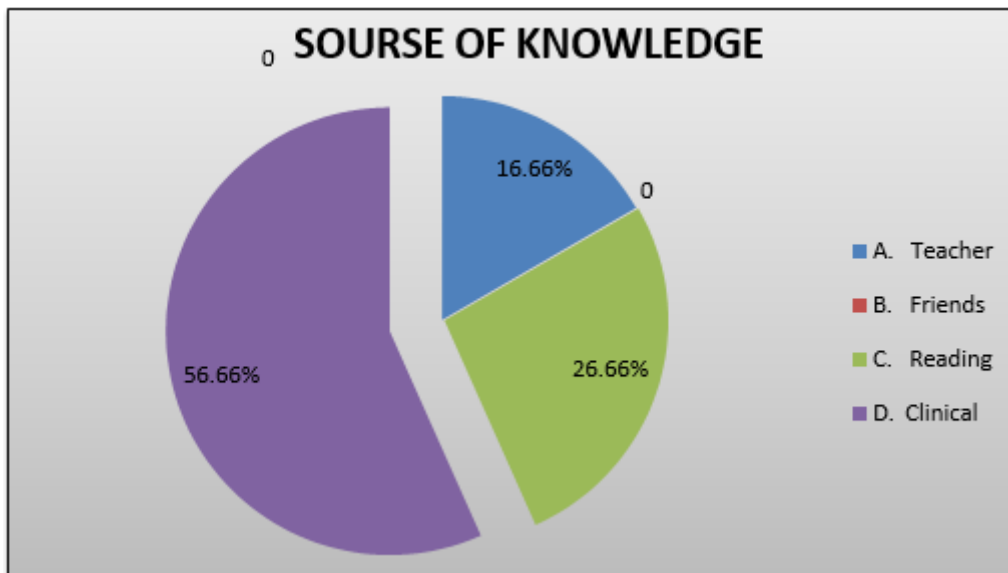


FIGURE 4.3:- Pie chart showing the percentage distribution of students on the basis their source of knowledge

FREQUENCY AND PERCENTAGE DISTRIBUTION OF SAMPLE BY DURATION OF CLINICAL EXPERIENCE.

Among 60 students, 8.33% were posted for 1 week, 18.33% were posted for 2 weeks, 73.33% were posted for 3 weeks, 0% were posted for none.

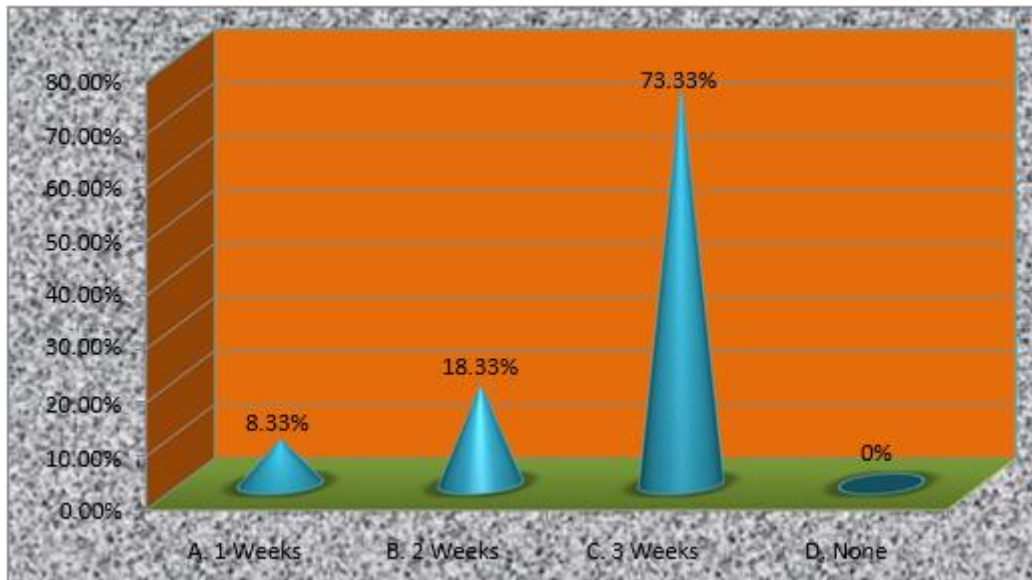


FIGURE 4.4:- Bar chart showing the percentage distribution of students on the basis of their duration of experience in clinical.

FREQUENCY AND PERCENTAGE DISTRIBUTION OF SAMPLE BY PREVIOUS ANY PROCEDURE PERFORMED BY BAG TECHNIQUE.

Among 60 students, 68.33% were performed and 31.66% were not performed procedure on Bag technique.

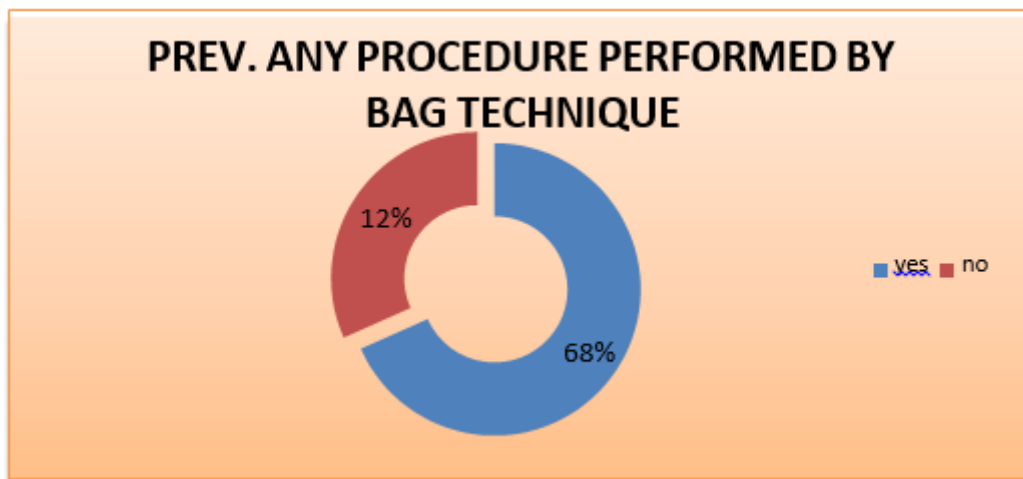


FIGURE 4.5:- Doughnut chart showing the percentage distribution of students on the basis of previous any procedure performed by bag technique.

SECTION:- B ASSESSMENT OF PRE TEST AND POST TEST KNOWLEDGE ON PRACTICE OF STUDENTS REGARDING BAG TECHNIQUE PRE TEST SCORE ASSESSMENT OF PRE TEST

To assess the pre test practice of students regarding bag technique structured rating scale containing 20 steps are developed. Each correct steps awarded marks. The total score was 100. The data were compiled into master sheet and analyzed. The total practice scores scores graded as follows.

SCORES	LEVELS OF PRACTICE
0-20 Marks	Very Poor
21-40 Marks	Poor
41- 60 Marks	Average
61-80 Marks	Good
81-100 Marks	Very Good

TABLE 4.2 Distribution of pre-test knowledge on practice score

S.NO.	CATEGORIES	FREQUENCY	PERCENTAGE
1	Very Poor	0	0%
2	Poor	50	83.33%
3	Average	10	16.66%
4	Good	0	0%
5	Very Good	0	0%

The data represents that majority of student’s have “POOR” knowledge on practice.

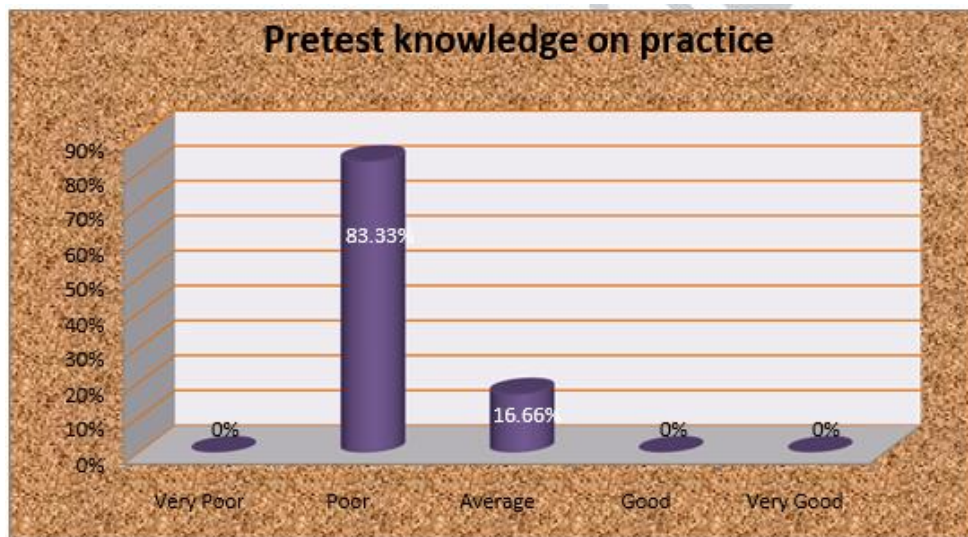


Figure 4.6:- Acolumn cylindrical diagramme showing the percentagedistribution of pretest knowledge on practice of students.

TABLE 4.3 Distribution of post-test knowledge on practice score

S.NO.	CATEGORIES	FREQUENCY	PERCENTAGE
1	Very Poor	0	0%
2	Poor	0	0%

3	Average	4	6.66%
4	Good	42	70%
5	Very Good	14	23.33%

The data represent that majority of students have “GOOD” practice on knowledge

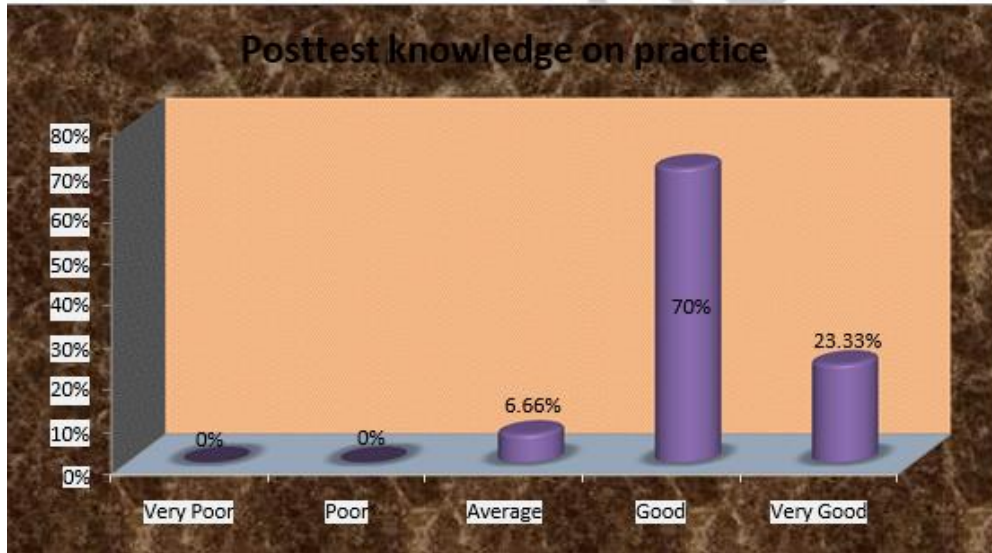


Figure- 4.7:-The figure indicate that majority of respondents improved their knowledge on practice that is 70% after implementation of VATP with demonstration on bag technique.

SECTION: C ASSESSMENT OF EFFECTIVENESS OF VATP AND WITH DEMONSTRATION.

This section deals with the pre test and post test knowledge on practice scores which were obtained by the use of structured Rating list on bag technique.

This part shows the effectiveness of VATP with demonstration in terms of knowledge on practice increased. The data were compiled into master sheet and analyzed.

The section is further classified into subsections:

- MEAN AND STANDERED DEVIATION OF PRE TEST AND POST TEST KNOWLEDGE ON PRACTICE SCORES OF BAG TECHNIQUE.
- VALUES OF MEAN, STANDARED DEVIATON, Z TEST AND P The hypothesis is formulated in this regard as

HYPOTHESIS

- **H₁:** There will be a significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.

TABLE:-4.4 MEAN, STANDARED DEVIATION STANDARED ERROR OF THE PRE TEST AND POST TEST KNOWLEDGE ON PRACTICE SCORES OF STUDENTS

SCORE	MEAN	STANDARD DEVIATION	STANDARD ERROR
Pre Test	30.03	7.50	

Post Test	74.95	8.06	1.42
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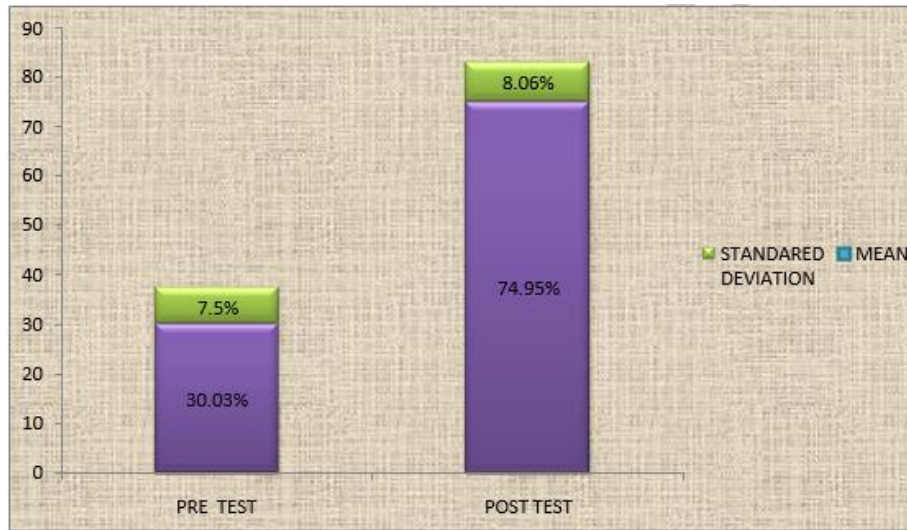


FIGURE 4.8:- Column diagram showing the mean and standard deviation of pre test and post score of knowledge score of students.

To calculate the significance of the mean difference pre test and post test, the hypothesis is stated a

TABLE 4.5:- VALUES OF MEAN, STANDARD DEVIATION AND MEAN% MEAN DEFFERENCE

SCORE	MEAN	STANDARD DEVIATION	MEAN %	MEAN DEFFERNCE
Pre Test	30.03	7.50	30.03%	44.92%
Post Test	74.95	8.06	74.95%	

Since the value of mean% for 30.03% and posttest is 74.95%, it states that there is significant difference in knowledge on practice score after the administration of VATP with demonstration regarding bag technique is 44.92% i.e. VATP with demonstration was effective to increase the knowledge on practice to students related to bag technique.

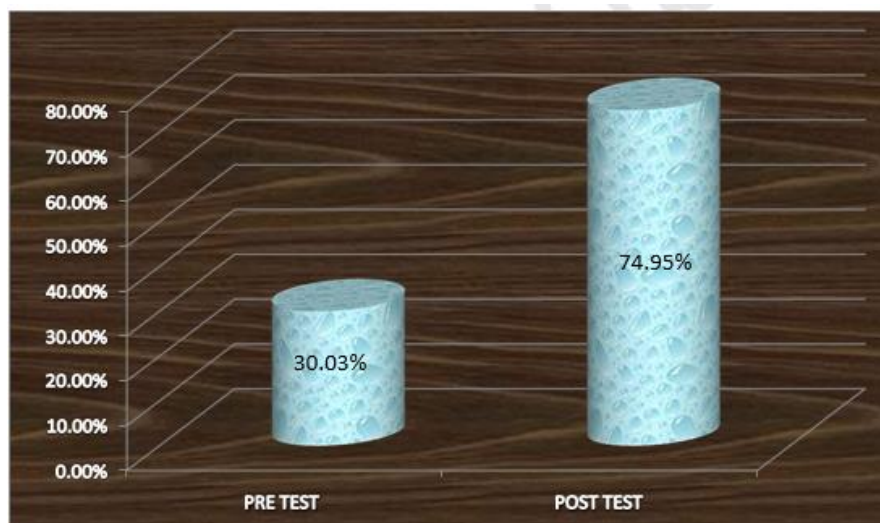


FIGURE 4.9:- Column diagram showing the percentage of mean pre test and post test of knowledge and practice.

MEAN, STANDARD DEVIATION OF PRE TEST AND POST TEST AND OF KNOWLEDGE ON PRACTICE SCORES AND ITS SIGNIFICANCE BY “Z” TEST .

- ✓ To determine the significance in the difference of mean of pretest and mean of post test of knowledge Z TEST was used.
- ✓ To calculate the significance of mean difference between pre-test and post – test practice score, the hypothesis stated was:
 There will be a significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.
 The need for null hypothesis is lie in that the statistical hypothesis is basically a process of disproof and rejection. It is the rejection of null hypothesis that the researcher seeks to accomplish through statistical test.
- Thus to test the hypothesis, the following null hypothesis was formulated **H₀-H₁**:-There will be significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.

TABLE 4.5 VALUES OF MEAN, STANDRED DEVIATION, MEAN DIFFERENCE Z VALUE AND P VALUE OF PRE-TEST AND POST-TEST KNOWLEDGE ON PRACTICE SCORE.

SCORE	MEAN	STANDARD DEVIATION	Z VALUE	P VALUE
Pre Test	30.03	7.50	1.95	0.0256
Post Test	74.95	8.06		

**CHAPTER -V
DISCUSSION**

The present study was conducted to assess the effectiveness of VIDEO ASSESTED TEACHING PROGRAMME WITH DEMOSNTRATION on knowledge on practice regarding bag technique and its effect on B.Sc. Nursing 4th year students of selected THE ACADEMY OF NURSING SCIENCE & HOSPITAL GWALIOR MADHYA PRADESH

5. 1 OBJECTIVE IF THE STUDY:

1. Assess the pre- test scores regarding knowledge on practice of bag techniqueby using rating scale.
2. Assess the effectiveness of video assisted teaching methods withdemonstration.
3. Assess the post- test scores regarding knowledge on practice of bag techniqueby using rating scale.

MAJOR FINDINGS OF THE STUDY

FINDING RELATED TO SOCIO DEMOGRAPHIC DATA

- Most of the subject from the age group 18-22 yrs, 38(63.33%), 23-27 yrs. 22(36.66%).
- Most of the subjects were female 43(71.66%), and male 17(28.33%).
- Most of the subject were get the source of knowledge from clinical 34(56.66%), reading 16(26.66%), teacher 10(16.66%) and friends 0%.
- In the study most of subjects were duration of clinical experience in community area 3 weeks 44(73.33%), 2 weeks 11(18.33%), 1 weeks 5(8.33%)and none 0%.

- Most of the subjects were doing any procedure performed yes 41(68.33%) and not performed 19 (31.66%).

THE FIRST OBJECTIVES WAS TO ASSESS THE PRETEST SCORE REGARDING KNOWLEDGE ON PRACTICE OF BAG TECHNIQUE.

in the domain of pre test knowledge on practice level among the students majority had no very good knowledge on practice, no good knowledge on practice, average knowledge on practice 16.66%, poor knowledge on practice 83.33% and no very poor knowledge on practice regarding bag technique. The mean score for pre test level of knowledge on practice among students is mean 30.50 and standard deviation

7.50. A survey was conducted in 1987 at Indiana among the baccalaureate public health nursing faculty to ascertain how many schools were teaching the bag technique. They investigated the use of the standard nursing bag and the practice of asepsis for students making home visits. Their survey revealed that of 62 responding schools, 66 % used a standard public health nursing bag during their community clinical experience. Furthermore, the survey revealed that 62 percent reported that the school faculty were responsible for teaching the bag technique to the students, with only 41 percent evaluating the students on the use of the bag. Faculty determined that the inclusion of use of the bag within the curriculum was not obsolete and the nursing bag provided students with an essential, organized reservoir for supplies as well as an effective tool to promote the practice of infection control.

THE SECOND OBJECTIVE WAS TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME WITH DEMONSTRATION.

In the domain of pre test knowledge on practice level among the students majority had no very good knowledge on practice, no good knowledge on practice, average knowledge on practice 16.66%, poor knowledge on practice 83.33% and no very poor knowledge on practice regarding bag technique. The mean score for pre test level of knowledge on practice among students is mean 30.03 with mean percentage 30.03% and standard deviation 7.50. after the administration of video assisted teaching programme with demonstration the knowledge on practice post test level among majority had very good knowledge on practice 23.33%, good knowledge on practice 70%, average knowledge on practice 6.66%, no poor knowledge on practice, and no very poor knowledge on practice regarding bag technique. The mean score for post test level of knowledge on practice among students is mean 74.95 with mean percentage 74.95% and standard deviation 8.06. Z value 1.95 Indicates that calculated Z value is more than table value. Therefore the research hypothesis **H1:-** There will be a significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques. A comparative study was conducted among students of Biology Rensselaer Polytechnic Institute, Troy, New York, to assess the effectiveness of studio v/s interactive lecture demonstration. The sample size was 50. Two delivery methods for a course in Genetics and Evolution were compared using pre- and post- testing of basic concepts to evaluate the effectiveness of each method. The lecture- cum-demonstration method resulted in a drop in student learning from

$\langle g \rangle = 0.75 \pm 0.25$ to $\langle g \rangle = 0.46 \pm 0.37$. It was found that the gain learning by video teaching. method was 0.75 ± 0.25 . The result of this study suggested that studio techniques are more effective means of instruction than interactive lecture.

ASSESS THE POST- TEST SCORES REGARDING KNOWLEDGE ON PRACTICE OF BAG TECHNIQUE.

The statistical analysis of post test of students showed that 70% scored good marks, 23.33% scored very good marks, 6.66% scored average marks, 0% scored average marks and 0% very poor scored average marks.

CHAPTER-VI

SUMMARY, CONCLUSION, IMPLICATION LIMITATION, RECOMMENDATION

I as a researcher choose to work with B.Sc.(N) 4th year students, as they are the future nurse. The nurses have great role in community area. The nurse is provide primary care through the bag technique. so students nurses should have a proper knowledge on practice about care. Based on the experiences of the researcher, realized increase need of bag technique and its effect the care of patient and deficiency of knowledge on practice among students. Thus, the researcher felt the need for assessing the knowledge on practice of B.Sc. (N) 4th year students on bag technique and improve the knowledge on practice by giving video assisted teaching programme.

STATEMENT OF THE PROBLEM

A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING PROGRAMME WITH DEMONSTRATION REGARDING KNOWLEDGE ON PRACTICE OF BAG TECHNIQUE AMONG B.Sc. NURSING 4th YEAR STUDENTS IN SELECTED THE ACADEMY OF NURSING SCIENCE & HOSPITAL GWALIOR MADHYA PRADESH

OBJECTIVES OF THE STUDY

1. Assess the pre- test scores regarding knowledge on practice of bag technique by using rating scale.
2. Assess the post- test scores regarding knowledge on practice of bag technique by using rating scale
3. Assess the effectiveness of video assisted teaching methods with demonstration.

ASSUMPTION

3. The B.Sc. nursing 4th year students in the selected nursing colleges may have some knowledge on practice regarding bag technique.
4. Video assisted teaching with live demonstration method will stimulate the learning capacity of the students.

HYPOTHESES

- **H₁**: There will be a significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.
- **H₀₁**: There will be no significant difference in the pre-test & post test scores after the administration of video assisted teaching with demonstration programme regarding bag techniques.

REVIEW OF LITERATURE

- Study related to the bag technique.
- Studies related to the effectiveness of video assisted planned teaching programme.

CONCEPTUAL FRAMEWORK

Theoretical framework selected for this study was based on model development by Daniel.LStuffleBeam(1971). It includes Context, Input, Process and product Evaluation (CIPP).

RESEARCH DESIGN

Pre-experimental one group pre-test, post test design without control group was selected as the research design for the present study.

SETTING

Study setting in the general physical location in which data collection takes place.

The Study was conducted at one Nursing college of Gwalior i.e. P.G. COLLEGE OF NURSING. The college was selected on the basis of feasibility study and availability of sample.

SAMPLE TECHNIQUE

The sample is the subset of the population selected to participate in research study. Sampling refers to the process of selecting a portion of the population to represent the entire population.

The sample of the study comprises of students of 60 students of B.Sc. (N) 4th year of 1 college i.e. P.G. COLLEGE OF NURSING. The subject using convenient sampling technique adopted.

SAMPLE SIZE

In the present study the population consists of B.Sc. (N) 4th year students of selected college in Gwalior. The present study was conducted among 60 B.Sc. (N) 4th year students of P.G. COLLEGE OF NURSING in Gwalior.

TOOL

Data collection tool contain items on the following aspects:

SECTION-A DEVELOPMENT OF DEMOGRAPHIC DATA

Demographic data which contains 5 variables pertaining to socio demographic information of the students such age, gender, source of knowledge, duration of posting in clinical area and previously any procedure performed by bag technique.

SECTION-B DEVELOPMENT OF KNOWLEDGE ON PRACTICE RATING SCALE

The knowledge on practice of bag technique was measured in items of practice scores. Each correct step was given a score according to rating scale. The rating scale marks 1 to 5 and total marks 100.

The interpret level of knowledge on practice the score were distributed as follows:-

According to marks it's divided in Levels -

LEVELS OF PRACTICE	SCORE
Very Poor	0-20 Marks
Poor	21-40 Marks
Average	41- 60 Marks
Good	61-80 Marks

Very Good

81-100 Marks

DATA COLLECTION

The main study was conducted from 2 August 2017 to 17 August 2017 with pre-test followed by video assisted teaching. Post test was conducted on 18 August 2017 to 26 August 2017 to evaluate the effectiveness of video assisted teaching programme using same tool.

RESULTS

Majority of the students i.e. 38 (63.33%) are in the age group 18-22 yrs., 22 (36.66%) are in the age group 23-27yrs, out of 60 students majority i.e. 43 (71.66%) were girls and 17 (28.33%) were boys, most of the students i.e. 34 (56.66%) were get the source of knowledge from clinical, most of students i.e. 44 (73.33%) were posted in clinical area for 3 weeks and most of students i.e. 41 (68.33%) were previously any procedure performed by bag technique.

The overall mean knowledge on practice score obtained by subjects was 30.03 with standard deviation 7.50 in pre test and overall post test knowledge on practice score obtained by subject was 74.95 and standard deviation 8.06. The improvement in percentage of mean score for overall knowledge on practice 44.92% with „Z" test value of 1.95 and found to be significant at the level of $p > 0.05$. It is evident that video assisted teaching was effective in improving the knowledge on practice of students regarding bag technique.

CONCLUSION:

The main aim of the study was to assess the effectiveness of video assisted teaching on knowledge on practice regarding bag technique and its help of Nursing students. Information was given through a video assisted teaching and demonstration.

The following conclusions were drawn on the basis of findings of the study:

- The pre-test findings showed that knowledge on practice of students regarding bag technique. The knowledge on practice was inadequate.
- The administration of video assisted teaching programme helped them to understand about bag technique.
- Most of them were having good level of knowledge on practice after introducing the teaching. The video assisted teaching programme with demonstration is proved to be very effective method of transforming information.

NURSING IMPLICATIONS:

The findings of the study have implication in Nursing practice, Nursing education, Nursing research and Nursing administration.

NURSING PRACTICE:

Nursing administrator can implicate bag technique in the practice at clinical area. Make aware about bag technique among students and staff. Nursing is an art and science, nursing is based upon a body of knowledge that is always changing with new discoveries and innovations. When the nurses integrate the science and art of nursing into their practice, the quality of care provided to clients is at a level of excellence that benefits clients in numerous ways. They are the key person of the health team, who plays

a vital role in the promotion and maintenance of health. They can identify the problem as early as possible and provide need based care to promote optimum health of clients through bag technique at home. Hence the student nurses who are the future nurses should have adequate knowledge on practice about the bag technique.

NURSING EDUCATION:

Nursing curriculum should take initiative to publish book and articles in journals regarding bag technique and its helps to the students. They also motivate students to do many projects regarding bag technique and its help to nurses during home visiting. Continuing Nursing education programme, state and national level conference, workshop, seminar and symposium can be held for all Nursing personals to update their knowledge regarding use of community health Nursing bag at home. If some emergency care needed during home-visit. Demonstration of bag-technique is to be added as students are using the bag during home visits.

NURSING ADMINISTRATION:

Nurses administrator are the key persons to plan, organize and conduct in- service education programmes. Nurse administrator's support should be necessary to conduct and evaluate health education programmes. The nurses administrator should take interest in providing information of bag technique to all the staff nurses in their respective of community health services programmes. Sufficient studies must be encouraged to assess the knowledge on practice of student nurses regarding bag technique. Research findings can be utilized in the community health Nursing practices. The nurse administrator must initiate health education in the community by the proper utilization of sub center and primary health center nurses by the training and encouraging them. They are in a key position to organize, implement and evaluate and educative programs which will in turn help to improve the knowledge on practice as well as to meet the future needs of the community health nursing practices effectively.

NURSING RESEARCH :

The study throws light on B.Sc. Nursing 4th year student's knowledge on practice regarding bag technique and its help of home visiting. There is lot of scope for exploring these area. Experimental and intervention based studies should be conducted in institutional areas to have a direct knowledge on practice about bag technique and its consequences. More research studies may be conducted when students are going for community health nursing experience at urban or rural community of nursing students.

LIMITATIONS OF THE STUDY

- Attending Study is limited to a selected college of Gwalior.
- The college at the time of data collection.
- The study is limited to B.Sc. Nursing 4th year students.

RECOMMENDATIONS

On the basis of the findings of the study, the following recommendations have been made:

- A similar study can be replicated on a large scale to generalize the findings.

- A comparative study can be conducted to assess the knowledge and practice of these modalities among the students nurses.
- An experimental study can be conducted

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