

“A Study To Develop And Evaluate The Effectiveness Of Module On Cognitive Behavior Therapy In Terms Of Knowledge And Attitude Among Students Of Selected College Of Nursing, New Delhi”

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Abstract: -

Emotional experiences are ubiquitous in nature and important and perhaps even critical in academic settings, as emotion modulates virtually every aspect of cognition. Tests, examinations, homework, and deadlines are associated with different emotional states that encompass frustration, anxiety, and boredom. This is followed by the emotional-cognitive interactions in the various brain regions that are intimately involved in emotion and memory systems and influence behavior. A pre-experimental study was conducted with an aim to develop and evaluate the effectiveness of Module on cognitive behavior therapy in terms of knowledge and attitude among students of selected College of Nursing, New Delhi. Quantitative approach with one group pre-test post-test was adopted for the study. A module was developed and administered with certain activities and assignment to practice for the students. The module was based on the INC guidelines given for Cognitive Behavior Therapy included concepts, CBT model, development and tracking of automatic thoughts, biofeedback, Socratic questioning, behavior experiments, thought records and action plan components. The data was collected from 52 B.Sc. (Hons.) Nursing students of Holy Family College of Nursing using Structured knowledge Questionnaire and structured attitude scale. The data was tabulated and analyzed using descriptive and inferential statistics. The findings shows that mean post-test knowledge score and attitude score 21.2127 and 38.7021 was higher than mean pre-test knowledge score and attitude score 13.8723 and 35.4680. The result also revealed that module on cognitive behavior therapy is effective in enhancing the level of knowledge and attitude among nursing students as the calculated t-value is greater than table value at 2.012 at $p < 0.05$ level of significance.

Keywords: Effectiveness, Module, Nursing students, Knowledge, Attitude.

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I. Background Of The Study

A mental disorder is characterized by a clinically significant disturbance in an individual's cognition, emotional regulation, or behavior stated by World Health Organization.

As per 2019 data, 1 in every 8 people, or 970 million people around the world were living with a mental disorder in which the most common were anxiety and depressive disorders.

Also, due to the Covid 19 pandemic (2020) there was major increase in depressive and anxiety disorders. There estimation of about 26% and 28% increase respectively for anxiety and major depressive disorders in just one year. The majority of persons with mental problems do not have access to effective care, despite the availability of preventative and treatment methods including psychotherapy, pharmacotherapies, psychoeducation, and many more possibilities.

Numerous studies have demonstrated how effective psychotherapy can be in treating a range of common physical and mental health issues by both randomized controlled trials and studies examining the impact of evidence-based psychological treatments delivered in typical clinical settings. 1

Hundreds of studies have shown the efficacy of CT or CBT methods for treatment of various psychological and behavioral problems, including depression, phobia, anxiety, panic, agoraphobia, marital problems, anger, chronic pain, sexual abuse, schizophrenia, and bulimia nervosa.2

As a result, wide varieties of Psychotherapies have been developed to treat mental health conditions and improve mental health.

Statement: “A study to develop and evaluate the effectiveness of Module on Cognitive Behavior Therapy in terms of knowledge and attitude among students of selected college of nursing, New Delhi”.

Objectives

- To develop and evaluate the effectiveness of module on cognitive behavior therapy.
- To assess the effectiveness of module on cognitive behavior therapy in terms of knowledge and attitude among nursing students.
- To find out the correlation between the knowledge score and attitude score regarding cognitive behavior therapy among nursing students

II. Methodology:

Research approach: Quantitative research approach

Research design: Pre experimental one group pre-test post-test design

Setting of the study: Holy family college of nursing, New Delhi.

Sample Size: 52

Sample Technique: Total enumeration sampling technique.

Development of tool: The tool consisted of mainly 3 sections: Section A- Selected demographic variable, Section B- Structured Knowledge questionnaire was prepared to assess the level of Knowledge and Section C- Structured Attitude scale was prepared to assess the level of Attitude regarding cognitive Behavior therapy among nursing students.

Period of data collection:

Data collection procedure was carried out in the month of 1st January- 15th January 2023.

During this period investigator collected the information from students of Holy family college of nursing, New Delhi. Sample consisted of 52 nursing students. Out of which 5 were excluded from the study due to special leave.

Total sample of 47 were taken in the study. The confidentiality of all the samples were assured. Section A, B, C of tool were filled by participants. Time taken to fill the questionnaire was 15-20 minutes.

Major findings:

SECTION 1: Findings related to demographic variables of nursing students.

Majority of the participants i.e. 42 (89.36%) were in the age group 18-20 years, 5 (10.64%) were in age group of 21-23 years and none of them were above 23.

- All the participants 47 (100%) were female.
- None of the participant have any previous knowledge about Cognitive behavior therapy.
- Also, none of them were having any clinical experience in taking care of the patient diagnosed with any of the psychiatric illness.

SECTION 2: Finding related to the effectiveness of the module on Cognitive Behavior therapy in terms of knowledge among the selected nursing students

- The data presented in figure 1 represents the level of the knowledge among nursing students before and after the administration of the cognitive behavior therapy module, where the number of participants 25 (53.19%) who found to have poor knowledge on cognitive behavior therapy in pre-test later was acknowledged as dropped down to 1 (2.13%) in post-test. The number of participants 22 (46.81%) who were having average knowledge on cognitive behavior therapy in pre-test and later found to be increased to 31 (65.96%) in the post-test.
- Hence the data presented above signifies the statistical difference in the number of the participants who had poor knowledge on cognitive behavior therapy were enhanced to average and good knowledge on cognitive behavior therapy.

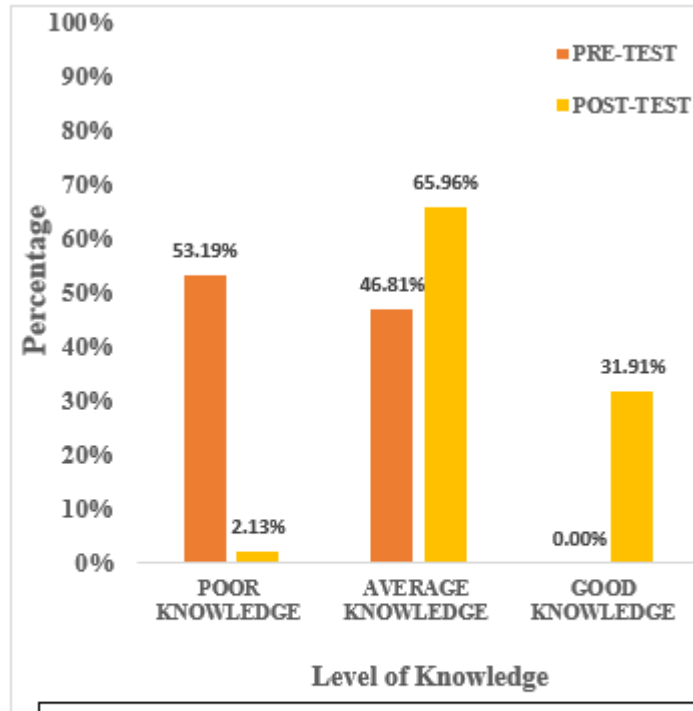


Fig 1 : A bar diagram showing the percentage distribution of pre-test and post-test knowledge scores among nursing students before and after the administration of cognitive behavior therapy module.

Table 1: Mean, Mean difference, standard deviation, and “t” value of pre- test and post- test of knowledge score of nursing students on cognitive behavior therapy module.

n = 47

S.No.	Test	Mean	Standard Deviation	Mean Difference	‘t’ Value
1.	Pre- test	13.8723	2.72362	7.3404	14.264*
2.	Post- test	21.2127	3.0067		

t(46) = 2.012, Significance at p<0.05 level

- The table 1 depicts the pre-test mean of knowledge score 13.8723, standard deviation 2.72362, post-test mean of knowledge score 21.2127, standard deviation 3.0067 and the mean difference 7.3404. this shows that there exists a statistical difference between mean pre-test and post-test score of level of knowledge on cognitive behavior therapy among nursing students.
- The ‘t’ value 14.264 was higher than the significance value 2.012 for df (46) at 0.05 level of significance. Hence the null hypothesis was rejected and research hypothesis was accepted. This indicates that the cognitive behavior therapy module was effective in enhancing the level of knowledge among nursing students.

SECTION C: Findings related to the effectiveness of the module on Cognitive Behavior therapy in terms of attitude among the nursing students

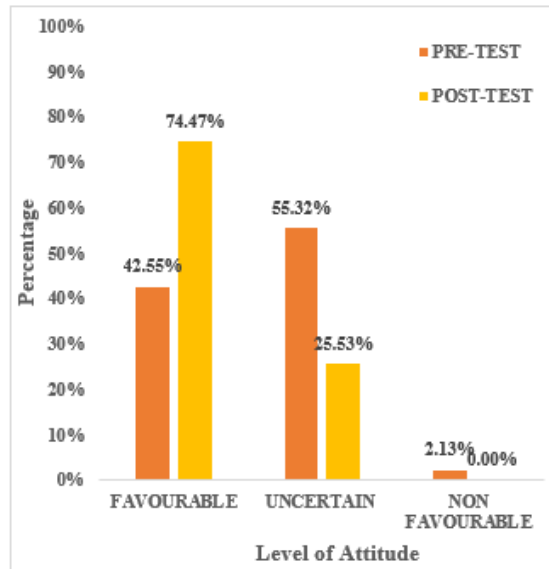


Fig 2 : Bar diagram showing the percentage distribution of pre-test and post-test Attitude scores among nursing students on Cognitive behavior therapy module

- The data presented in figure 2 represents the level of the attitude among nursing students before and after the administration of the cognitive behavior therapy module, where the number of participants 26 (55.32%) who found to have uncertain attitude towards cognitive behavior therapy in pre-test later was acknowledged as dropped down to 12 (25.53%) in post-test. The number of participants 20 (42.55%) who were having favorable attitude towards cognitive behavior therapy in pre-test and later found to be increased to 35 (74.47%) in the post-test. Similarly, there was 1 participant having non favorable attitude towards cognitive behavior therapy in pre- test, which was found to be decreased to 0 (0.00%) in post-test.
- Hence the data presented above signifies the statistical difference in the number of the participants who had uncertain and non-favorable attitude towards cognitive behavior therapy were enhanced to favorable attitude.

Table 2: Mean, Mean difference, standard deviation, and “t” value of pre- test and post-test of knowledge score of nursing students on cognitive behavior therapy module.

n =47

S.No.	Test	Mean	Standard Deviation	Mean Difference	‘t’ Value
1.	Pre-test	35.4680	4.4176	3.2341	4.90*
2.	Post-test	38.7021	2.8888		

t(46) = 2.012, Significance at p<0.05 level

- The Table 2 depicts the pre-test mean of attitude score 35.4680, standard deviation 4.4176, post-test mean of attitude score 38.7021, standard deviation 2.8888 and the mean difference 3.2341. This shows that there exists a statistical difference between mean pre-test and post-test score of level of attitude on cognitive behavior therapy among nursing students.
- The ‘t’ value 4.90 was higher than the significance value 2.012 for df (46) at 0.05 level of significance. Hence the null hypothesis was rejected and research hypothesis was accepted. This indicates that the cognitive behavior therapy module was effective in enhancing the level of attitude among nursing students.

SECTION 4: Findings related to the correlation between the post-test knowledge scores and post-test attitude score of nursing students on Cognitive behavior therapy module.

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TABLE :3 **n = 47**

Variables	Mean	S.D	“r” value	p value
Knowledge Score	21.2	3.0	0.2577	0.080
Attitude Score	38.7	2.8		

t(46) = 2.012, Significance at p<0.05 level

It was found that there was weak positive correlation (0.25) between the post-test knowledge score and post-test attitude score of nursing students on module regarding cognitive behavior therapy.

Hence, the null hypothesis (H03) is rejected and the research hypothesis (H3) is accepted that there exist a positive weak correlation between the post-test knowledge score and post-test attitude score of nursing students on module regarding Cognitive Behavior Therapy.

III. Discussion:

The present study was undertaken to develop and assess the effectiveness of module on Cognitive Behavior Therapy Module in terms of knowledge and attitude among students of selected college of nursing, New Delhi.

The present study was conducted to assess the effectiveness of the cognitive behavior therapy module which was congruent with the study conducted by Tania Qamar, Saralah Devi Mariamdarani Chaethiyar et al (2021)³ to examine the effectiveness of intervention based cognitive behavior therapy module in treating the signs of depression among females with major depressive disorder. The results of the study revealed that females who received interventions on cognitive behavior therapy scored lower than beck depression inventory than females who did not get any interventions. Thus, it concluded that cognitive behavior therapy module is useful for females suffering from major depression.

In the present study, findings shows that out of 47 nursing students, majority of the nursing students 65.96% had the average knowledge towards the cognitive behavior therapy module. The findings of the study is consistent with the study conducted by Biju P Bincy, Stephen Jibi et al (2019)⁴ to assess the effectiveness of self instructional module on knowledge regarding medication errors and its prevention among staff nurses. The result shows that among 60 staff nurses 45% had excellent level of knowledge, 48.3% had good level of knowledge, 6.6% had poor level of knowledge. The findings of the study suggest that self-instruction module is an effective intervention in improving knowledge of staff nurses.

The present study, findings shows that 74.47% of the nursing students had favorable attitude towards the cognitive behavior therapy module which is congruent with the study conducted by Gandhi Srivasan, dass Prabhu Devan (2019)⁵ which revealed that 68.5% of the nursing students had favourable attitude towards problem based learning module .

IV. Summary:

The present study was conducted to develop and evaluate the effectiveness of module on cognitive behavior therapy in terms of knowledge and attitude among nursing students of selected college of nursing, New Delhi. Total enumeration sampling technique was used for selection of samples. Pilot study was conducted during the month of December, 2022. This procedure was done to ensure the reliability of tool and feasibility of the study. The actual data collection procedure was carried out in the month of January, 2023. The sample were taken from Holy family college of nursing, New Delhi . Sample consist of 47 B.Sc. (H) students from holy family college of nursing, New Delhi. Before collecting data researcher introduce herself, explain the purpose of study, and confidentiality and anonymity was maintained throughout the study. The gathered data was analyzed by

calculating mean, standard deviation, t-test to find out the effectiveness in the level of knowledge and attitude and correlation to find out the relationship between the knowledge score and attitude scores of nursing students regarding cognitive behavior therapy.

V. Nursing Implications: -

The findings of the study have several implications for nursing practice, nursing education, nursing administrations and nursing research.

Nursing practice:

- To develop and apply skills-based knowledge regarding the concept and techniques of the cognitive behavior therapy and develop an insight into self and others.
- Nurses can also motivate patients by applying strategies to identify and respond to their dysfunctional cognitions.
- Application of cognitive behavior therapy module will help the nurses in assessment of the clients, making formulations, goals, and to take necessary interventions by behavior experiments which helps a client to have sound mental health and quality of life.

Nursing Education:

- In nursing education, the students, staff, faculty must be put to spotlight regarding the knowledge how the illogical thinking, wrong inferences, abnormal thoughts will have impact on the behavior and mental health.
- The cognitive behavior therapy module must be communicated to nursing professionals through published literature and also by non-published means.
- The content of the module on cognitive behavior therapy will be shared among nursing students for the learning and reference use in the future.

Nursing administration:

- The nurse administrator at the institutional and national level should focus their attention in educating staff nurses and other health care workers about the different problems of thought of interactions between various systems within the persons and their environment.
- Health administrator should conduct seminar, workshop for the nurses in the hospitals to identify and modify the maladaptive cognitions and behavior with the help of behavior experiments and helps in adapting new learning behavior.

Nursing Research

- In the nursing research, it is the responsibility of the nurse researcher to assess the clear picture of problem, vulnerability factors, goals setting and making necessary formulations to promote the mental well being of the individuals.

VI. Recommendations

- A similar study can be done on a larger sample for better generalization of the findings.
- A similar study can be conducted for nursing staff, educators, faculties from nursing profession.
- A comparative study can be done among undergraduate and post graduate nursing students.

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