

Original Research Article

“A Study to Assess the Effectiveness of Computer Assisted planned Teaching Programmed on Knowledge Regarding Compulsive Hoarding Syndrome and this Effect on Health among Post Graduate Students of LNCT College, Bhopal (M.P.)”.

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Abstract

Hoarding is characterized by two parts. The first is the accumulation of things that have little or no value. The second is the inability to part with things that list, notes the hoarder has accumulated. Typically, hoarders pile up old newspapers, food, mail, clothes, garbage, cartons, cans, and other debris. There are also instances of animal hoarding, where an individual collects and houses dozens to thousands of animals.

Keyword: Computer Assisted planned teaching Programmed (CAPTP), Compulsive Hoarding Syndrome (CHD), Body Mass Index (BMI), Hoarding Rating Scale (HRS) Selective Serotonin Reuptake Inhibitors (SSRI) and management of tape worm infestation in children.

1 Introduction

Children **HUDSON and TARY E.** (1996), most people enjoy acquiring and using their possession and nearly everyone keeps some they don't need or use. What motivates collecting changes across the life span? In childhood, items are collected for leisure or enrichment. In adulthood, it is often for monetary reasons and in old age, the collecting of items may be for reasons of sentimentality or security. Collecting rarely leads to distress or abnormal and the behaviour undertaken secretly. In contrast, an individual with extreme collection and acquisition behaviour lead to distress and dysfunction and is undertaken secretly. The items collected are inanimate or animate, have minimal value or purpose and their disposal is resisted.

Cristina Sorrentino (2002) revealed that hoarding usually begins slowly, but builds over time. Hoarding can lead to a wide range of serious problems as it gets worse. For people who live in the home, these risks include, tripping and falling over things, being hurt and even killed when items fall on them, developing health problems from mold or pests that live in the clutter, delays in receiving emergency care, injury or even death. These risks may include public health problems (e.g., spread of pest infestation) for adjacent apartments and homes, structural problems because of too many heavy items (for example, books) that are too much for the load limits of the building,

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Flooding when pipes are in need of repair, fire from Electrical wiring or heating systems in need of repair, lost property value and of rent income for landlords who must make costly repairs due to hoarding or who have to pay legal fees.

Frost and Gross b, (1993), was conducted a first study regarding hoarding disorders was defined for the first time as “the acquisition of, and failure to discard, possessions which appear to be useless or of limited value”. This study was the first to describe compulsive hoarding disorders in a large sample of people, and it framed our earliest picture of compulsive hoarding disorders and the phenomena associated with that

2 Need For Study

San Diego (2004), Compulsive hoarding is a syndrome characterized by difficulty discarding items that appear to most people to have little or no value. This leads to an accumulation of clutter such that living and workspaces cannot be used for their intended purposes.

Fleury G Gaud (2012), said that it is a common mental health condition that affect an estimated 700,000 to 1.4 million Americans, but few receive adequate treatment. Compulsive hoarding affects approximately 2-5% of the adult population.

Statement of Problem

“A Study To Assess The Effectiveness Of Computer Assisted planned Teaching Programmed On Knowledge Regarding Compulsive Hoarding Syndrome And Its Effect On Health Among Post Graduate Students of LNCT College, Bhopal(M.P.)”.

3 Objectives

1. To assess the pre-test level of knowledge regarding compulsive hoarding syndrome and its effect on health among post graduate persons.
2. To assess the post-test level of knowledge regarding compulsive hoarding syndrome and its effect on health among post graduate persons after implementation of CAT.
3. To evaluate the effectiveness of computer assisted teaching programmed by comparing post and pre test knowledge score regarding compulsive hoarding syndrome and its effects on health among post graduate persons.
4. To determine the association between pre-test knowledge level regarding compulsive hoarding syndrome and its effect on health with selected demographic variables of post graduate persons.

4 Hypothesis

H₁: There will be a significant difference between in mean post-test knowledge scores as compared to the mean pre-test knowledge scores regarding compulsive hoarding syndrome and its effect on health. .

H₂: There will be significant association between pre-test knowledge score regarding compulsive hoarding syndrome and its effect on health with selected demographic variables of post persons.

5 Research Methodology

Research approach: Quantitative evaluative approach.

Target population: post graduate persons.

Accessible Population: 50 post graduate Students from LNCT college of Managements Studies Bhopal (M.P.).

Sample Size: 50 post graduate persons.

Sampling Technique: Simple random sampling technique (Lottery method)

6 Result

Aspect wise comparison of pre-test and post-test knowledge scores of students on compulsive hoarding syndrome and its effect on health. n=50

Sl.No	Area wise	Pre mean	Post Mean	Mean Enhancement	Mean enhancement %
1	Cause of compulsive hoarding Syndrome.	2.2	5.8	3.60	163.64
2	Pre disposing factors of compulsive hoarding syndrome	1.74	3.3	1.56	89.66
3	Health effects of compulsive hoarding syndrome	1.88	4.96	3.08	163.83
4	Management of compulsive hoarding syndrome	1.42	5.68	4.26	300.00
5	Preventive measures of compulsive hoarding syndrome.	1.44	3.8	2.36	163.89
	Overall knowledge	8.68	23.54	14.86	171.20

Table no 4.4 and figure 4. shows that aspect wise comparison of pre-test and post-test scores, in pre-test maximum score 34.80% (1.74) was seen in the aspect of pre disposing factors of compulsive hoarding syndrome and minimum 20.29% (1.42) in the aspect of management of compulsive hoarding syndrome. The total mean percentage pre-test level of knowledge score was 28.00% with standard deviation 3.16 which indicates post graduate students had inadequate knowledge in pre-test. In post-test

Maximum score 82.86 % (5.8) was seen in the aspect of cause of compulsive hoarding syndrome and minimum 66.00 (.99) in the aspect of pre disposing factors of compulsive hoarding syndrome. The overall post level mean percentage score is 75.94% (+3.60), which is higher than the

pre test total mean percentage level of knowledge score 28% (+3.16), therefore the study reveals that the post graduate students had adequate knowledge in the post-test.

7 Discussion

In the present study it was found that among 50 post graduate persons majority of students 23 (46 %) were in the age group of 22 years and 9 (18 %) were belonging to the age group of 23 years and above and it also shows that 18 (36%) were belonging to an age group less than 22 years of age. The present findings are supported by a descriptive study conducted in Philadelphia, USA with the aim to find hoarding behaviours in a large college sample. The findings suggested that majority of

students were in age group of 22 year. The present findings are supported by another study conducted in India with the aim to find the impact of age of onset of illness on clinical phenotype in hoarding. The findings suggested that hoarding can develop at early stages of adulthood.

8 Recommendations

- Based on the study, it is recommended that
- A replication of present study can be conducted with a large population and wider area for wider generalization
- A study can be done to evaluate the planned teaching programmed on Compulsive Hoarding disorder patient.
- A similar study can be replicated with a control group.
- A comprehensive study may be conducted to compare the knowledge and practice of nursing students regarding Compulsive Hoarding patient and its effect on health.
- Follow up study can be conducted to evaluate the effectiveness of Computer Assisted planned Teaching programmed (CAPTP) on Compulsive Hoarding disorders patient and its effect health among nursing students.

9 Nursing Implications

The investigator observed that following implications drawn from the study are of vital concern for nursing education, nursing practice, nursing administration and nursing research which provide way towards better improvement in knowledge of the students regarding Compulsive hoarding syndrome and its effect on health and implementing computer assisted teaching as a effective teaching strategy.

10 Nursing Education

One of the leading works of nursing is imparting education with newer knowledge. Nurse educator should make appropriate use of their knowledge to improve the standards of nursing as a profession. Nurse educators should make use of the computer assisted teaching, which is prepared for use as a teaching tool. This tool reduces their lecture hours and teaching will be effective. The students will be motivated to concentrate in better way through the computer assisted teaching. It will help the students learn and understand the subject and concept faster as compare to lecture method alone. Teaching with assistance of computer should be planned according to the needs and understanding level of the beneficiaries for the effectiveness

11 Nursing Administration

The nurse administrator should take interest in providing information through teaching with assistance of computer on Compulsive hoarding

syndrome and its effect on health for nursing students who came for clinical experience. Planning, organization of such programs requires efficient team work, planning for manpower, money material and methods and minutes to conduct successful education programs both at the hospital and community level. The nurse administrators should educate and train the student nurses and update knowledge of staff nurses regarding care of Compulsive hoarding syndrome and its effect on health and should provide appropriate nursing education with help of various methods of teaching

12 Nursing Research

There are different situations and place where the problems are identified which needs a systematic evaluation. The chosen area demands conduct of more research and findings that is too obtained and should be drawn out as a protocol in teaching student nurses and staff nurses with various effective teaching strategies which improves their understanding in care of compulsive hoarding patient.

13 Conclusion

The present study assessed the knowledge of post graduate students on Compulsive hoarding syndrome and its effect on health through Computer Assisted Teaching and found that In the Pre-test majority of the students 20 (40.0%) had poor knowledge level, 29 (58.0%) students had average knowledge. Remaining 1 (2%) was having good knowledge level. None of the post graduate students have very good knowledge level in the pre-test. In post-test after computer assisted teaching 52.0% of students exhibited very good knowledge level regarding Compulsive hoarding syndrome and its effect on health. It shows that there is a significant improvement in knowledge of post graduate persons after the computer assisted teaching (CAPTP). Thus CAT is effective in improving the knowledge of post graduate persons on Compulsive hoarding syndrome and its effect on health. The CAPTP has enhanced the knowledge of post graduate persons

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