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VOLUME 1 ISSUE 2

JULY-DECEMBER 2025

SR. NO.	CONTENT	PAGE NO.
1.	Editorial Note	01
2.	Nursing Excellence in Education, Evidence, Ethics, and Empowerment.	02
3.	Actions needed for EBP in day-to-day practice to achieve Nursing Excellence.	11
4.	Effectiveness of structured teaching programme on knowledge regarding malnutrition and nutritional practices among mothers of under 0-5-years old children in selected urban areas.	17
5.	The effectiveness of prevention of home accident information booklet on the knowledge and attitude among mothers of under five years old children in selected urban community of Pune city.	22
6.	Effectiveness of video-assisted learning on knowledge regarding sexual health and sexual assault among adolescent girls in selected schools.	28
7.	A study to assess the effectiveness of a planned teaching programme on knowledge regarding burns and their management among nursing students in selected nursing college in Pune city.	33
8.	Care of a client with tracheal reconstruction- Tracheoplasty: A case Study.	43
9.	Comparison of Jigsaw Versus Lecture Method as Teaching Strategy on Nursing Students' Knowledge of Ulcerative Colitis.	49
10.	Impact of Simulation Scenario on Nursing Students for Future Performance in Clinical Settings.	56
11.	A study to assess the correlation between screen time and sleep quality among students at selected nursing institute of Pune city.	68
12.	Current global and India's challenges and need for caregiver trainings for elderly care to meet the future gap: a literature review.	74

Aim of NIJ

To publish high-quality original research articles in the field of nursing that are novel and innovative in their findings that make substantial theoretical and practical advances in the nursing profession.



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The Nursing Innovators Journal (NIJ) publishes authors' views, which do not necessarily reflect the editorial board's or affiliated institutions' official stance.

From the Editorial's desk: "Need for innovations in nursing research approach for holistic health outcomes."

It is with great pleasure to present the current issue of the Nursing Innovators Journal (NIJ), an open-access, double-blinded, peer-reviewed international journal. NIJ brings together a diverse collection of scholarly research work from nursing that reflects the contemporary development, emerging evidence, and evidence-based practices within the fields of community health nursing, mental health nursing, obstetrical gynecological nursing, pediatric nursing, and medical surgical nursing in health sciences.

The present issue of the journal is unified by a central theme on innovations in nursing research, its interventions for holistic health outcomes, emphasizing the critical role of innovative educational strategies, evidence-based interventions, and holistic nursing care in addressing contemporary health challenges across the lifespan. The articles in this issue explore diverse dimensions of nursing practices, ranging from child and adolescent health, maternal and family care, clinical and surgical nursing, to elderly care from various nursing specialities. This issue highlights the impact of structured teaching programs, simulation-based learning, and evidence-based practice in achieving nursing excellence. Overall, these contributions pointed out the importance of preparing a competent, ethical, and empowered nursing workforce capable of responding to evolving healthcare needs at both national and global levels.

Recently, around the world, rapid changes are happening, from rising incidence of non-communicable diseases to unprecedented rises in mental health issues to the increased global life expectancy up to 74.5 years for males and 79.1 years for females in 2050, as projected by the United Nations. And from war-conflict-ridden countries, humanitarian crises, and greying populations to the latest developments in artificial intelligence and research advancements around the world, the scope for the caring science of nursing is huge. Conducting relevant nursing research that addresses such societal changes and issues through innovative research with a strong ethical background is a glaring need. Finding such articles has become an essential step in the dissemination of nursing research in today's academic journal world.

The concern rises when the nursing research is done for the sake of doing it, while innovation and methodological rigor are given a miss. With the threat for plagiarize content, and AI content mixed with it, the originality in research articles needs to be under strict scrutiny nowadays. As a nurse innovator, novelty must stay humane and use digital technology ethically and appropriately. The nursing researchers must be wary and alert to the lure of unethical research conduct in any form. The world is changing, with ever-evolving health care demand. Let's us put-up a discerning bird-eye view, and act to match the evolving researchable gaps beat by beat with humane innovations of caring that are culturally inclusive and sustainable ways. The need for conducting good, honest, need-based, innovative nursing research is a nonnegotiable and palpable fact.

NIJ and its editorial board are committed to providing genuine content for the readers that is based on authentic and original research and academic expertise. We ensure this commitment through our double-blinded peer-reviewed process and stringent SOP editorial process to bring out the issue of high-quality academic research based on methodology rigor and its findings for the profession and public at large.

The views and opinions expressed in the published articles are solely those of the authors and do not necessarily reflect the views of the editor, editorial board, publisher, or affiliated institutions. The journal assumes no responsibility for any consequences arising from the use of the published content. On behalf of the editorial team, I extend our sincere appreciation to all contributors and readers for their continued support.

Warm regards.

Prof. Laishangbam Bijayalakshmi Devi
Editor, Nursing Innovators Journal, MKSSSBTINE, Pune

“Effectiveness of Video-Assisted Learning on Knowledge Regarding Sexual Health and Sexual Assault Among Adolescent Girls in Selected Schools.”

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Abstract: **Background:** Adolescent girls often have inadequate knowledge regarding sexual health and sexual assault, which increases their vulnerability to health risks and exploitation. School-based educational interventions using audiovisual methods may enhance understanding and retention of sensitive health information.^{8,14} **Objective:** To evaluate the effectiveness of video-assisted learning on knowledge regarding sexual health and sexual assault among adolescent girls. **Methods:** A pre-experimental one-group pre-test post-test design was adopted. Seventy-six adolescent girls were selected from selected schools using non-probability purposive sampling. Data were collected using a **structured knowledge questionnaire consisting of 20 multiple-choice questions** related to sexual health, reproductive changes, menstrual hygiene, safe practices, sexual assault awareness, prevention strategies, and support services (score range: 0–20). The tool was **validated by experts in nursing and community health, and reliability was established using KR-20(r=0.78).** A **45-minute video-assisted learning session** was administered after the pre-test. The **post-test was conducted seven days after the intervention** using the same questionnaire. Data were analysed using descriptive statistics and paired t-test. **Results:** The mean pre-test knowledge score was 11.25 ± 2.45 , indicating a moderate level of baseline knowledge. The mean post-test score increased significantly to 16.80 ± 1.95 . The **mean difference was 5.55.** Paired t-test analysis showed a **highly significant improvement in knowledge** $t(75) = 18.5, p < 0.001$. **Conclusion:** Video-assisted learning was found to be highly effective in improving knowledge regarding sexual health and sexual assault among adolescent girls. Incorporation of structured multimedia-based sexual health education programs in schools is strongly recommended.

Keywords: Adolescents, Sexual Health, Sexual Assault, Video-Assisted Learning, Knowledge.

I. Introduction:

Adolescence is a critical developmental period marked by rapid physical, psychological, and social changes. For adolescent girls, this phase includes significant reproductive and sexual maturation, which necessitates accurate knowledge regarding sexual health, menstrual hygiene, and personal safety. Adequate sexual health education empowers adolescents to make informed decisions, practice healthy behaviours, and protect themselves from exploitation and abuse.¹⁰⁻¹¹ However, discussions related to sexual health and sexual assault often remain sensitive and stigmatized, particularly in developing countries like India.^{4,19} Cultural taboos, limited communication with parents and teachers, and inadequate school-based education contribute to insufficient knowledge among adolescent girls.¹⁹⁻²⁰ As a result, many girls remain unaware of normal bodily changes, safe practices, consent, and available support systems, increasing their vulnerability to sexual health problems and sexual violence.⁷⁻⁸

Sexual assault among adolescents is a growing public health concern. Lack of awareness about personal boundaries, preventive strategies, and reporting mechanisms often leads to underreporting and delayed help-seeking behaviour.^{8,11} Schools serve as an ideal setting for providing structured and age-appropriate education to address these issues.^{6,8} Innovative teaching strategies are needed to communicate sensitive topics effectively and ensure better understanding and retention of information.

Video-assisted learning is an audiovisual teaching method that combines visual and auditory stimuli, making learning more engaging and comprehensible.^{14,16} It has been shown to improve attention, retention, and comprehension, especially among adolescents. Therefore, the present study was undertaken to evaluate the effectiveness of video-assisted learning in improving knowledge regarding sexual health and sexual assault among adolescent girls in selected schools.

II. Background of the study:

Globally, adolescents constitute a significant proportion of the population, and adolescent girls face unique sexual and reproductive health challenges.^{1,12} According to the World Health Organization, many adolescents lack access to comprehensive sexual health education, leading to increased risks of sexually transmitted infections, unintended pregnancies, and sexual abuse. In India, the situation is further compounded by sociocultural norms that restrict open discussions on sexual health.¹⁻³

Studies have revealed that a considerable number of adolescent girls possess limited or inaccurate knowledge regarding reproductive health, menstrual hygiene, and sexual assault prevention. This knowledge gap can negatively affect their physical health, emotional well-being, and overall quality of life. Furthermore, lack of awareness about sexual assault, consent, and legal rights often prevents adolescents from recognizing abusive situations and seeking timely support.

School-based educational interventions play a crucial role in bridging this knowledge gap. Traditional lecture methods may not be sufficient to address sensitive topics effectively. Video-assisted learning offers a learner-centred approach that can simplify complex concepts, present real-life scenarios, and encourage better understanding without embarrassment or fear.

Previous research has demonstrated that audiovisual teaching methods significantly enhance knowledge levels among adolescents on various health topics. However, limited studies have focused on the combined aspects of sexual health and sexual assault awareness among adolescent girls using video-assisted learning.^{7,17} Hence, this study was conducted to assess the effectiveness of a structured video-assisted learning program in improving knowledge regarding sexual health and sexual assault among adolescent girls in selected schools.

III. Methodology:

Research design: The research design was pre-experimental one-group pre-test post-test design.

Sample: Sample size was 76 adolescent girls. The sampling technique employed was non-probability purposive sampling technique.

Tool Description Structured knowledge questionnaire were used as follows:

- 20 multiple-choice questions
- Score range: 0–20
- Content areas:
 - Sexual health
 - Reproductive changes
 - Menstrual hygiene
 - Safe practices
 - Sexual assault awareness and prevention
 - Support services
- **Validity:** Content validity were established by subject experts in the field.
- **Reliability:** KR-20 = 0.78

Intervention: The intervention is a video-based content for a duration of 45-minute video-assisted learning session among the participants. Pre-test was given immediately followed by video-assisted learning session (VAL) intervention. Post-test was taken after 7 days.

The intervention for the present study consisted of a structured video-assisted learning programme designed to improve knowledge regarding sexual health and sexual assault among adolescent girls. The video-assisted learning session was developed by the investigator based on a review of relevant literature, expert guidance, and adolescent health education guidelines.

The duration of the intervention was 45 minutes, and it was conducted in a classroom setting using audiovisual equipment. The content of the video was age-appropriate, culturally sensitive, and presented in simple language to ensure comprehension by adolescent girls. The video incorporated visual illustrations, animations, and explanatory narration to enhance understanding and maintain attention.

The video content was organized into the following components:

- Overview of adolescence and sexual health
- Physical and reproductive changes during adolescence
- Menstrual hygiene practices and myths

- Safe and healthy practices related to personal hygiene and body safety.
- Concept of sexual assault, types, warning signs, and consequences
- Preventive strategies, personal safety skills, and importance of consent
- Information on reporting mechanisms, available support services, and helplines

The intervention was administered immediately after the pre-test. During the session, participants were encouraged to observe attentively, and clarification was provided by the investigator at the end of the session to address doubts and reinforce key messages. No printed materials were distributed to avoid external learning influences.

The video-assisted learning programme aimed to create a safe and non-threatening learning environment, allowing participants to gain knowledge on sensitive topics without discomfort or hesitation. A post-test was conducted seven days after the intervention using the same structured knowledge questionnaire to evaluate the effectiveness of the video-assisted learning programme.

IV. Results finding:

Effectiveness of Video-Assisted Learning: A paired *t*-test was used to compare pre-test and post-test knowledge scores to determine the effectiveness of the video-assisted learning intervention.

Table 1: Comparison of Pre-Test and Post-Test Knowledge Scores (N = 76)

Test	Mean	SD	Mean Difference	<i>t</i> value	<i>p</i> value
Pre-test	11.25	2.45			
Post-test	16.80	1.95	5.55	18.5	< 0.001

The table 1 shows a substantial increase in the mean knowledge score after the video-assisted learning intervention. The paired *t*-test indicates a highly statistically significant improvement (*p* < 0.001), confirming the effectiveness of the intervention.

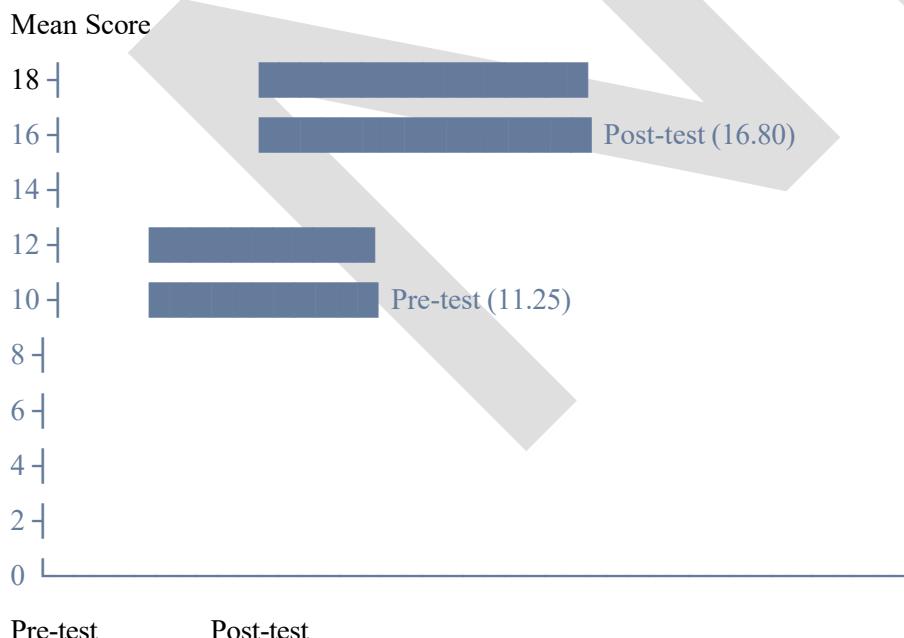


Fig. 1: Mean Pre-Test and Post-Test Knowledge Scores

Interpretation of Fig.: The bar graph clearly demonstrates a marked improvement in post-test knowledge scores compared to pre-test scores. The higher post-test mean obtained seven days after the intervention reflects effective knowledge acquisition and short-term retention.

Detailed Paired *t*-Test Findings: The mean pre-test knowledge score of 11.25 ± 2.45 indicated moderate baseline knowledge among adolescent girls. After the video-assisted learning intervention, the mean post-test score increased to 16.80 ± 1.95 , showing a considerable improvement. The mean gain of 5.55 points in knowledge was found to be highly statistically significant ($t(75) = 18.5, p < 0.001$).

This significant difference confirms that the improvement in knowledge was not due to chance and can be attributed to the effectiveness of the video-assisted learning program. The post-test conducted after seven days further indicates effective short-term knowledge retention.

V. Implications of the study:

For Nursing Practice

- Nurses can organize workshops, awareness programs, and counseling sessions on sexual health in schools and communities.
- Serve as resource persons for adolescents, providing guidance and promoting safe practices.

For Nursing Research

- Provides a foundation for larger studies on sexual health education and its impact on attitudes and practices.
- Encourages exploration of multimedia learning methods and peer education strategies.

VI. Recommendations: The researchers recommend the following-

1. Conduct similar studies with larger sample sizes for broader generalization.
2. Integrate structured sexual health education in school curricula using multimedia tools.
3. Organize community-level awareness programs such as street plays, camps, and mass media campaigns.
4. Explore the relationship between knowledge, attitudes, and practices among adolescents.
5. Encourage adolescents to share knowledge with peers and family members to extend the impact.

VII. Limitations:

1. Small sample size limits generalizability.
2. Time constraints restricted the duration of data collection and intervention.
3. Study focused only on knowledge; attitudes and practices were not assessed.

VIII. Discussion:

The findings of the present study demonstrate that video-assisted learning is an effective educational strategy for improving knowledge regarding sexual health and sexual assault among adolescent girls. The moderate pre-test knowledge level highlights existing gaps in adolescent sexual health education. The significant increase in post-test scores supports previous studies that emphasize the effectiveness of audiovisual teaching methods in enhancing comprehension and retention of sensitive health topics. School-based video-assisted education, facilitated by nurses and educators, can play a vital role in empowering adolescents with essential knowledge.

IX. Conclusion:

Video-assisted learning significantly improves knowledge regarding sexual health and sexual assault among adolescent girls. Integrating structured multimedia-based sexual health education programs into school curricula is strongly recommended to promote awareness, safety, and informed decision-making among adolescents.

Ethical Considerations: Approval of the ethical committee and informed written consent were obtained from the participants before data collection by the researcher.

Funding: Nil

Conflict of Interest: There is no conflict of interest to declare.

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