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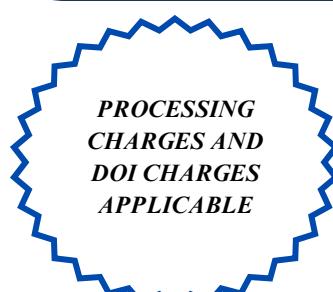
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#### Aim of NIJ

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

# “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.”

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**Abstract:** Burns are a major public health problem in India, contributing significantly to morbidity, disability, and mortality. Adequate knowledge regarding burn prevention, first aid, and management is essential for nursing students, who play a crucial role in emergency and clinical care. This pre-experimental study aimed to assess the effectiveness of a Planned Teaching Programme (PTP) on knowledge regarding burns and their management among IV semester B.Sc. Nursing students in a selected nursing college in Pune. A total of 48 students were selected using purposive sampling. The knowledge was evaluated through a structured questionnaire that included 30 multiple-choice questions. The mean pre-test knowledge score was  $12.4 \pm 3.1$ , which significantly increased to  $23.6 \pm 2.8$  in the post-test. The calculated paired t-value ( $t = 18.92, p < 0.001$ ) indicated a statistically significant improvement in knowledge following the intervention. The findings confirm that the Planned Teaching Programme was effective in enhancing students' knowledge regarding burns and their management. Continuous educational reinforcement is recommended to improve competence in burn care.

**Keywords:** Burns, Nursing students, planned teaching programme, Burn management, Knowledge assessment.

## I. Introduction:

Burn injuries are among the most devastating forms of trauma, leading to severe physical, psychological, and social consequences. Globally, burns account for a substantial burden of injury, particularly in low- and middle-income countries. In India, an estimated 6–7 million burn cases occur annually, many resulting in prolonged hospitalization, disability, or death. Burns may result from flame exposure, scalds, chemicals, electricity, and radiation. Common complications include hypovolemic shock, infection, contractures, scarring, and long-term functional impairment. Early assessment, appropriate first aid, fluid resuscitation, wound care, and aseptic practices are critical in preventing complications and improving outcomes. Nurses are frontline healthcare providers in burn management; therefore, nursing students must possess adequate knowledge and skills related to burn prevention, classification, first aid, emergency management, and rehabilitation. However, studies have consistently reported gaps in knowledge among nursing students and caregivers.<sup>2-3</sup> A study conducted in Indonesia reported that 91% of caregivers lacked adequate first-aid knowledge for burns, but knowledge improved significantly following a structured teaching programme (Rahman et al., 2022).<sup>4</sup> Priya and Lakshmi (2021) found significant improvement in post-test knowledge among nursing students in Bihar after an educational intervention on burn first aid.<sup>5</sup> Similarly, Verma (2021) reported enhanced post-intervention knowledge scores following structured teaching on emergency burn management in Uttar Pradesh.<sup>6</sup> An Egyptian study by Ahmed et al. (2020) also demonstrated significant improvement in nurses' knowledge after training in burn units.<sup>1</sup> These findings highlight the need for structured educational interventions, thereby justifying the present study.

## II. Objectives of the study:

1. To assess the pre-test knowledge regarding burns and their management among nursing students.
2. To administer a Planned Teaching Programme on burns and their management.
3. To assess the post-test knowledge following the intervention.
4. To determine the effectiveness of the Planned Teaching Programme.

### III. Methodology:

A quantitative evaluative research approach was adopted using a pre-experimental one-group pre-test post-test design. The study was conducted in a selected nursing college in Pune.

**Sample and Sampling Technique:** The sample consisted of 48 IV semester B.Sc. Nursing students selected through purposive sampling.

**Research Tool:** Data were collected using a structured knowledge questionnaire consisting of 30 multiple-choice questions covering:

- Types and causes of burns.
- Classification and assessment
- First aid and emergency management
- Fluid management
- Wound care and aseptic techniques
- Complications and rehabilitation

Each correct answer carried one mark, with a maximum score of 30. Knowledge levels were categorized as inadequate, moderately adequate, and adequate. The tool was validated by subject experts, and reliability was established using the split-half method ( $r = 0.82$ ).

**Intervention Planned Teaching Programme:** The Planned Teaching Programme was conducted for 45 minutes using lectures, PowerPoint presentations, charts, and discussion. The content included causes of burns, first aid, assessment, fluid resuscitation, wound management, prevention of infection, complications, and rehabilitation.

**Data Analysis:** Data were analysed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (paired  $t$ -test) to assess the effectiveness of the intervention.

### IV. Results:

The findings revealed that in the pre-test, most students had inadequate knowledge regarding burns and their management. The mean pre-test knowledge score was  $12.4 \pm 3.1$ . After the Planned Teaching Programme, the mean post-test score increased to  $23.6 \pm 2.8$ . The calculated paired  $t$ -value ( $t = 18.92, p < 0.001$ ) indicated a statistically significant improvement in knowledge.

Demographic data were summarized in a single table to avoid unnecessary repetition of Fig.s.

**Table 1: Comparison of one group Pre-test & Post-test Mean Knowledge Scores**

$N = 48$

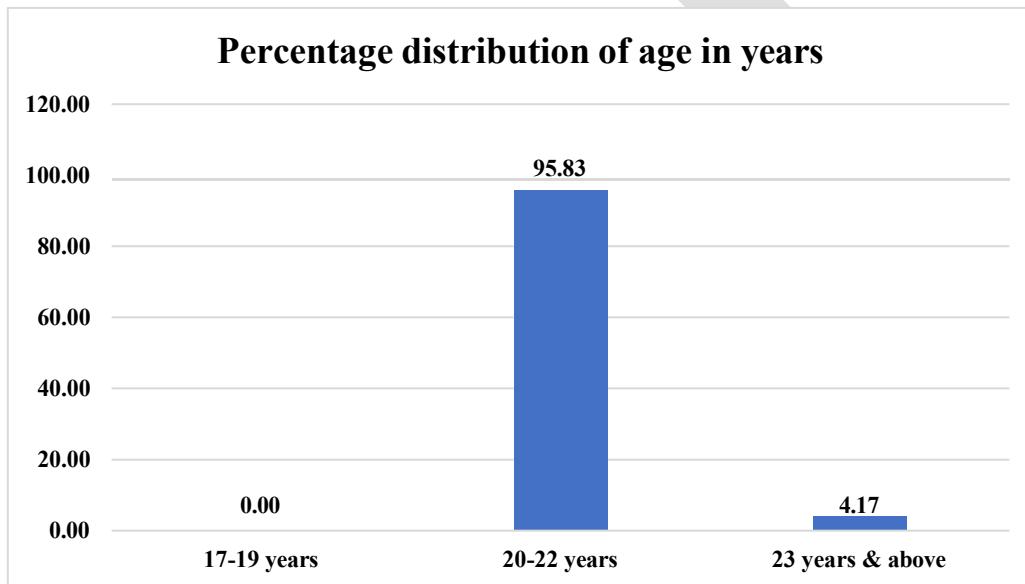
Test Type	Mean Score	SD	N
Pre-test	13.04	4.21	48
Post-test	24.20	3.86	48
Mean Difference	11.16	—	—

**Table 2: Effectiveness of Intervention (Paired t-test)**

N = 48

Comparison	t-value	Significance
Pre vs Post	18.26	p < 0.05

The data in the above table 1 and 2 indicated that the teaching programme were significant in improving the knowledge regarding burns and their management among participants with  $p < 0.05$  and  $t\text{-test} = 18.26$ . Hence, planned teaching programme is effective for burn management.


**Fig. no 1 showing frequency distribution of age.**

The above Fig. no 1, shows regarding age and majority of the samples 46(95.83%) belong to the age group of 20-22 years, 2(4.17%) belong to 23 years and above years, and none of the sample were 17-19 years of age group.

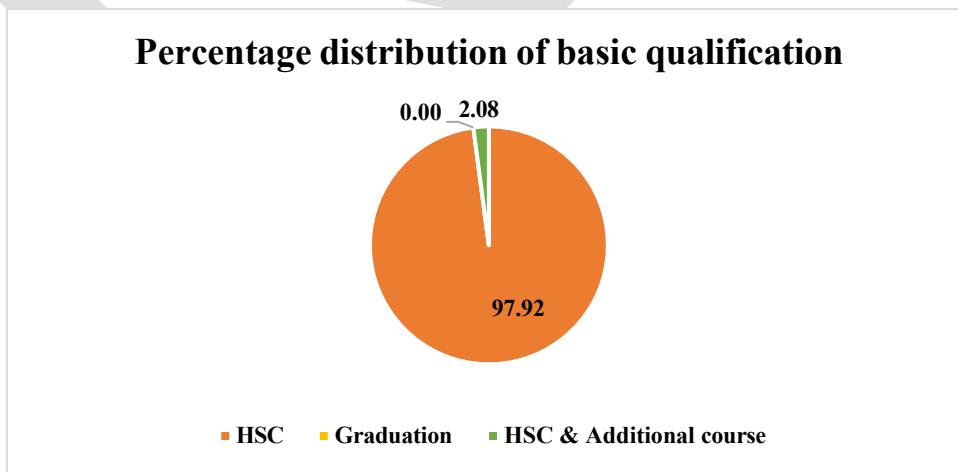
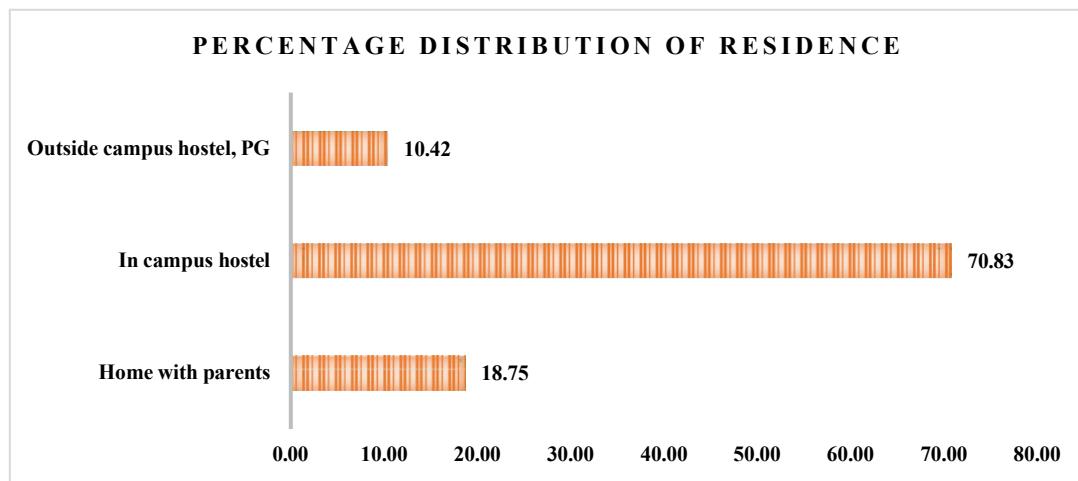
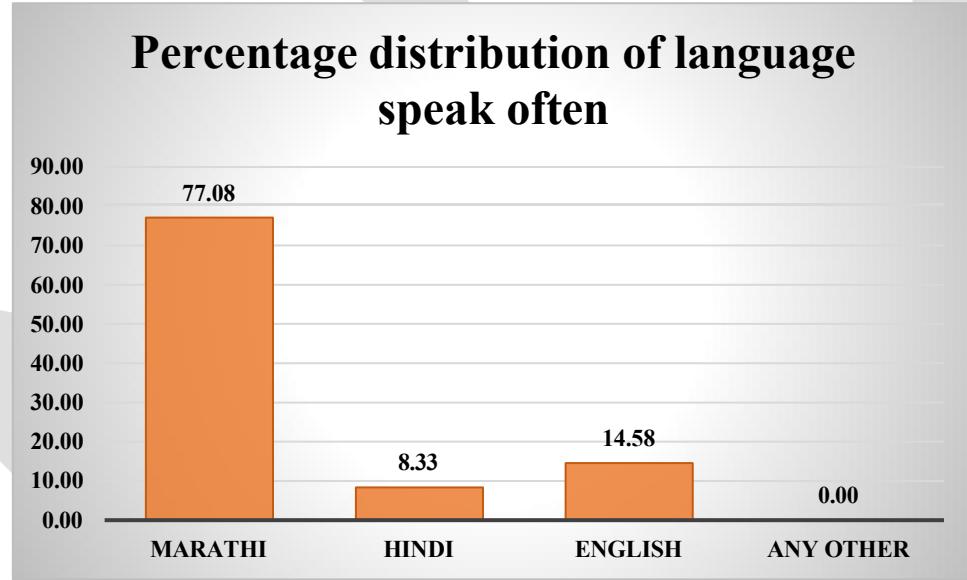

**Fig. no 2 showing distribution of basic qualification.**

Fig. no 2 illustrates regarding basic qualification and majority of the samples 47(97.92%) were HSC passes education, 1(2.08%) were educated HSC and additional education and none of the sample was graduated.



**Fig. no 3 showing distribution of residence.**

Fig. no 3 shows regarding residence, majority of the samples 34(70.83%) were residing in the campus hostel, 9(18.75%) samples were staying at home with parents and 5(10.42%) were residing at outside the campus/ PG.



**Fig. no 4 showing distribution of language speak often.**

Fig. no 4 shows regarding language speak often, majority of the sample 37(77.08%) were speak Marathi, 7(14.58%) speak English, 4(8.33%) speak Hindi language very often.

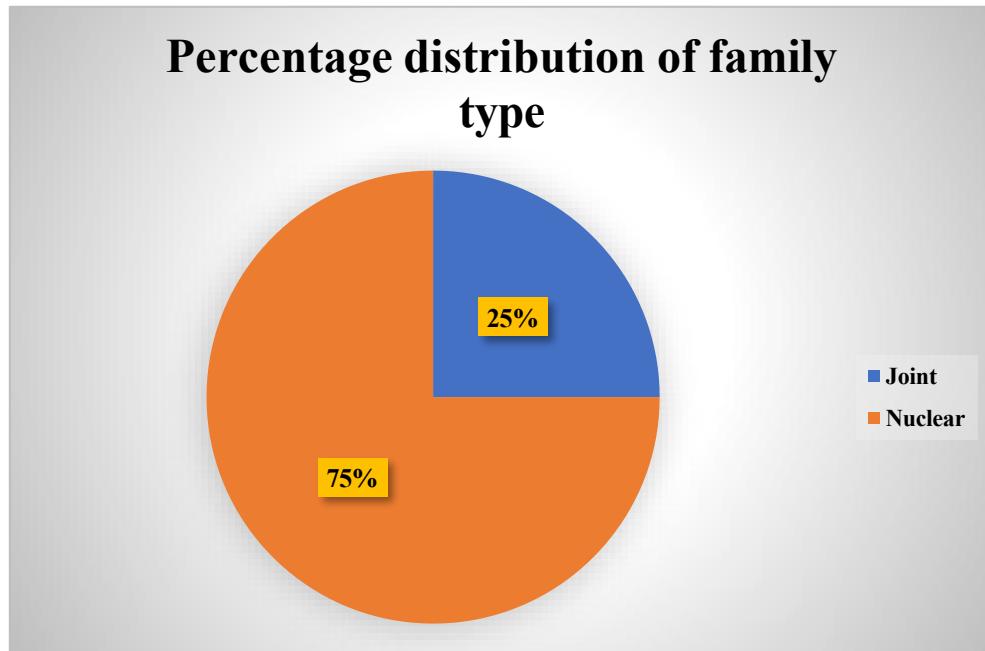


Fig. no 5 showing distribution of number of types of family.

Fig. no 5 shows regarding type of family, 36(75%) sample nuclear family type and 12(25%) joint family.

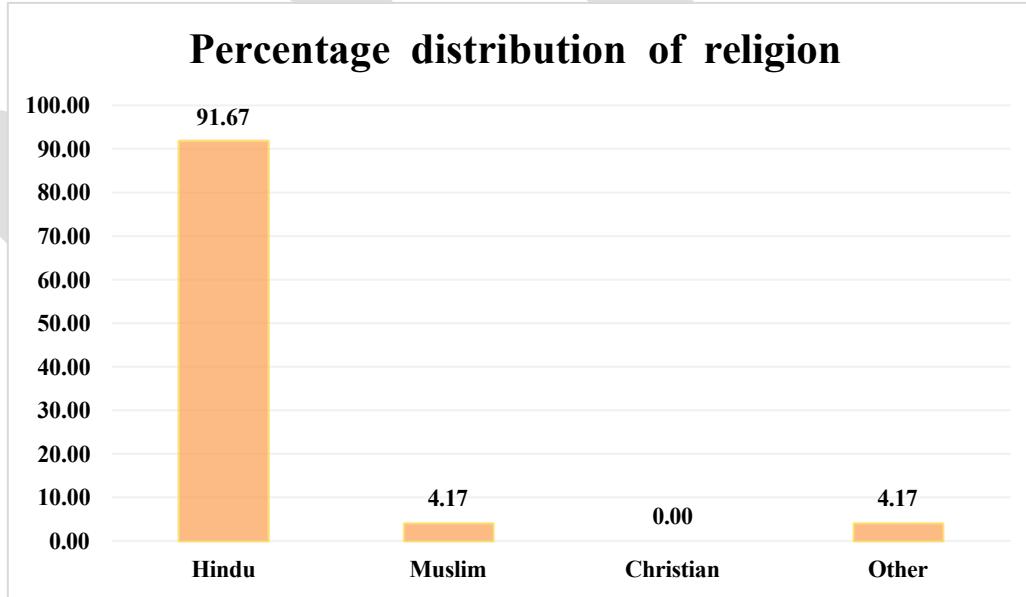
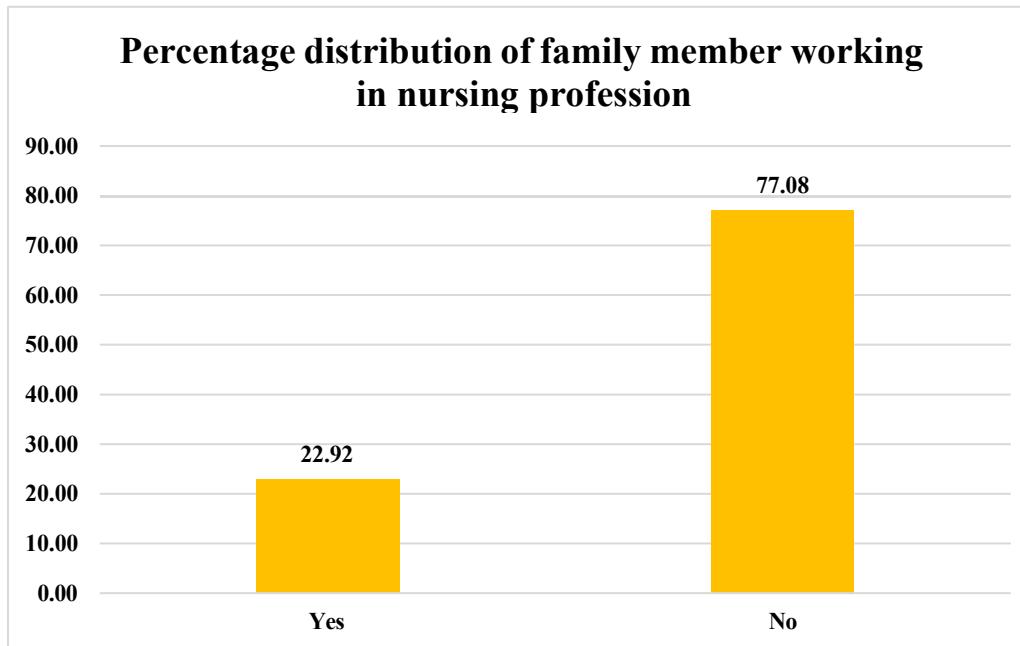


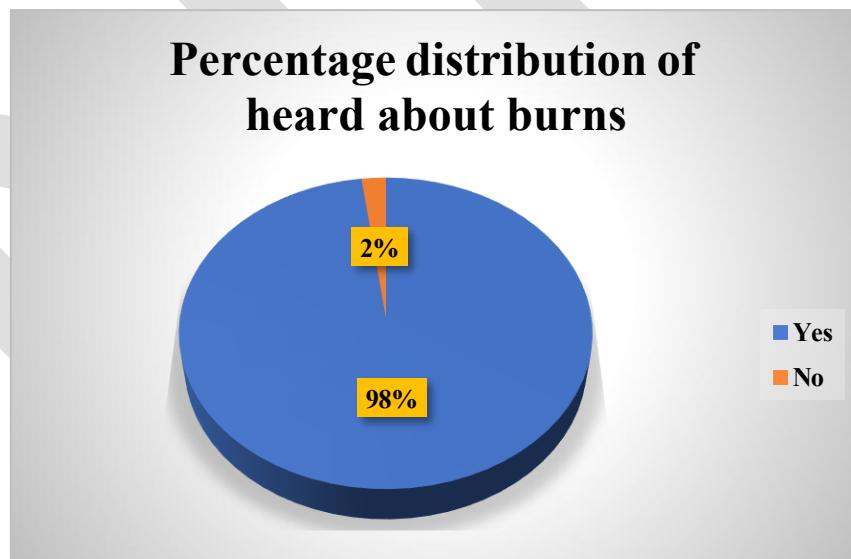
Fig. no 6 showing distribution of religion.

Fig. no 6 shows regarding religion of the sample, majority of the sample 44(91.67%) were Hindu, 2(4.17%) each in Muslim & Other religion.



**Fig. no 7 showing distribution of family member working in nursing profession.**

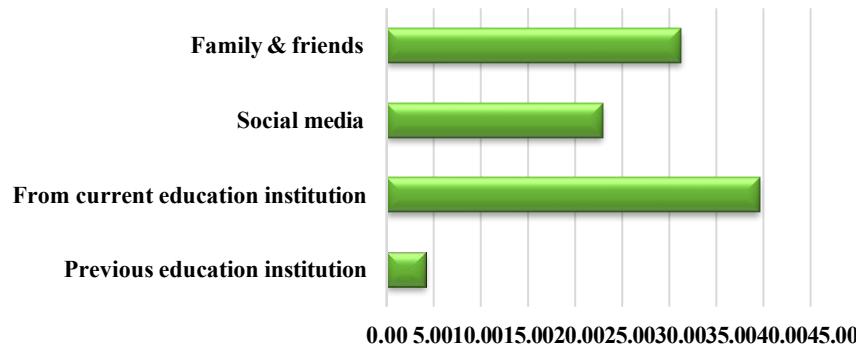
Fig. no 7 shows regarding family members working in Nursing profession, 37(77.08%) did not had any family members working in nursing profession and 11(22.92%) sample had family members working in nursing profession.



**Fig. no 8 showing distribution of heard about burns.**

Fig. no 8 shows regarding majority of the sample 47(97.92%) had heard about it and 1(2.08%) did not heard about it.

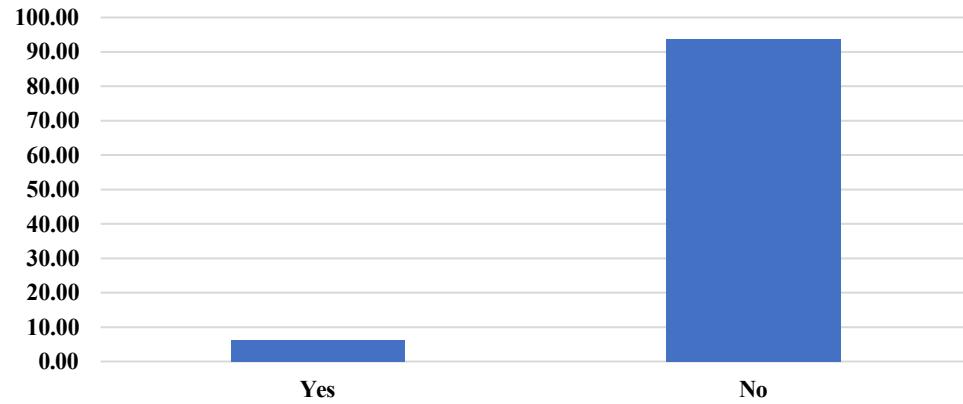
### Percentage distribution of source of information about burns



**Fig. no 9 showing distribution of source of information.**

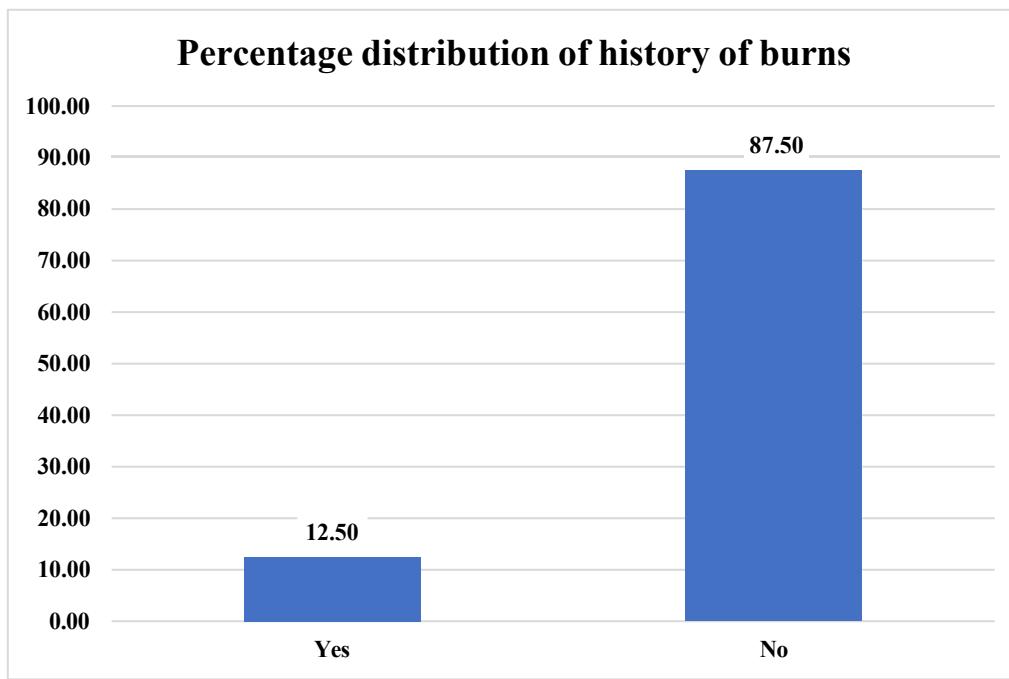
Fig. no 9 shows regarding source of information about burns, 19(39.58%) head from current education/ institution, 15(31.25%) head from family and friends, 11(22.92%) from social media and 2(4.17%) from previous education institution.

### Percentage distribution of depth knowledge about burns



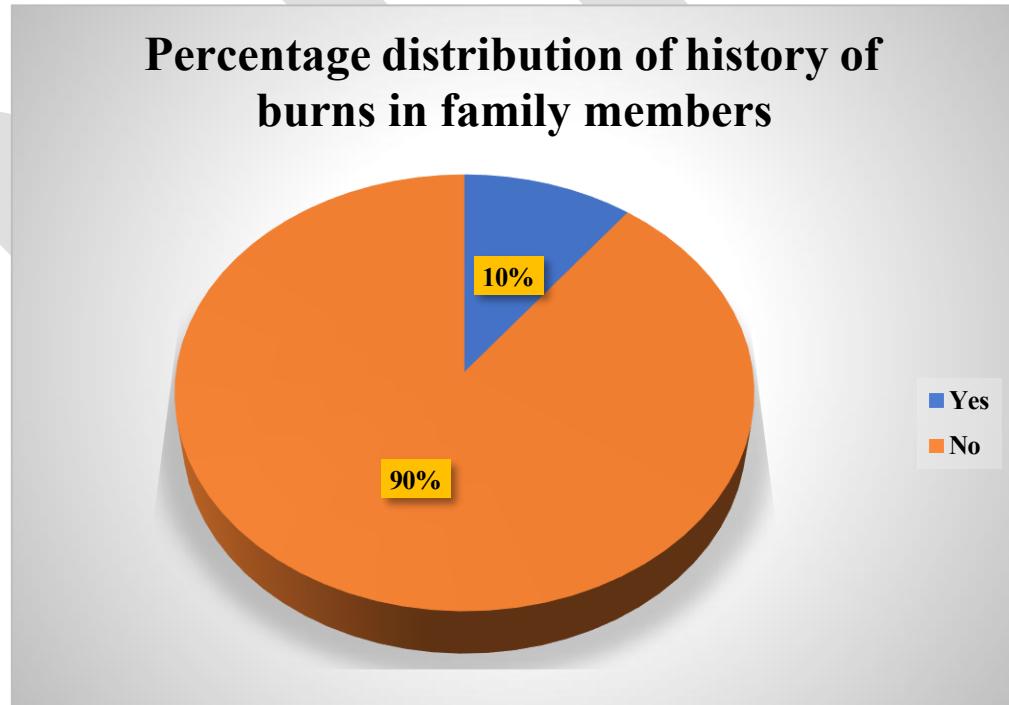
**Fig. no 10 showing distribution of depth knowledge about burns.**

Fig. no 10 shows regarding depth knowledge about burns, 45(93.75%) did not had depth knowledge on burns and 3(6.25%) had depth knowledge about burns.



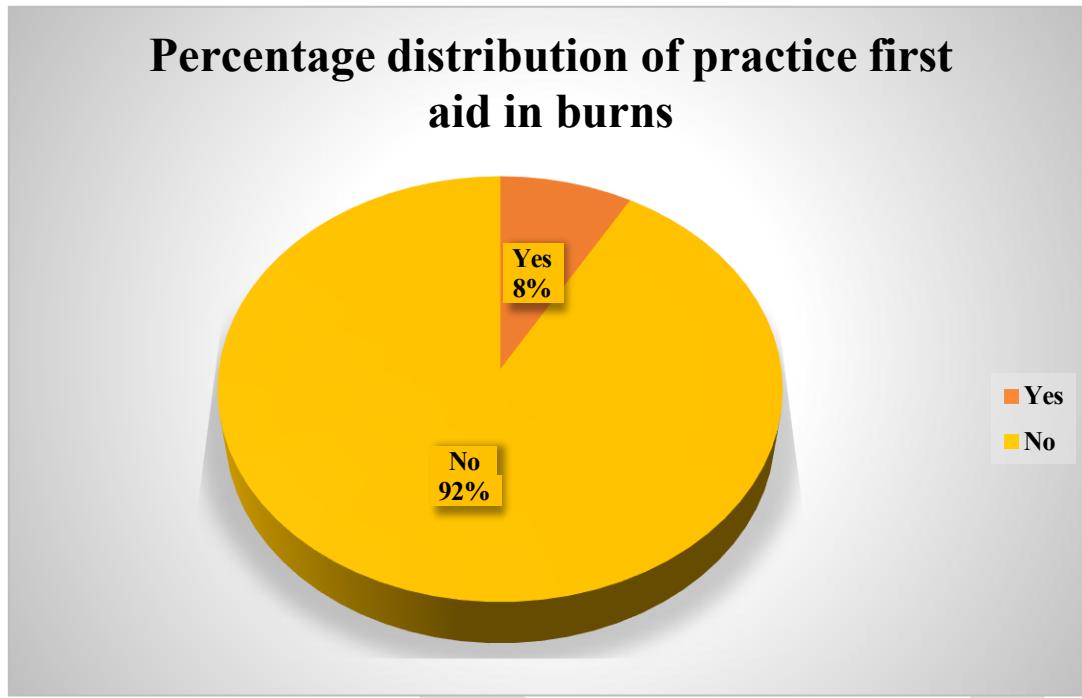
**Fig. no 11 showing distribution of history of burns.**

Fig. no 11 shows regarding history of burns injury, majority of the sample 42(87.50%) did not had any history of burns and 6(12.50%) had a history of burns.



**Fig. no 12 showing distribution of history of burns.**

Fig. no 12 shows regarding family member had any history of burns, 43(89.58%) did not had any family history of burns and 5(10.42%) had a family history of burns.



**Fig. no. 13 showing distribution of practice of first aid in burns management.**

Fig. no 13 shows regarding practice any time first aid medical management for burns, 44(91.67%) did not practices first aid management of burns and 4(8.33%) practice first aid for burns.

#### V. Discussion

The present study demonstrated that a Planned Teaching Programme is highly effective in improving knowledge regarding burns and their management among nursing students. Prior to the intervention, students had limited understanding of emergency burn care, first aid, and fluid management. Post-test findings showed a marked improvement in knowledge, highlighting the effectiveness of structured teaching.

These results are consistent with findings reported by Priya and Lakshmi (2021), Verma (2021), and Ahmed et al. (2020),<sup>1,5,6</sup> all of whom observed significant improvements in knowledge following educational interventions. The use of structured content, visual aids, and interactive discussion may have contributed to better comprehension and retention of information.

#### VI. Delimitation

- The study was limited to a small sample size.
- Purposive sampling limits generalization of findings.
- Long-term retention of knowledge was not assessed.

#### VII. Conclusion

The study concluded that the Planned Teaching Programme significantly improved knowledge regarding burns and their management among nursing students. Incorporating structured teaching, simulation-based learning, and periodic reinforcement into nursing curricula can enhance preparedness for burn care and improve patient outcomes.

**VIII. Recommendations:** The following recommendation were given: Conduct similar studies with larger samples across multiple institutions. Integrate virtual simulation and skill-based training modules. Provide regular clinical exposure in burn units. Conduct follow-up studies to assess knowledge retention. Implement periodic refresher teaching programme.

**Ethical Considerations:** Permission was obtained from the ethical committee and conducted with consent from participants.

**Funding:** Nil

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

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