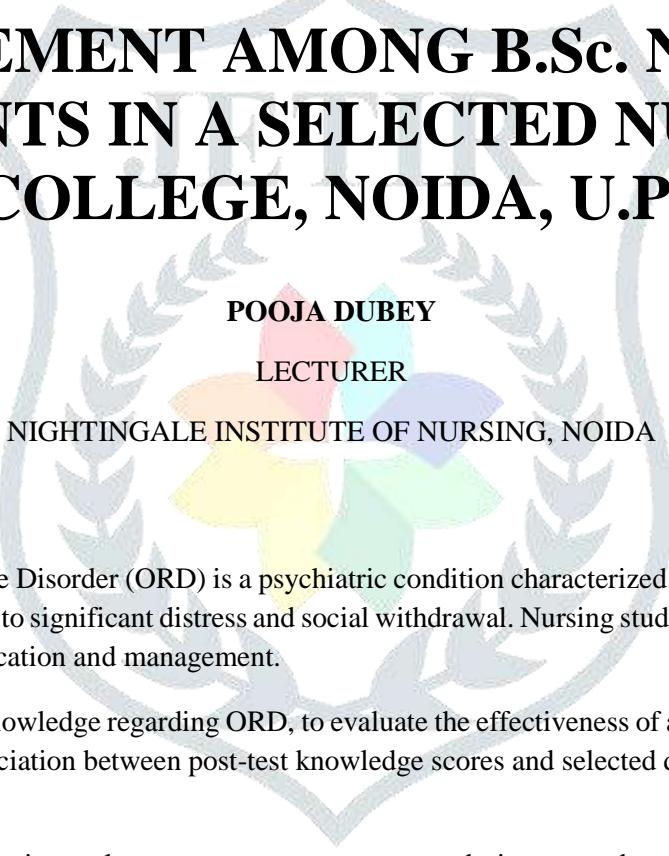




A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING OLFACTORY REFERENCE DISORDER AND ITS MANAGEMENT AMONG B.Sc. NURSING STUDENTS IN A SELECTED NURSING COLLEGE, NOIDA, U.P.



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ABSTRACT

Background: Olfactory Reference Disorder (ORD) is a psychiatric condition characterized by a persistent belief of emitting an unpleasant body odor, leading to significant distress and social withdrawal. Nursing students require adequate knowledge regarding ORD for early identification and management.

Objectives: To assess baseline knowledge regarding ORD, to evaluate the effectiveness of a structured teaching programme (STP), and to determine the association between post-test knowledge scores and selected demographic variables.

Methods: A quantitative pre-experimental one-group pre-test post-test design was adopted among 40 B.Sc. Nursing 2nd semester students selected through non-probability convenient sampling. A structured knowledge questionnaire was used before and after the STP.

Results: The mean post-test knowledge score (14.45) was significantly higher than the mean pre-test score (8.8). The calculated paired t-value (9.89) was statistically significant at $p < 0.05$, indicating effectiveness of the STP.

Conclusion: The structured teaching programme was effective in improving knowledge regarding olfactory reference disorder among nursing students.

Keywords: Olfactory Reference Disorder, Structured Teaching Programme, Nursing Students, Knowledge, Mental Health Nursing

INTRODUCTION

Olfactory Reference Disorder is classified under obsessive-compulsive spectrum disorders and is marked by an excessive preoccupation with perceived body odor. Individuals often engage in repetitive behaviors such as excessive washing or use of fragrances and avoid social interactions. Nurses play a crucial role in early recognition, education, and referral of individuals affected by ORD.

NEED FOR THE STUDY

Lack of awareness regarding olfactory reference disorder among nursing students may result in delayed identification and inadequate management. Improving knowledge through structured educational interventions can enhance mental health care delivery and reduce stigma associated with psychiatric disorders.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge regarding olfactory reference disorder and its management among B.Sc. Nursing students in a selected nursing college, Noida, U.P.

OBJECTIVES

1. To assess the pre-test knowledge regarding olfactory reference disorder and its management.
2. To evaluate the effectiveness of structured teaching programme.
3. To determine the association between post-test knowledge score and selected demographic variables.

MATERIALS AND METHODS

A quantitative pre-experimental one-group pre-test post-test design was used. The study was conducted at Nightingale Institute of Nursing, Noida. The sample consisted of 40 B.Sc. Nursing 2nd semester students selected through non-probability convenient sampling. A structured knowledge questionnaire was administered before and after the structured teaching programme. Ethical permission was obtained and informed consent was taken from all participants.

RESULTS

The findings revealed that the majority of students had average to poor knowledge in the pre-test. Post-test results showed a significant improvement, with most students achieving good knowledge scores. The paired t-test demonstrated a statistically significant difference between pre-test and post-test scores ($t=9.89$, $p<0.05$).

DISCUSSION

The findings of the present study are consistent with previous studies indicating that structured educational interventions significantly improve knowledge regarding psychiatric disorders. Enhanced understanding of ORD among nursing students is essential for effective mental health nursing practice.

CONCLUSION

The structured teaching programme was effective in enhancing knowledge regarding olfactory reference disorder and its management among B.Sc. Nursing students.

NURSING IMPLICATIONS

Nursing Education: Incorporation of ORD-related content in nursing curriculum. Nursing Practice: Early identification and patient education.

Nursing Administration: Organizing regular training programmes.

Nursing Research: Further experimental studies with larger samples.

LIMITATIONS

The study was limited to a single nursing college with a small sample size.

RECOMMENDATIONS

Similar studies can be conducted with larger samples and control groups. Alternative teaching strategies such as video-assisted learning may be evaluated.

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