

A study to assess the effectiveness of planned teaching program on MSE in terms of knowledge among the third year B.Sc. nursing students posted in government hospital for mental health in Gujarat State

Sujata Parikh

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Abstract

Mental health assessment is a vital component of comprehensive nursing care, and the Mental Status Examination (MSE) is a fundamental tool used to assess patients' psychological functioning. Nursing students often exhibit inadequate knowledge and confidence in conducting MSEs due to limited structured training. Strengthening educational strategies is therefore essential to enhance their competence in mental health assessment.

Objectives: The study aimed to assess the effectiveness of a Planned Teaching Program (PTP) on the knowledge of third-year B.Sc. Nursing students regarding the Mental Status Examination and to determine the association between pre-test knowledge scores and selected demographic variables.

Methods: A quantitative, quasi-experimental one-group pre-test-post-test design was adopted. The study was conducted among 50 third-year B.Sc. Nursing students posted at Government Hospitals for Mental Health in Gujarat State, selected using a simple random sampling technique. Data were collected using a structured knowledge questionnaire and a Likert attitude scale. A pre-test was administered, followed by the Planned Teaching Program, and a post-test was conducted to evaluate the effectiveness of the intervention. Data were analyzed using descriptive and inferential statistics, including paired t test, chi-square test, and Karl Pearson's correlation coefficient.

Results: The pre-test findings revealed that most students had poor to average knowledge of the MSE. Post-test results showed a significant improvement in knowledge, with the majority attaining a good level of knowledge. The calculated t value (17.68) was greater than the tabulated value at the 0.05 level of significance, indicating that the PTP was effective. Significant associations were also found between pre-test knowledge scores and selected demographic variables such as gender, type of institution, prior performance of MSE, and duration of clinical posting.

Conclusion: The study concludes that the Planned Teaching Program was effective in significantly improving the knowledge of third-year B.Sc. Nursing students regarding the Mental Status Examination. Incorporating structured teaching programs on MSE into undergraduate nursing curricula is recommended to enhance mental health assessment skills and improve quality of psychiatric nursing care.

Keywords: Mental status examination; planned teaching program; nursing students; mental health assessment; psychiatric nursing