A Study to Assess the Knowledge of Psychiatric Emergencies Among Fourth-Year B.Sc. Nursing Students at Alshifa College of Nursing, Perinthalmanna

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Abstract
This descriptive cross-sectional study aimed to assess the level of knowledge regarding psychiatric emergencies among fourth-year B.Sc. Nursing students at Alshifa College of Nursing, Perinthalmanna. A structured questionnaire was used to collect data from 60 participants, selected through simple random or purposive sampling. The results revealed that 68.33% demonstrated excellent knowledge, while 28.33% had satisfactory knowledge, and 3.33% required improvement. Statistical analysis showed a mean score of 20.45 and a median of 23, with a standard deviation of 4.13. The findings emphasize the need for targeted interventions to enhance knowledge, particularly among students with satisfactory or inadequate scores.

Introduction
Psychiatric emergencies encompass acute disturbances in thought, behavior, mood, or social relationships requiring immediate intervention. Nurses, as frontline healthcare providers, play a pivotal role in managing these emergencies effectively. Adequate knowledge of psychiatric emergencies is essential to ensure optimal patient care and safety. This study aimed to evaluate the knowledge levels of fourth-year B.Sc. Nursing students at Alshifa College of Nursing and identify areas for educational enhancement.

Objectives
Primary Objective
To assess the level of knowledge regarding psychiatric emergencies among fourth-year B.Sc. Nursing students.
Secondary Objectives
To identify specific areas of strength and gaps in knowledge about psychiatric emergencies.
To explore the association between knowledge levels and demographic variables such as age, gender, and academic performance.
To provide recommendations for enhancing educational strategies related to psychiatric emergency care.
Hypothesis
Null Hypothesis (H$_0$):
There is no significant association between the knowledge of psychiatric emergencies and the demographic variables of the students.

Alternative Hypothesis (H$_1$):
There is a significant association between the knowledge of psychiatric emergencies and the demographic variables of the students.

Methodology
Study Design
Descriptive cross-sectional study.

Study Setting
Alshifa College of Nursing, Perinthalmanna.

Study Population
Fourth-year B.Sc. Nursing students enrolled at Alshifa College of Nursing.

Sample Size
60 students.

Sampling Technique
Simple random or purposive sampling (based on availability).

Inclusion Criteria
Fourth-year B.Sc. Nursing students willing to participate.
Students who have completed clinical postings related to psychiatric nursing.
Exclusion Criteria
Students absent during the data collection period.
Students who did not consent to participate.
Data Collection Tool
A structured questionnaire comprising:

Section A: Demographic details (age, gender, and exposure to psychiatric emergencies).
Section B: Knowledge-based questions on psychiatric emergencies (multiple-choice or true/false).
Rating Scale
Excellent Knowledge: Scores 20–25 correct answers (80–100%).
Satisfactory Knowledge: Scores 12–19 correct answers (48–79%).
Needs Improvement: Scores 0–11 correct answers (0–47%).
Data Collection Procedure
Ethical clearance was obtained from the institutional review board.
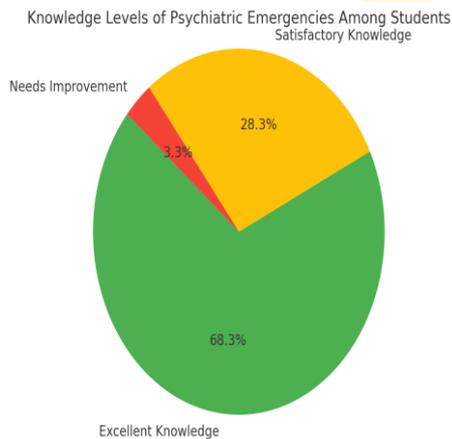A structured questionnaire was distributed to participants.
Confidentiality and informed consent were ensured before data collection.
Data Analysis
Frequency and percentage were calculated to categorize knowledge levels.
Statistical analysis included the calculation of mean, median, and standard deviation.
Results:

Knowledge Levels
Excellent Knowledge: 41 students (68.33%).
Satisfactory Knowledge: 17 students (28.33%).
Needs Improvement: 2 students (3.33%).
Statistical Analysis
Mean Score: 20.45
Median Score: 23
Standard Deviation: 4.13
Interpretation
The majority of students (68.33%) demonstrated excellent knowledge, indicating a strong understanding of psychiatric emergencies. However, 28.33% exhibited satisfactory knowledge, and 3.33% required improvement, suggesting targeted educational strategies are needed.

Discussion
The findings reveal that most students have a good understanding of psychiatric emergencies, likely due to their clinical exposure and academic training. However, gaps in knowledge among a subset of students underscore the need for enhanced educational initiatives. Regular workshops, simulation-based learning, and case-based discussions could help bridge these gaps.

Conclusion
The study concludes that fourth-year B.Sc. Nursing students at Alshifa College of Nursing generally have a strong knowledge base regarding psychiatric emergencies. However, tailored interventions are essential for students with satisfactory or inadequate scores to ensure comprehensive preparedness for managing psychiatric emergencies.

Recommendations
Incorporate simulation-based training sessions focused on psychiatric emergencies.
Develop case-based learning modules to improve critical thinking skills.
Conduct regular assessments and feedback sessions to monitor progress.

Encourage interdisciplinary collaboration for enhanced learning experiences.
Ethical Considerations
Informed consent was obtained from all participants.
Approval was secured from the institutional ethics committee.
Confidentiality of participants' data was strictly maintained.
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