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Effectiveness of planned teaching intervention on knowledge and practice of breast self-examination among first year midwifery students

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The prevalence of cancer is growing rapidly in all parts of the world and Ethiopia is no exception. Secondary prevention, as simple as monthly breast self-examination, is the best option to tackle the rising of this epidemic. Health awareness programs on screening and early detection are the corner stones to reduce the morbidity and mortality resulting from breast cancer. This study assesses the effectiveness of planned teaching program on knowledge and practice of breast self-examination among first year female midwifery students in Hawassa health Sciences College. A pre-experimental one group pre-posttest design was used among 61 students who were selected by systematic random sampling technique. Data was collected using structured questionnaire and adapted and approved checklist. Data was entered using Epi-Info and analyzed using SPSS version 20. Pre-and post-intervention results were calculated using paired t-test. The mean knowledge difference for the pre-post intervention is 0.18 ± 0.695 ($P < 0.05$). The mean net gain for the pre-post breast self-examination intervention is 0.51 ± 0.62 ($P < 0.001$). Both the knowledge and practical competency scores showed highly significant increment after the intervention, showing that the research hypothesis was accepted. Therefore, teaching breast self-examination with demonstration to all at risk groups as a secondary prevention for breast cancer and large-scale studies on heterogeneous groups is important especially in settings where advanced screening is not easily accessible.

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