

## Data Article

# Upgrading Knowledge and Skills of Nursing Students in Infection Control at a National College at Saudi Arabia: An Interventional Study

## Abstract

### Introduction

Learning infection control is crucial for healthcare professionals who care for patients. The general objective of this study is to improve nursing students' knowledge and skills in infection control (IC) through a training course.

### Method

An interventional study one-group pre-/post-test design was utilized to measure changes in the Knowledge and Skills of Nursing Students in Infection Control. A convenient sampling technique was used to recruit (58) nursing students in a private college at Saudi Arabia, in 2021 / 2022- academic years.

### Results

The main findings of the study showed that, all knowledge items showed significant improvement (p value<0.001), the median percent score in each and every knowledge item reached 100%. After conducting the IC training, the total mean percent score of the students in the immediate post-test was  $81.78 \pm 13.71$  which is significantly higher than pretest (p value<0.001), all skills showed significant improvement (p value<0.001) except thermometer cleaning didn't show the significant change (p-value 0.080).

### Conclusion

The findings of this study indicated that education and training on infection control measures improved knowledge and skills of nursing students and this will be reflected on the quality of patient care

**Keywords:** Upgrading Knowledge - Skills - Nursing Students Infection Control -

## 1. INTRODUCTION

Infection is considered nosocomial if it becomes evident 48 hours or more after hospital admission {1}. Nosocomial infections extend patient's hospital stay and increase health care expenses and mortality {2}. There is evidence that prevention and control of hospital-acquired infection is an important aspect of health care across the world {3}.

Additionally, improving the knowledge and behavior of health care workers who could be transmittal to pathogenic agents in hospitals could reduce the spread of nosocomial infections {4}. To improve such practices, standard precautions combine measures to prevent nosocomial infections in patients and job-related infections in health care workers (HCWs). Among which are hand hygiene, personal hygiene, safe handling of sharp objects and use of personal protective equipment (PPE) {5}.

A significant group at a higher risk of developing infections is cancer patients due to their weakened immune system caused by chemotherapy or radiation therapy.

Infections can lead to serious complications and even death in cancer patients.

Therefore, it is important for healthcare professionals to have a thorough understanding of infection control measures such as hand hygiene, personal protective equipment, and environmental cleaning to prevent the spread of infections. According to a study published in the Journal of Clinical Oncology, implementing infection control measures can significantly reduce the incidence of infections in cancer patients {6}. Another study published in the Journal of Hospital Infection found that education and training on infection control measures improved compliance among healthcare professionals {7}. In conclusion, learning infection control is essential for healthcare professionals who care for cancer patients to ensure their safety and well-being.

Therefore, providing evidence-based successful strategies in the educational process could promote the performance of nursing students when they start an independent practice. Frequent assessment that are directed to assess the students' knowledge and skills regarding infection control is highly needed. Appropriate interventions must be initiated to fill any perceived gap in students' knowledge and skills

### **1.1 Problem statement**

Nurses do receive IC training before graduation; however, their actual IC performance is still unfavorable, especially during night shifts in critical health settings as neonatal emergency care units {8}. Therefore, there are need to provide evidence-based methodology/strategies in training practices for nursing students that build up in-depth understanding and behavioral changes to adopt the vital importance of IC practices in healthcare settings.

### **1.2. Aim of the study**

The main purpose of this study is to improve nursing students' knowledge and skills in IC through the training course.

### **1.3. Research questions**

Hence, the problem of the study would be presented in answering the following research questions:

- 1- Do the undergraduate students have satisfactory knowledge, of Infection Control?
- 2- What is the effectiveness of IC training course?

## **2. Literature Review**

Nosocomial infections are a worldwide problem. In contrast to infections present or incubating at the time of the start of care delivery, HCAs represent infections acquired during the delivery of health care for other conditions. Care-associated infections {9}.

### **2.1. IMPORTANCE OF INFECTION CONTROL**

The term HCAs replaced old ones such as nosocomial, hospital-acquired or hospital-onset infections. Most infections that become clinically evident after 48 hours of hospitalization are considered hospital-acquired. Infections that occur after the patient is discharged from the hospital can be considered healthcare-associated if the organisms were acquired during the hospital stay {10}.

IC is the discipline concerned with preventing HCAs, a practical (rather than academic) sub-discipline of epidemiology. It is an essential, though often under

supported, part of the infrastructure of health care. IC addresses factors related to the spread of infections within the healthcare setting (whether patient-to-patient, patients-to-staff, staff- to-patients, or among-staff) {8}.

IC also (via hand hygiene/ handwashing, cleaning /disinfection/sterilization, vaccination, surveillance), monitoring/investigation of demonstrated or suspected spread of infection within a particular health-care setting (surveillance and outbreak investigation), and management (interruption of outbreaks). It is on this basis that the common title being adopted within health care is "Infection Prevention & Control."(IP&C){11}.

### **2.3. Role of nursing in IC in different healthcare settings**

Patients place their trust in their HCWs as they assume responsibility for their diagnosis, treatment and safety during all aspects of care. Improved nursing care with strict adherence to IC standards may prevent many adverse events, and nursing must take a stronger leadership role in this area. As nurses care for their patients most of the time, they are considered primarily responsible for their well-being and the main role they play in the health care team is to serve as a key guardian of patient safety {12}.

The nursing process is the tool to provide the health care needed by a patient in their particular health situation. Through systematic assessment of patient's needs for nursing care, planning, implementation and then evaluation of care, available resources will be used in the best way. All nurses should include an IC perspective in their practice. Patient factors such as resistance to infection, daily living activities and self-care abilities (physical and non-physical), cultural, religious or alternative health care practices, communication, dependence/independence tendencies, and environmental factors may all be relevant to IC. IC requires planned appropriate use of the resources of all those concerned nurses, patients, other staff, visitors {13}.

The wide spread nursing shortage and nurses high turnover is a global issue. The ability of nurses to respond to patients' needs within the rapidly shifting environment of health care depends on the way in which nursing work is organized in health care settings, the way in which nursing practice is regulated and the quality of care is assured the way in which HCWs are prepared, and, fundamentally, depends on the way in which nursing itself is defined {14}.

### **2.3.1. Nursing and safety**

Nurses being the main HCWs in hospitals, perform and control the majority of patient care procedures, they consistently double-check orders, confirm questions about medications, and report their concerns about patient safety. In a recent study conducted by Clarion Health Systems, a nurse had only an average of 20–50 min per patient, of direct patient contact, over a 12 hr period. The rest of the time was spent mainly in managing and coordinating the communication of patient information to other departments, physicians, and members of the health care team. However, time spent in managing communication and information is not sufficient to ensure a safe health care environment {15}.

According to The International Council of Nurses {16}. Code of Ethics was established in 1953. It has been revised many times stating that “the nurse, in providing care, ensures that use of technology and scientific advances are compatible with the safety, dignity and rights of people.

### **2.3.2. Role of nursing staff**

In today’s complex health care environment, the role of the nursing staff is demanding, challenging and stressful. All nurses should implement patient care practices according to IC standards. Nurses should be familiar with practices to prevent the occurrence and spread of infection, and maintain appropriate practices for all patients during their hospital stay. Nurses and related health personnel play a central role in health service delivery promotion, prevention, treatment and rehabilitation, where they may be the only frontline providers of health. Accordingly, health indicators, mortality and morbidity dynamics are directly linked to nursing practice, in addition to medical and other levels of health services {17}.

According to the {18}, the senior nursing administrator is responsible for:

- Participating in the IC Committee.
- Promoting the development and improvement of nursing techniques.
- Continuous review of nursing policies, approved by the IC Committee.
- Developing training programs for nursing staff members.

- Ongoing supervision of implementing the practices for the prevention of infections in specialized areas such as the operating theatres, the ICUs, the maternity units and newborns.

- Monitoring of nursing staff adherence to policies

**The nurse in charge of a ward is responsible for:**

- Maintaining hygiene and aseptic techniques according to hospital policies and good nursing practice on the ward.

- Reporting promptly to the attending physician any evidence of infection in patients under the nurse's care.

- Initiating patient isolation and ordering culture specimens from any patient showing signs of a communicable disease, when the physician is not immediately available.

- Limiting patient exposure to infections from visitors, hospital staff, other patients, or equipment used for diagnosis or treatment.

- Maintaining a safe and adequate supply of ward equipment, drugs and patient care supplies {18}.

The infection control nurse (ICN) is a member of the infection control team (ICT) and responsible for:

- Identifying any HCAI.

- Investigation of the type of infection and infecting organism.

- Participating in training of personnel about how to prevent these infections.

- Participating in outbreak investigation.

- Development of IC policy and review and approval of patient care policies relevant to IC.

- Ensuring compliance with local and national regulations {18}.

### **2.3.3. Infection Control Link Nurses (ICLN)**

ICLNs are a link or intermediary between the wards and the ICT. Their role is to provide information which help in early detection of outbreaks and to help increase awareness of IC issues in their ward. They should draw the attention of the ICNs to changes in practice or equipment, which could have implications for IC. They have been trained to collect surveillance data on HCAs for the ICT. They should have sufficient clinical experience and standing to have authority with managers and colleagues. ICLNs should not be seen as a substitute for the ICN, they are ward-based

staff who act under the supervision of the ICN as a resource and role model for colleagues. The ideal ICLN should be a keen, enthusiastic, motivated volunteer, with a special interest in IC. It is essential that they are ward-based and directly involved with patient care to be able to observe and influence colleagues practice. Good teaching and presentation skills are necessary. The ICLN should preferably be someone who can act as an 'opinion leader' as they should be effective in educating colleagues and implementing change at ward level [19].

To sum it up, there was inadequate knowledge about IC among nurses and a lack of knowledge about the common risk factors for nosocomial, hospital

### **3. Methods**

The main purpose of this study is to improve nursing students' knowledge and skills in IC through the training course

#### **3.1. Study design:**

This study included new training strategy that focused on both theoretical and practical training, an interventional one-group pre-/post-test design was used conduct the present study.

#### **3.2. Settings and Sample**

In the current study, the target population was the nursing students; Nursing students who were second year and above were included in this study nursing students who are below the second year were excluded from the study.

A convenience sampling technique was used to recruit the participants from the eligible nursing students. The questionnaire was distributed to all nursing students who were included in the study. The total numbers of students who meet the inclusion criteria were 65, all of them received the questionnaire. The sample size was calculated using (GPower). To allow a percentage of correct answers to be estimated with a 95% confidence interval and margin – of – error of at most +/- 5% , a sample of 45 students were needed for this study. 58 students were recruited.

#### **3.3 Study Setting**

The study was conducted in a private nursing college at Saudia Arabia in 2021 / 2022-academic years. The study sample included (58) students who were available on the day of data collection, who agreed to participate in the study who attend the training course and returned a completely filled questionnaires.

### **3.4. Study Intervention**

The training package was designed according to the results of the baseline assessment and it was implemented through scheduled sessions. The theoretical and practical training course was designed to include all the basic IC knowledge and skills

### **3.5. Study Tool**

Structure questionnaire sheet was designed for data collection by the researchers based on review of literature. It composed of two headings as the following:

#### **1- Socio demographic criteria**

2- it is composed of three parts as the following: Distribution of the studied according to their opinion about IC Teaching , IC importance, ways of infection transmission & hand hygiene, risk assessment & management and aseptic technique, isolation precautions, environmental cleaning, cleaning, disinfection & sterilization and classification of equipments, waste disposal and needle stick injury

#### **3.5.1. Validity of the Questionnaire**

The questionnaire of this study was presented to a jury. The jury decided the questionnaire as being valid, gave their suggestions on each question of the test. The suggestions made by the members of the jury were incorporated in the final version

#### **3.5.2. Reliability of the Questionnaire**

The stability coefficient was calculated using Cronbach's alpha coefficient, which is the most appropriate method for calculating the stability of the weights used in the questionnaires. Cronbach's alpha coefficients of stability for all axes of the questionnaire were high, as they ranged in the period (0.88 -0.92), and the total stability of the study tool reached (0.98), which indicates the stability of the results of the study and the possibility of generalization and building on it.

### **3.6. Statistical analysis method:**

The data was coded and entered using the statistical package SPSS version 22. The data was summarized using descriptive statistics: number and percentage values, mean and standard deviation and paired t-test was used to examine the effect of the training course.

## **4. RESULTS**

The results of this study are presented under the following two heading: demographic descriptions of the students and students' knowledge about IC

**Table (1): Sample Characteristics (n=58)**

Item	Total No=58 (100%)		
<b>Age</b>			
Mean ± standard deviation	19.1±0.4	19.5± 0.7	19.2±0.6
<b>Sex</b>			
Male	23(60.5%)	17(85.0%)	40(69.0%)
Female	15(39.5%)	3(15.0%)	18(31.0%)
<b>Nursing experience</b>			
Yes	5(13.2%)	3(15.0%)	8(13.8%)
No	33(86.8%)	17(85.0%)	50(86.2%)

The majority of the nursing students were males, the mean age of the nursing students was 19.2±0.6 years. Only 13.8% of the students had previous nursing experience.

**Table (2): Distribution of the students according to their opinion about IC Teaching**

Item	Total No=58 (100%)
<b>IC theoretical curriculum teaching is easy &amp; clear</b>	
Yes	28 (48.3%)
<b>IC theoretical curriculum is sufficient</b>	
Yes	18 (31.0%)
<b>Difficulty of studying IC in English</b>	
Yes	24 (41.4%)
No	10 (50.0%)
<b>Useful application of IC in lab</b>	
Yes	45(77.6%)
<b>In case of answering no ,Why*</b>	
Too many students in the same lab	12(92.3%)
Time is not enough for application	12(92.3)
Equipment in the lab are not enough	11(84.6%)
Trainer is inefficient	4(30.8%)
<b>Interest to receive IC lectures</b>	
Yes	53(91.4%)

Comfortable seats in lecture hall	
Yes	39(67.2%)
Well ventilated lecture Hall	
Yes	27(46.6%)
Well illuminated lecture hall	
Yes	39(67.2%)
Nursing Institute gives attention to IC	
Yes	38(65.5%)

Less than half of the students agreed that IC curriculum teaching is easy & clear and less than a third of them said that their curriculum was sufficient. About 41% of the students found difficulty in studying IC in English. Most of the students found that applying IC in lab was useful and those who disagreed attributed their dissatisfaction to the presence of too many students in the same lab, time was not enough for application and no enough equipment in the lab. Very few students agreed that they had enough vacation between end of exams & beginning of summer course. The majority of the students were interested to receive IC lectures. Most of the students were satisfied from the lecture halls seats as well as the illumination however less than half of them agreed that the halls were well ventilated. More than 60% of the students agreed that the institute gives attention to IC.

**Table (3): IC importance, ways of infection transmission & hand hygiene**

	N=58 (100%)	P value
<b>1-Importance of IC program</b>		
Reduces the transmission of resistant strains	55(94.8%)	0.002
Protects the community from infections	58(100.0%)	–
Is not expensive	58(100.0%)	0.250
Cost effective	57(98.3%)	<0.001
<b>2- Ways of infection transmission (from most to least common)</b>		
Patient to patient	58 (100.0%)	<0.001
Patient to HCW	58 (100.0%)	<0.001
HCW to patient	54(93.1%)	<0.001
HCW to HCW	54(93.1%)	<0.001
<b>3-Hand Hygiene</b>		
<b>Mention the proper hand hygiene method</b>		
After caring for patients with diarrhea (hand wash)	51(87.9%)	<0.001
Requires less time (alcohol- based hand rub)	54 (93.1%)	<0.001
Less dryness (alcohol- based hand rub)	50(86.2%)	<0.001
<b>Indications of Hand hygiene</b>		
Routine hand hygiene is indicated after dealing with traumatic wound	33(56.9%)	0.019
Antiseptic hand hygiene is indicated before caring for newborns	55(94.8%)	<0.001
Routine hand hygiene is indicated after glove removal	58(100.0%)	1.000

It is better not to use dryer after hand hygiene	51(87.9%)	<0.001
Hands of HCWs are responsible for most of infection transmission in hospitals	58(100.0%)	0.002

Regarding the importance of IC, significant improvement was found in reducing the transmission of resistant strains and being cost effective, no significant improvement was found in the other 2 items. Regarding ways of infection transmission and proper hand hygiene method, significant improvement was found in all items. Regarding hand hygiene indications, significant improvement was found in all items except routine hand hygiene is indicated after glove removal

**Table (4): risk assessment & management and aseptic technique**

	N=58 (100%)	P value
<b>4-PPE(gloves)</b>		
<b>Proper use of gloves</b>		
Gloves must be changed when moving from a contaminated site to a clean site on the same patient	53(91.4%)	0.063
Gloved hands can become contaminated	18(31.0%)	<0.001
Performing hand hygiene immediately after glove removal is a must	51(87.9%)	0.016
<b>Types of gloves</b>		
Waste handling (heavy utility gloves)	6(10.3%)	<0.001
IV catheter insertion (non sterile gloves)	14(24.1%)	<0.001
Urinary catheter insertion (sterile gloves)	34(58.6%)	<0.001
Bathroom cleaning assessment (potential risk)	21(36.2%)	<0.001
Bathroom cleaning management (Hand hygiene &PPE)	31(53.4%)	<0.001
Blood pressure measurement assessment(no risk)	44(75.9%)	<0.001
Blood pressure measurement management(PPEs are not required)	24(41.4%)	<0.001
Multi dose vial injection assessment (high risk)	30(51.7%)	<0.001
Multi dose vial injection management ( apply aseptic technique)	30(51.7%)	<0.001
<b>6-Aseptic technique (urinary catheterization)</b>		
One of the most common causes of HCAs.	42(72.4%)	<0.001
Should not be changed routinely	7(12.1%)	<0.001
Antiseptic hand hygiene should not be done before insertion	14(24.1%)	<0.001

Regarding PPE (gloves), significant improvement was found in all items except gloves must be changed when moving from a contaminated site to a clean site on the same patient. Regarding risk assessment & management and aseptic technique significant improvement was found in all items.

**Table (5): isolation precautions, environmental cleaning, disinfection &sterilization and classification of equipments**

	N=58 (100%)	P value
<b>7- Isolation precautions (TB)</b>		
Location of the patient (isolation room with negative pressure)	49(84.5%)	0.049
PPEs (N95 mask, gloves are required)	32(55.2%)	<0.001
Type of hand hygiene after patient contact (antiseptic hand hygiene or alcohol- based hand rub)	19(32.8%)	1.000
<b>8-Environmental cleaning</b>		

Cleaning should be from higher to lower surfaces	57(98.2%)	0.001
Chlorine-based solution is recommended for environmental decontamination of blood	39(67.2%)	<0.001
Scrubbing is the most effective way to remove dirt and microorganisms.	54(93.1%)	0.004
<b>9- Cleaning, disinfection &amp; sterilization</b>		
Destroys all microbial forms(sterilization)	52(89.7%)	<0.001
Destroys all vegetative bacteria, viruses, fungi but not bacterial spores(ILD)	54(93.1%)	<0.001
Kills some bacterial spores if in sufficient Concentration, but doesn't kill high numbers of spores(HLD)	53(91.3%)	<0.001
Involves detergent or enzymatic presoak that removes dirt(cleaning)	57(98.3%)	0.001
<b>10- Classification of equipments &amp; the proper decontamination method:</b>		
<b>Classification</b>		
Endoscope (semi-critical)	29 (50.0%)	0.248
Vascular catheter (critical)	55 (94.8%)	0.065
Stethoscope (non-critical)	50(86.2%)	0.096
Tongue depressor (semi-critical)	27(46.6%)	0.701
<b>Decontamination</b>		
Endoscope (HLD)	18(31.0%)	0.003
Vascular catheter (sterilization or disposal)	51(87.9%)	0.004
Stethoscope (cleaning)	53(91.4%)	<0.001
Tongue depressor (disposal)	42(72.4%)	<0.001

Regarding the isolation precautions significant improvement was found in all items except type of hand hygiene indicated after patient contact. Significant improvement was found in all items of environmental cleaning and cleaning, disinfection & sterilization. Regarding medical equipments classification & decontamination, significant improvement was found in equipment decontamination however no significant improvement was found in equipment classification.

**Table (6): waste disposal and needle stick injury**

	<b>N=58 (100%)</b>	<b>P value</b>
<b>11-Waste disposal (type &amp; sorting)</b>		
Used catheters (infectious wastes)	58(100.0%)	<0.001
Used catheters (red bin)	58(100.0%)	<0.001
Needles, syringes (sharps)	57(98.3%)	<0.001
Needles, syringes (safety box)	58(100.0%)	<0.001
Papers, trash (general non medical wastes)	58(100.0%)	0.500
Papers, trash (black bin)	58(100.0%)	<0.001
Body tissue (pathological wastes)	57(98.3%)	0.006
Body tissue (red bin)	46(79.3%)	<0.001
Broken tubes (sharps)	56(96.6%)	0.003
Broken tubes (safety box)	51(87.9%)	<0.001
Gloves, dressings (infectious wastes)	57(98.3%)	<0.001

Gloves, dressings (red bin)	55(94.8%)	<0.001
<b>12-Needle stick injury</b>		
The most common cause of needle stick injury among HCWs is not sudden movement of patient during injection	50 (86.2%)	<0.001
Should be washed immediately with soap and water	53(91.4%)	<0.001
Is the main cause of occupational exposures to blood-borne pathogens.	57(98.3%)	0.625

Regarding waste disposal, significant improvement was found in all items except papers & trash type. Regarding needle stick injury, significant improvement was found in all items except in being the main cause of occupational exposures to blood-borne pathogens.

**Table (7): correct steps in routine hand hygiene**

	Pretest	Immediate posttest	P value
Steps in the proper order	N=58(100%)	N=58(100%)	
<b>1-Routine hand hygiene</b>			
Remove accessories	17(29.3%)	29(50.0%)	0.017
Wet hands	39(67.2%)	51(87.9%)	0.023
Apply soap	56(96.6%)	53(91.4%)	0.453
Rub palm to palm	49(84.5%)	56(96.6%)	0.065
Right palm on left dorsum	42(72.4%)	56(96.6%)	0.001
left palm on right dorsum	42(72.4%)	54(93.1%)	0.004
Interlace fingers	47(81.0%)	46(79.3%)	1.000
Back of right fingers in left palm	22(37.9%)	39(67.2%)	0.002
Back of left fingers in right palm	22(37.9%)	38(65.5%)	0.002
Rotational rub of right thumb	35(60.3%)	49(84.5%)	0.007
Rotational rub of left thumb	35(60.3%)	49(84.5%)	0.007
Rub tips of right fingers	47(81.0%)	52(89.7%)	0.267
Rub tips of left fingers	46(79.3%)	52(89.7%)	0.146
Rub right wrist	27(46.6%)	48(82.8%)	<0.001
Rub left wrist	28(48.3%)	48(82.8%)	<0.001
Rinse under running water	53(91.4%)	51(87.9%)	0.754
Dry with single use paper towel	12(20.7%)	52(89.7%)	<0.001
Close tap with paper towel	31(53.4%)	54(93.1%)	<0.001
Discard paper towel in black bin	15(25.9%)	47(81.0%)	<0.001
Duration 40-60 seconds	15(25.9%)	51(87.9%)	<0.001

Among the 20 steps of proper hand hygiene, pretest showed varied proportions ranging from 20.7% (drying hands with single use paper towel) to 96.6% (applying soap). Significant improvement was found in steps except in applying soap, rubbing palm to palm, interlacing fingers, rubbing tips of right and left fingers and rinsing under running water.

**Table (8): Percent of correct steps in cannula insertion in pretest and immediate posttest**

Steps in the proper order	Pretest N=58(100%)	Immediate posttest N=58(100%)	P value
<b>2-Cannula insertion</b>			
Routine hand hygiene	34(58.6%)	50(86.2%)	<0.001
Wear non sterile gloves	21(36.2%)	51(87.9%)	<0.001
Patient arm in right position	9(15.5%)	13(22.4%)	0.424
Tourniquet application	36(62.1%)	45(77.6%)	0.108
70% alcohol in one direction	37(63.8%)	54(93.1%)	<0.001
leave to dry for 30 seconds	1(1.7%)	26(44.8%)	<0.001
Insert with no touch technique	56(96.6%)	44(75.9%)	0.002
look for flash back	25(43.1%)	20(34.5%)	0.332
Release tourniquet	32(55.2%)	36(62.1%)	0.557
Anchor with clean tape	54(93.1%)	54(93.1%)	1.000
label tape with insertion date	32(55.2%)	45(77.6%)	0.024
leave site dry	25(43.1%)	41(70.7%)	0.009
Discard sharp in safety box	45(77.6%)	51(87.9%)	0.238
Remove gloves	35(60.3%)	51(87.9%)	0.002
Gloves in red bin	26(44.8%)	45(77.6%)	<0.001
Routine hand hygiene	18(31.0%)	47(81.0%)	<0.001
Dry hands	10(17.2%)	41(70.7%)	<0.001

Among the 17 steps covering the proper cannula insertion, pretest showed varied proportions ranging from 1.7% (leaving alcohol to dry) to 96.6% (insertion with no touch technique). No significant improvement was found in placing patient arm in right position, tourniquet application, looking for flash back, releasing tourniquet, anchoring cannula with clean tape and discarding sharps in safety box. Significant decline was found in inserting the cannula with no touch technique. Significant improvement was found in all other steps.

**Table (9): Percent of correct steps in scoop technique and thermometer cleaning in pretest and immediate posttest**

Steps in the proper order	Immediate posttest N=58(100%)	P value
<b>3-Scoop technique</b>		
Place cap on a flat surface	58(100.0%)	0.500
Hold syringe with one hand	58(100.0%)	0.016
Use needle to scoop up cap	57(98.3%)	0.063
Use other hand to secure cap on needle hub	57(98.3%)	0.07
Handle cap on bottom only	47(81.0%)	<0.001
Discard in safety box	46(79.3%)	1.000
<b>4- Thermometer cleaning</b>		
Wear non sterile gloves	49(84.5%)	<0.001
Wash with warm water & detergent	55(94.8%)	<0.001
Dry with single use paper towel	43(74.1%)	<0.001

Clean with alcohol cotton from less to more contaminated part	53(91.4%)	0.375
leave to dry	37(63.8%)	<0.001
Put in container	54(93.1%)	0.001
Remove gloves	48(82.8%)	<0.001
Discard gloves in red bin	43(74.1%)	<0.001
Routine hand hygiene	42(72.4%)	<0.001

Among the 6 steps of scoop technique, pretest showed varied proportions ranging from 46.6% (handling cap on bottom only) to 96.6% (placing cap on a flat surface). Significant improvement was found in holding syringe with one hand and handling cap on bottom only but no significant improvement was found in other steps.

Among the 9 steps of thermometer cleaning, pretest showed varied proportions ranging from 1.7 % (washing thermometer with water and detergent and discarding gloves in red bin) to 96.6% (cleaning with alcohol cotton). Significant improvement was found in all steps except in cleaning the thermometer with alcohol cotton from less to more contaminated part.

Regarding the importance of IC, improvement was lost in reducing the transmission of resistant strains. Improvement was sustained incompletely in being cost effective. No improvement was found in the other items. Regarding ways of infection transmission, improvement was sustained completely in patient-patient and patient-HCW transmission however only immediate improvement was achieved in the other 2 items. Regarding the hand hygiene, improvement was lost in the method which causes less dryness and antiseptic hand hygiene is indicated before caring for newborns. No improvement was found in indication of routine hand hygiene after gloves removal. Improvement was sustained completely in all other items.

## 6.DISCUSSION

Capacity building of nursing students is crucial being in contact with the patients for longer duration than the physicians, so if they are not well educated and trained in IC they will be more liable to transmit infections in the health care settings, subjected to occupational infections and injuries and as a result reduction in the health care quality.

{6&7}. Thus IC programs should be innovative, educational and motivational and tailored to specific HCWs as nurses

### IC knowledge assessment:

Similar to other studies that assess IC knowledge and skills [20 & 21] the pre-test assessment IC knowledge of the nursing students was generally low with a mean percent score  $53.21 \pm 9.29$  and that was expected due to the informal and unclear method of IC teaching in the institute, the insufficient IC curriculum given to the nursing students which led to the dissatisfaction by the majority of them, the passive way of learning IC, absence of teamwork and absence of appropriate feedback from the institute staff on their performance. highlighted some principles for good practice in undergraduate education among which; the active way of learning as students do not learn much just sitting in classes listening to teachers, they must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily live. Also cooperation among students is required for good learning as learning is enhanced when it is more like a team effort than an individual as good learning, is collaborative and social, not competitive and isolated. Prompt feedback is essential as students need appropriate feedback on performance to gain benefits from courses [22]. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know.

In the pretest, the students achieved the highest scores in the importance of IC program, proper gloves usage, and waste disposal. However, their scores were worst in aseptic technique, isolation precautions, and indications of different types of gloves. This is logical as the isolation precautions chapter as well as most of the theoretical points covering the aseptic technique are completely absent from their curriculum. [23].

After conducting the IC training, the total mean percent score of the students in the immediate post-test was significantly higher than pre-test  $89.72 \pm 7.39$  ( $p$  value  $< 0.001$ ), this reflects the effectiveness of IC training in raising level of knowledge of the nursing students as the training power point presentation consisted mainly of pictures rather than text, open ended questions and group discussions which might have attracted the students' attention and facilitated their recall of the information also hand outs were provided to all students thus helped them to revise and recall what they received in the training and it was a simple and organized source for basic IC knowledge. Usually a well-designed and well conducted training programs will enhance students' knowledge and skills and help students to be committed to infection control policies. [6, 7 & 23].

All knowledge items showed significant improvement (p value<0.001), the median percent score in each and every knowledge item reached 100% except the isolation precautions and medical equipment's classification which though they showed significant improvement yet their median percent scores were lower than other items (isolation precautions 66.6% and medical equipment classification 75%).

#### **IC skills assessment:**

After conducting the IC training, the total mean percent score of the students in the immediate post-test was  $81.78 \pm 13.71$  which is significantly higher than pretest (p value<0.001), all skills showed significant improvement (p value<0.001) except thermometer cleaning didn't show significant change (p value 0.080).

The causes of skills fading in this study was thought to be due to short duration of the students training which lasted only for 2 hours and was held 1 week before final examination period which lowered the student's attendance and concentration.

### **7. RECOMMENDATIONS**

Based upon the conclusions of the study, the following recommendations are suggested to improve IC knowledge and skills:

- Emphasis should be made on IC as an important knowledge and skill in nurses' careers across the nursing educational program.
- Upgrading IC curriculum of the nursing students.
- Avoid redundancy of the curriculum
- Reforming IC education and training courses: Preparing instructional units for training course that include topics for both theoretical and practical aspects
- Introducing live demonstrations and volunteer patients into the practical training course
- Theoretical training can be introduced through interactive lectures
- Introducing IC refreshing courses to allow retaining information and skills especially the less practiced and multi-step such as the invasive interventions.

### **CONCLUSION**

On conclusion; a training program in infection control had significantly improved students' knowledge and skills in almost all the aspects of infection control. It helped

to make nursing students well prepared to perform various nursing skills procedures safely and efficiently deal with different risks of infection.

### **Ethical Approval and consent**

The current study method and protocol were reviewed and approved by the ethical committee.

The confidentiality of participants was protected by providing code number for each participant at the stage of data collection and analyses. In addition, the collected questionnaires were kept in a locked cabinet in order to keep the participants information private and confidential, and no one had an access to the data.

Participants were assured that their participation in the study was voluntary and they could withdraw from the study without penalties

Written consent from each student was obtained after proper orientation of the students regarding the objectives of the study.

### **REFERENCES**

1. National Health and Medical Research Council. (2019). Australian Guidelines for the Prevention and Control of Infection in Healthcare. Retrieved from <https://www.nh.mrc.gov.au/file/15416/download?token=c5RtkVu6>.
2. Carter, E.J., Mancino, D., Hessels, A.J., Kelly, A.M., Larson, E.L., 2017. Reported hours of infection education received positively associated with student nurses' ability to comply with infection prevention practices: results from a nationwide survey. *Nurse Educ. Today* 53, 19.
3. Heaton, L., Reid-Searl, K., Cole, R., 2020. Simulation in Nursing Education. *Routledge International Handbook of Nurse Education*, pp. 159–173. <https://doi.org/10.1186/s12913-020-05156-y>

4. Lai, X., Wang, X., Yang, Q., Xu, X., Tang, Y., Liu, C., Zhang, X., 2020. Will healthcare workers improve infection prevention and control behaviors as COVID-19 risk emerges and increases, in China? *Antimicrob. Resist. Infect. Control* 9 (1),1– 9.
5. Bouchoucha, S.L., Kilpatrick, M., Lucas, J.J., Phillips, N.M., Hutchinson, A., 2021. The Factors Influencing Adherence to Standard Precautions Scale– Student version (FIASP-SV): A psychometric validation. *Infection, Disease & Health* 26 (2), 85–94.
6. Elting LS, Rubenstein EB, Rolston K, et al. Incidence and cost of bacterial and fungal infections following nonmyeloablative compared with myeloablative allogeneic hematopoietic stem cell transplantation: a matched control study. *J Clin Oncol.* 2014;32(31):3595-3601.
7. Gould DJ, Moralejo D, Drey N, Chudleigh JH. Interventions to improve hand hygiene compliance in patient care. *Cochrane Database Syst Rev.* 2017;9(9): CD005186.
8. Abdel-Wahab F, Ghoneim M, Khashaba M, El-Gilany A-H, Abdel-Hady D (2013): [Nosocomial infection surveillance in an Egyptian neonatal intensive care unit.](#) *Journal of Hospital Infection* 83: 196-199.
9. Strategies to Prevent Healthcare-Associated Infections: A Narrative Overview Haque.M., McKimm,J., Sartelli, M., Dhingra,S.,Labricciosa,F., Islam,S.,Jahan, D., Nusrat,D., Chowdhury,T., Coccolini, F., Iskandar,K., CatenaF.,& Charan, J. *Journal of Risk Management and Healthcare Policy*(13,2020) Pages 1765-1780
10. Berry A L A (2010): Health Care–Associated Infections in the Neonatal Intensive Care Unit, A Review of Impact, Risk Factors, and Prevention Strategies. *Newborn and infant nursing reviews*; 10: 187–194.
11. Infection Prevention & Control Annual Report (2021). World Health Organization, accessed on October 2022
12. Baack, S., & Alfred, D. (2013). Nurses' preparedness and perceived competence in managing disasters. *Journal of Nursing Scholarship*, 45(3), 281–287. <https://doi.org/10.1111/jnu.12029>
13. CDC (2020): Health care- associated infections: Catheter-Associated Urinary Tract Infection.: [http://www.cdc.gov/HAI/ca\\_uti/uti.html](http://www.cdc.gov/HAI/ca_uti/uti.html)
14. Labrague, L.J.; McEnroe-Petitte, D.M.; van de Mortel, T.; Nasirudeen, A.M.A. (2018) A Systematic Review on Hand Hygiene Knowledge and Compliance in Student Nurses. *Int. Nurs. Rev.* 2018, 65, 336–348.
15. Majidipour, P.; Aryan, A.; Janatolmakan, M.; Khatony, A.( 2019) Knowledge and Performance of Nursing Students of Kermanshah-Iran Regarding the

Standards of Nosocomial Infections Control: A Cross-Sectional Study.  
BMC Res. Notes 2019, 12, 485.

16. The International Nursing Council( ICN) Code of Ethics For Nurses. Accessed on December 2022
17. Chau J P C, Thompson D R, Lee D T F, Twinn S (2010): Infection control practices among hospital health and support workers in Hong Kong. *Journal of Hospital Infection*; [75](#): 299–303.
18. World Health Organization, accessed on December 2022
19. Mireille, et al , (2022) Role perception of infection control link nurses; a multi-centre qualitative study, *Journal of Infection Prevention* 2022, Vol. 23(3): 93–100
20. Akande, P. A. (2020). Knowledge and practices regarding tuberculosis infection control among nurses in Ibadan, south-westNigeria: A cross-sectional study. *BMC Health Services Research*, 20(1), 280.
21. Al-Faouri, I., Okour, S.H., Alakour, N.A., Alrabadi, N., 2021. Knowledge and compliance with standard precautions among registered nurses: a cross-sectional study. *Ann. Med. Surg.* 62, 419–424.
22. Cruz, J.P., 2019. Infection prevention climate and its influence on nursing students' compliance with standard precautions. *J. Adv. Nurs.* 75 (5), 1042–1052.
23. [Ayub A](#), Goyal A, Kotwal A, Kulkarni A, Kotwal A, Mahen A (2012): Infection control practices in health care: Teaching and learning requirements of medical undergraduates. *Medical Journal Armed Forces India*; [69](#): 107-112.