

## A Study to Assess Knowledge Regarding Obsessive-Compulsive Disorder (OCD) among Nursing Students at a Selected Nursing College in Jaipur, Rajasthan

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### Abstract

**Background:** Obsessive-Compulsive Disorder (OCD) is a mental health disorder characterized by recurrent unwanted thoughts, known as obsessions, and repetitive behaviors or mental acts, known as compulsions. Awareness of OCD among nursing students is essential for early recognition, appropriate referral, and reduction of mental health stigma.

**Materials & Methods:** A descriptive cross-sectional research design was with a sample of 100 nursing students. Data were assessed using a structured knowledge questionnaire consisting of 25 items covering the meaning, symptoms, associated factors, diagnosis, treatment, and nursing management of OCD. For this analysis, data are presented as a simulated dataset summary. Frequency, percentage, mean, standard deviation, and chi-square analysis are demonstrated.

**Results:** Of the 100 hypothetical participants, 18 (18%) were classified as having inadequate knowledge, 52 (52%) moderate knowledge, and 30 (30%) adequate knowledge. The mean knowledge score was 17.2 out of 25. A hypothetical association was observed between previous mental health education and knowledge category; this association must be verified using actual participant-level data before reporting a statistical conclusion.

**Conclusion:** Assessment of OCD-related knowledge may help identify educational needs among nursing students and guide mental health education initiatives.

**Keywords:** Obsessive-Compulsive Disorder, OCD, nursing students, mental health nursing, knowledge, cross-sectional study.

### Introduction

Mental health is an essential component of overall health and well-being. Mental disorders can influence emotional functioning, thought processes, behavior, social relationships, and quality of life. Early identification and appropriate management are important for reducing the impact of mental health conditions.

Obsessive-Compulsive Disorder is characterized by obsessions, compulsions, or both. Obsessions are recurrent and persistent thoughts, urges, or images experienced as intrusive and unwanted. Compulsions are repetitive behaviors or mental acts that an individual feels driven to perform in response to an obsession or according to rigid rules.

Common symptoms include excessive fear of contamination, repeated checking, repeated washing, counting rituals, a need for symmetry, and unwanted intrusive thoughts. These symptoms can consume considerable time and interfere with education, work, relationships, and daily activities.

OCD is often misunderstood as simply a habit of cleanliness or perfectionism. However, clinical OCD involves significant distress, impairment, or substantial time consumption. Individuals experiencing symptoms may feel embarrassed, fear judgment, and delay seeking professional assistance.

Nursing students are future healthcare professionals who may encounter individuals with OCD in psychiatric, medical, community, and general hospital settings. Knowledge of OCD can support therapeutic communication, recognition of symptoms, patient education, and timely referral.

Therefore, the present study focuses on assessing knowledge regarding OCD among nursing students at a selected nursing college in Jaipur, Rajasthan.

Misconceptions about OCD may contribute to stigma and delayed treatment. Nursing students require accurate information regarding symptoms, contributing factors, diagnosis, treatment, and supportive nursing interventions.

A structured knowledge assessment can identify areas requiring additional teaching. Such findings may help nursing educators strengthen mental health education and prepare students to provide compassionate, evidence-based care.

### **Objectives**

1. To assess the level of knowledge regarding OCD among nursing students.
2. To determine knowledge scores concerning the symptoms, associated factors, diagnosis, treatment, and nursing management of OCD.
3. To determine the association between knowledge level and selected demographic variables.

### **Hypotheses**

**H<sub>1</sub>:** There is a statistically significant association between knowledge level regarding OCD and selected demographic variables among nursing students.

**H<sub>0</sub>:** There is no statistically significant association between knowledge level regarding OCD and selected demographic variables among nursing students.

### **Materials & Methodos**

#### **Research Approach**

Quantitative research approach.

#### **Research Design**

Descriptive cross-sectional research design.

#### **Research Setting**

A selected nursing college in Jaipur, Rajasthan.

#### **Population**

Nursing students enrolled in eligible nursing programs at the selected institution.

#### **Sample Size**

100 nursing students.

### **Sampling Technique**

A suitable sampling technique, preferably proportionate stratified random sampling if an appropriate sampling frame is available.

### **Inclusion Criteria**

1. Nursing students enrolled at the selected college.
2. Students meeting the study eligibility requirements.
3. Students willing to participate and provide informed consent.

### **Exclusion Criteria**

1. Students absent during data collection.
2. Students unwilling to participate.
3. Students included in the pilot study, if applicable.

### **Research Tool**

A structured questionnaire comprising two parts:

#### **Part I: Demographic variables**

#### **Part II: Knowledge questionnaire**

A 25-item questionnaire covering:

### **Validity and Reliability**

The questionnaire should be reviewed by experts in psychiatric nursing, mental health, and research methodology. A pilot study should be conducted among students excluded from the final sample. Reliability should be calculated using a suitable statistical method, such as KR-20 for dichotomously scored items.

### **Data Collection Procedure**

Permission should be obtained from the institution and the relevant ethics committee or review body, where required. Informed consent should be obtained before data collection. Questionnaires should be administered under standardized conditions, and participants' confidentiality should be maintained.

### **Statistical Analysis**

Frequency, percentage, mean, and standard deviation may be used for descriptive analysis. Chi-square or Fisher's exact test may be used to examine associations between knowledge category and demographic variables, depending on the assumptions and expected cell counts. Statistical significance may be assessed at  $p < 0.05$ .

### **Results**

**The following results are simulated examples for demonstrating the format of a complete research article. They are not observations from actual nursing students.**

**Table 1. Distribution of Participants According to Age (N = 100)**

| Age group      | Frequency  | Percentage  |
|----------------|------------|-------------|
| 18–20 years    | 42         | 42%         |
| 21–23 years    | 46         | 46%         |
| Above 23 years | 12         | 12%         |
| <b>Total</b>   | <b>100</b> | <b>100%</b> |

**Table 2. Distribution According to Gender**

| Gender       | Frequency  | Percentage  |
|--------------|------------|-------------|
| Female       | 76         | 76%         |
| Male         | 24         | 24%         |
| <b>Total</b> | <b>100</b> | <b>100%</b> |

**Table 3. Distribution According to Academic Year**

| Academic year | Frequency  | Percentage  |
|---------------|------------|-------------|
| First year    | 28         | 28%         |
| Second year   | 27         | 27%         |
| Third year    | 25         | 25%         |
| Fourth year   | 20         | 20%         |
| <b>Total</b>  | <b>100</b> | <b>100%</b> |

**Table 4. Previous Mental Health Education**

| Previous education | Frequency  | Percentage  |
|--------------------|------------|-------------|
| Yes                | 62         | 62%         |
| No                 | 38         | 38%         |
| <b>Total</b>       | <b>100</b> | <b>100%</b> |

**Table 5. Previous Information Regarding OCD**

**Previous information Frequency Percentage**

|              |            |             |
|--------------|------------|-------------|
| Yes          | 58         | 58%         |
| No           | 42         | 42%         |
| <b>Total</b> | <b>100</b> | <b>100%</b> |

**Table 6. Sources of Information Regarding OCD**

| Source                   | Frequency  | Percentage  |
|--------------------------|------------|-------------|
| Classroom teaching       | 32         | 32%         |
| Internet or social media | 28         | 28%         |
| Books or journals        | 18         | 18%         |
| Friends or family        | 12         | 12%         |
| Seminars or workshops    | 10         | 10%         |
| <b>Total</b>             | <b>100</b> | <b>100%</b> |

**Table 7. Overall Knowledge Regarding OCD**

| Knowledge level | Score range | Frequency  | Percentage  |
|-----------------|-------------|------------|-------------|
| Inadequate      | 0–12        | 18         | 18%         |
| Moderate        | 13–18       | 52         | 52%         |
| Adequate        | 19–25       | 30         | 30%         |
| <b>Total</b>    |             | <b>100</b> | <b>100%</b> |

**Table 8. Association Between Previous Mental Health Education and Knowledge Level**

The following is an contingency table. The statistical test result has not been verified against participant-level data.

| Previous mental health education | Inadequate | Moderate  | Adequate  | Total      |
|----------------------------------|------------|-----------|-----------|------------|
| Yes                              | 6          | 30        | 26        | 62         |
| No                               | 12         | 22        | 4         | 38         |
| <b>Total</b>                     | <b>18</b>  | <b>52</b> | <b>30</b> | <b>100</b> |

**Table 9. Association Between Previous Information About OCD and Knowledge Level**

| Previous information about OCD | Inadequate | Moderate  | Adequate  | Total      |
|--------------------------------|------------|-----------|-----------|------------|
| Yes                            | 7          | 30        | 21        | 58         |
| No                             | 11         | 22        | 9         | 42         |
| <b>Total</b>                   | <b>18</b>  | <b>52</b> | <b>30</b> | <b>100</b> |

## **Discussion**

The study aims to assess OCD-related knowledge among nursing students in a selected nursing college in Jaipur, Rajasthan. The findings demonstrate how demographic characteristics, previous educational exposure, and knowledge categories can be reported.

In the simulated results, 52% of participants were categorized as having moderate knowledge, 30% adequate knowledge, and 18% inadequate knowledge. If a similar distribution is observed in the actual study, educational activities may be considered to strengthen understanding of symptoms, associated factors, treatment, and nursing management.

The domain-wise example indicates that associated factors and treatment-related knowledge may require additional attention. Nursing educators can use case discussions, mental health awareness sessions, and evidence-based learning materials to reinforce these topics.

Comparisons with published research should be added after reviewing relevant studies that assess OCD knowledge, mental health literacy, or attitudes among nursing students. The final discussion should accurately cite the studies used for comparison.

## **Nursing Implications**

### **Nursing Education**

Psychiatric nursing curricula can include additional learning activities about OCD symptoms, diagnostic principles, treatment approaches, and stigma reduction.

### **Nursing Practice**

Nurses should use therapeutic communication, recognize symptoms that warrant professional assessment, and support appropriate referral and treatment adherence.

### **Nursing Administration**

Institutions may organize mental health awareness programs and evaluate their educational outcomes through pre-test/post-test or other appropriate study designs.

### **Nursing Research**

Future studies may assess the effectiveness of structured teaching programs, compare knowledge across institutions, or investigate mental health stigma and help-seeking attitudes.

## Recommendations

1. Conduct similar studies among nursing students in multiple institutions.
2. Develop and evaluate a structured teaching program regarding OCD.
3. Use validated instruments wherever suitable.
4. Assess whether educational interventions improve knowledge retention.
5. Explore relationships between knowledge, stigma, and help-seeking attitudes.

## Conclusion

Obsessive-Compulsive Disorder is an important mental health condition that requires accurate understanding, early recognition, and evidence-based care. Nursing students need appropriate knowledge regarding obsessions, compulsions, functional impairment, treatment options, and the nurse's role.

The study provides a framework for assessing OCD-related knowledge among 100 nursing students. The simulated tables demonstrate a reporting format, but the actual level of knowledge and any statistically significant associations must be established through real data collection and analysis.

**ETHICAL APPROVAL:** Permission from ethics committee

**CONFLICT OF INTEREST:** No

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