

**Title:**

Effect of Handwashing Poster and Voice Message on Handwashing Behaviors

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**Session Title:**

Research Poster Session 3

**Slot (superslotted):**

RSC PST 3: Sunday, 30 July 2017: 9:45 AM-10:15 AM

**Slot (superslotted):**

RSC PST 3: Sunday, 30 July 2017: 12:00 PM-1:15 PM

**Slot (superslotted):**

RSC PST 3: Sunday, 30 July 2017: 2:00 PM-2:30 PM

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**Keywords:**

Handwashing behaviors , Handwashing poster and Voice message

**References:**

Kim, H. S., Lee, M. S., Kim, B. H., Yang, N. Y., Hwang, H. J., Hong, J. Y., Hong, S. J., Kim, E. Y., Kim, Y. T., Park, Y. J., & Lim, G. U. (2015). The effects and related factors of public service announcement on hand-washing. *Korean Journal of Health Education & Promotion*, 32(2), 1-13.

Davis, O. L., Fante, R. M., & Jacobi, L. L. (2013). The Effectiveness of Sign Prompts to Increase Hand Washing Behaviors in Restrooms. *North American Journal of Psychology*, 15, 565-576.

Avşar, G., Kaşıkci, M., & Yağci, N. (2015). Hand Washing of Nursing Students: An Observational Study. *International Journal of Caring Sciences*, 8, 618-624.

**Abstract Summary:**

There was a difference in the handwashing behavior according to the intervention strategy for each gender. it is necessary to use an effective hand washing promotion strategy for each subject rather than a uniform method.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to know that the strategy to improve handwashing behaviors is different by gender.	intervention strategies to promote hand hegiene
"The learner will be able to know that many college students doesn't wash hands with proper 6-step technique.	6-step handwashing technique

**Abstract Text:**

**Purpose:** The purpose of this study is to test the effectiveness of the use of intervention strategies of handwashing poster and voice message to improve the handwashing behaviors in college students.

**Methods:** The study was conducted in September, 2016 at S university in J city, South Korea. 300 students who used restrooms were divided into three groups of 100(m: 50, F: 50); non-intervention group, poster group, and voice message group. The subjects were observed in different restrooms of different buildings to avoid testing duplicated subjects. The research focused on whether the students washed hands using soap for at least 20 seconds(as called handwashing compliance), performed the six-step technique of washing hands, and the duration of handwashing. The data were analyzed using SPSS 20.

**Results:** 17.3% of male students and 34.7% of female students washed hands using soap for over 20 seconds. The result showed a significant difference between gender( $\chi^2=11.7$ ,  $p=.001$ ). Handwashing compliance of male students was not significantly different among three groups; poster group(24%), voice message group(18%) and non-intervention group(10%) ( $\chi^2=3.44$ ,  $p=.1791$ ), but it was different in female students, respectively voice message group 50%, poster group 32%, and non-intervention group 22%( $\chi^2=8.899$ ,  $p=.012$ ). Only 1 female student (2.4%) from the voice message group practiced six- step handwashing technique, whereas no male students completed six-step hand washing. 40% of male students in the poster group performed three steps or more hand washing, 25.6% in the voice message group, and 20.6% in the non-intervention group, but there was no significant difference( $\chi^2=3.45$ ,  $p=.175$ ). 63.4% of female students in the voice message group, 36.4% in the poster group, and 33.3% in non-intervention group performed three or more hand washing procedures, and there was a significant difference( $\chi^2=9.09$ ,  $p=.011$ ). The interaction of gender and intervention strategies was significant in the time spent handwashing( $F=4.76$ ,  $p=.009$ ). Female students who heard a voice message washed their hands the longest( $15.9\pm10.2$  seconds), and non-intervention male group washed their hands the shortest( $5.6\pm6.12$  seconds).

**Conclusion:** There was a difference in the handwashing behavior according to the intervention strategy in each gender. Voice message strategy was effective for female students while the effect of poster for male student was not significant. Therefore, it is necessary to use an effective handwashing promotion strategy for each subject rather than a uniform method.