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Exploring the influential factors of educational intervention for tuberculosis in differently titled hygiene workers in campus

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Purposes: This study aimed to explore the influences of educational intervention of explanatory variables for tuberculosis on differently titled hygiene workers in campus, and the influences of applying case method of educational intervention in tuberculosis prevention to differently titled hygiene workers in campus.

Method: This study applied a quasi-experimental study with one group of pre-test and post-test designed. The variables for data analysis can be classified into three dimensions: educational intervention as the independent variable; behavior intention as the response variable; tuberculosis knowledge, *attitude towards the prevention*, perceived behavior control, and demographic characteristics as the four explanatory variables. In this study, the case method of educational intervention in tuberculosis prevention was conducted for six hours. The participants were 805 in-service nursing staffs and administrators who attended “2015 campus tuberculosis prevention educational training”. Among the 805 participants, 671 completed the pre-test and post-test questionnaire surveys, and the response rate was 83.4%.

Results: The results of this study revealed that after the intervention, the administrators scored higher than the nursing staffs in terms of the variable of *attitude towards the prevention*. Regarding the influence on the behavior intention after the educational intervention, two factors still had significant explanatory power after excluding all factors: 1) the post-test scores of perceived behavior control ($B=0.40, p<0.001$), and 2) the post-test scores of *attitude towards the prevention* ($B=0.25, p<0.001$).

Conclusion: This study showed that the application of case method of intervention model can not only make up for learners' demographic differences but also maximize the learning effect on learners' behavior intention to achieve the goals of tuberculosis prevention.

Biography

Rea-Jeng Yang has completed her PhD from National Taiwan University School of Medicine. She is the associate professor of National Taipei University of Nursing and Health Sciences, a premier nursing school in Taiwan. She has published 29 papers in reputed journals and has been serving as an editorial board member of repute.

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