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Assessment of BSN student attitudes toward patient education and three patient education scenarios

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The purpose of this intervention is to identify nursing student self-reported difficulty, satisfaction and apathy-boredom behaviors related to Patient Education (PE). PE goals were to increase (1) student confidence, (2) student compliance, (3) integration of the nursing process, (4) identify PE needs, (5) clear and concise communication and (6) increase the student's ability to apply these goals. In order to achieve these goals, nursing students need to become familiar with barriers to teaching and obstacles to learning. Classic examples of barriers to teaching are time constraints, lack of desire, lack of confidence, prioritization of tasks and questionable effectiveness. Illustrations of obstacles to learning include time constraints, readiness to learn, denial of learning needs, stress and extent of needed behavioral changes. Students were presented with a booklet containing patient demographic data and health history and the three scenarios. After reading this information, students rated the scenarios using a semantic differential adjective (e.g. meaningful vs. meaningless, goal-based vs. not goal-based, respectful vs. disrespectful). Scenario one described 10 to 15-minute PE communication from the RN to the patient which addressed the basic needs of the patient. Scenario two consists of 2-3 minutes of PE exchange of information. Scenario three would take approximately 30 minutes to complete because this scenario includes scenario plus patient-centered information and resources. Dependent t-test findings reveal statistically significant differences comparing scenario 1 and scenario 3 ($p=0.001$). In all 14 comparisons, students rated scenario 3 as the preferred type of PE communication. Reliability estimates ranged from 0.892 to 0.937.

Biography

Dale M Hilty is an Associate Professor at the Mt. Carmel College of Nursing. He has received his PhD in Counseling Psychology from the Department of Psychology, The Ohio State University. He has published studies in the areas of psychology, sociology and religion. Between April 2017 and April 2018, his 10 research teams published 55 posters at local, state, regional, national and international nursing conferences.

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