Teaching Nursing Students to Provide Patient-Centered Transitional Heart Failure Education Using a Peer Teaching Strategy

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Purpose

The purpose of the project was to evaluate the effectiveness of a Peer-led strategy to improve the knowledge, skills, and confidence of accelerated bachelor of science (ABS) nursing students to provide effective Heart Failure (HF) transitional patient education

Background

- 25% of elderly HF patients are readmitted within 30 days (Jencks, Williams & Coleman, 2010).
- Poor discharge planning and ineffective patient education can lead to poor patient outcomes (AHRQ, 2005).
- Improved compliance in core measures with new nurse education (Gallagher, 2011).
- HF readmissions reduced following a HF nursing educational program (Stern, 2014).

Methods

Design:
- Quantitative pretest, posttest and survey method

Sample:
- 66 second-semester ABS nursing students, 18 fourth semester Peer Teachers participated.

Intervention:
- The IHI/TCAB: *Creating an Ideal Transition Home* provided the curricular base for workshop.
- Faculty educated peer teachers prior to the workshop.
- Workshop consisted of HF didactic, case study, and role-play strategies
- Peer teachers role-modeled effective and ineffective education followed by debriefing.
- Participants practiced patient education and Teach-back.

Measurements

Pre-Post-Test measurement of:
- Knowledge of Essential Elements of Patient Education
- Knowledge of Escalating signs of HF
- Recognition of Signs of LHF/ RHF
- Ability to use Teach-Back in a sentence

Key Findings

Knowledge chart (PRE/POST) — Ess Elements, Escalating HF, LHF, RHF

Confidence chart (pretest/posttest) — HF Assess, Pt Ed., Teach-Back