Patient Education: Evaluation of the Patient Education Questionnaire to Assess Changes In Learning Across Three Timed Measurements

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Abstract

The aim of this educational intervention was to determine if the Patient Education Questionnaire (PAQ) would assess changes in learning across three timed measurements. Instrumentation: Competitive Greatness scale (Hilty, 2017) is defined as being the best you can be, continuous self-improvement, appreciating difficult challenges. PEQ measurements are provided by the Patient Education Difficulty, Patient Education Satisfaction, and Patient Education Apathy-Borden common factors.

The purpose was to create a patient education for senior level students (N=37) in a Bachelor of Science Nursing (BSN) program based on faculty lectures, faculty laboratory demonstration, and student demonstration of skill in a simulation laboratory. Prior to the skill demonstration in the simulation laboratory, students selected one of the eight topics and submitted a term paper summarizing the topic and created a communication script describing how the information would be presented to the patient.

Timed Measurements
1st Assessment: Pre-test
Intervention 1: Faculty lectures, faculty laboratory demonstration, assignment of small group research paper and communication script.
2nd Assessment:
Intervention 2: Students assumed the role of a Registered Nurse in a simulation including the patient and family members. Faculty members spoke via a microphone as the voice for patient.
3rd Assessment:

Hypothesis 1: The Patient Education Questionnaire (PEQ) was used to examine changes during the three timed-measurements. Using SPSS 25, a repeated measures ANOVA on these data produced a significant result ($F(2,34) = 9.836$, $p=.001$) for PEQ-Difficulty common factor. The data in the Pair-Wise Comparison tables revealed significant differences between Time 1 and Time 2 ($p=.001$), and Time 1 and Time 3 ($p=.001$). Hypothesis 2: On the PEQ-Satisfaction common factor, a significant result ($F(2,34) = 4.623$, $p=.001$) was found using ANOVA repeated measures. The data in the Pair-Wise Comparison tables revealed significant differences between Time 1 and Time 3 ($p=.007$).

Hypothesis 3: An ANOVA repeated measures test found a significant result ($F(2,34) = 7.613$, $p=.001$) on the PEQ-Apathy & Boredom common factor. The data in the Pair-Wise Comparison tables revealed significant differences between Time 1 and Time 2 ($p=.024$) and Time 1 and Time 3 ($p=.001$). Hypothesis 4: An ANOVA repeated measures test found a significant result ($F(2,34) = 11.603$, $p=.001$) on the Competitive Greatness scale. The data in the Pair-Wise Comparison tables revealed significant differences between Time 1 and Time 2 ($p=.001$) and Time 1 and Time 3 ($p=.001$).

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Biography (150 word limit)

Dale M. Hilty, Associate Professor at the Mt. Carmel College of Nursing. He received his PhD in counseling psychology from the Department of Psychology at The Ohio State University. He has published studies in the areas of psychology, sociology, and religion. Between April 2017 and June 2018, his ten research teams published approximately100 posters at local, state, regional, national, and international nursing conferences.

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Notes/Comments: