

Selected Abstracts from Unpublished Works

A SYSTEMATIC APPROACH TO PATIENT EDUCATION IN ISCHEMIC HEART DISEASE

Frances Mary Gregor, M.N., Assistant Professor, School of Nursing, Dalhousie University, Halifax, Nova Scotia, Canada

The purpose of the study was to determine if a systematic approach to the design of instruction for patients with ischemic heart disease (IHD) resulted in an effective educational product. The study was conducted from January 1, 1978 to August 1, 1979 at Dalhousie University, Halifax, Nova Scotia, Canada. Inquiries may be sent to Frances Mary Gregor, Assistant Professor, School of Nursing, Dalhousie University, Halifax, Nova Scotia, Canada B3H 3J5.

THEORETICAL BASIS

The inconclusive nature of results obtained from cardiac education programs

100 reported in the past 10 years indicates a need to look at new approaches to program development. Recent research in instructional design suggests that the use of a systematic approach generally results in the development of effective educational programs. An instructional framework found effective in the design of a health education program for pregnant women was developed by Sullivan (1976). She used an adaptation of Glaser's (1964) Basic Teaching Model and incorporated into the model research findings regarding instructional objectives, task analysis, entering behavior, linear programming techniques, and performance assessment. Women who completed the program demonstrated significant ($p < .001$) gains in knowledge, as measured by a posttest, over women who did not complete the program. On the basis of demonstrated effectiveness, Sullivan's framework was selected to guide the development of an educational program for patients with ischemic heart disease.

Methodology

In the experimental study 100 patients with IHD (67 men and 33 women with an average age of 57) were randomly assigned to either an experimental or control condition and pretested to determine their knowledge of IHD and treatment. Experimental subjects received a self-instructional book on IHD and treatment. Control subjects did not receive the booklet. Once completed, the booklet was retained by the investigator for inspection. Two days later, a posttest was administered. After completing the posttest, experimental subjects were given a sheet

of paper called "Your Discharge Guidelines about Activity." Control subjects did not receive the paper. An average of 14 days after discharge, a retention test was administered to both experimental and control subjects.

RESULTS

Differences between individual subjects' scores on the posttest and retention test were subjected to analysis of variance. Following are suggestions arising from the study findings:

1. Inherent characteristics of the individual subject exerted the largest effect on scores obtained.
2. The process of testing alerted subjects to gaps in their knowledge of IHD and treatment and motivated them to seek information about their disease.
3. Completion of the instructional booklet had a positive effect on a subject's knowledge of IHD and treatment. Use of written discharge guidelines may have contributed to the ability of subjects to maintain their knowledge over the time tested.

ROLE CONCEPTIONS AMONG BACCALAUREATE NURSING GRADUATES IN TEAM AND PRIMARY NURSING SETTINGS

Susan Goad, Ed.D., Assistant Professor, College of Nursing, Texas Woman's University, Dallas, Texas

The purpose of this study was to examine the bureaucratic, professional, and service nursing role discrepancies per-