Introduction

A patient’s lack in comprehending and following discharge instructions can affect readmissions. The most effective patient education delivery methods were those that accounted for the patient’s individual needs, were structured, and incorporated multiple different learning styles. The nurse’s role is to provide the patient with tools to increase his/her self-care and self-efficacy.

Objective

The objective is to increase knowledge of the modifiable risk factors for heart disease by outpatient cardiac rehab participants, motivate patients to increase their metabolic equivalency of task (METs), and encourage patients to take ownership of their rehabilitation experience.

Materials and Methods

Patient education posters and small equipment signs were created (see Fig.1). Subject material is rotated every two weeks. Daily quizzes were also developed in the form of “scorecards” for patients’ to complete at each session for memory retention. A quiz named “What do you Know?” is completed by each patient before beginning cardiac rehab and again upon completion (36 sessions) of cardiac rehab.

Results

As seen in Figure 1, patients’ quiz scores increased by an average of 45% (p<.0001), and in Figure 2, patient METs scores increased 50% higher after completion of outpatient cardiac rehab and the corresponding education.

Conclusion

Patients’ quiz scores increased by an average of 45% (p<.0001), and METs increase improved by 50%. This shows their knowledge of the modifiable risk factors for heart disease, and exercise tolerance increased; and the teaching tools used were effective.

Limitations

The pre education scores and METs data for those patients who did not complete outpatient cardiac rehab were not included in the data, only data from patients who completed the entire program was included.

References