Improving Nurses' Competency in Providing Education on Patients' Readiness to Return Home after an Acute Coronary Syndrome

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Abstract. ST-elevation myocardial infarction (STEMI) and non-ST-elevation acute coronary syndrome (NSTE-ACS) can cause severe morbidity and mortality. Nurses are responsible for the patient's quality of life, development, and improvement of physical and psychological conditions. It is necessary to strengthen nurses' abilities to prepare for patients through education skills. This study used data collection through pre and post questionnaire for nurses in the hospital. The participants of training appeared to be passionate about the activity from start to end. Active individuals ask questions and actively participate in discussions. This activity results in an increase in knowledge score between before and after the activity. This result of this study recommend that nurses' knowledge and abilities in preparing for discharge, as well as their capacity to follow up in the outpatient clinic must be improved. Discharge preparation needs systematic and continuity program.

Keywords: Education, Nurses competency, Patients readiness

1 Introduction

ST-elevation myocardial infarction (STEMI) and non-ST-elevation acute coronary syndrome (NSTE-ACS) can cause severe morbidity and mortality if not treated aggressively and effectively [1]. Care for the patient with ACS before and shortly after coronary angiography and PCI should involve the administration of evidence-based drugs as well as education regarding lifestyle and medication changes [2], [3], [4]. Nurses and other health professionals involved in critical transition care should incorporate patient and caregiver evaluation into discharge planning to help with the transition process. This is done to detect and anticipate patient needs in terms of medical and psychosocial variables [5].

A hospital-based clinical nurse's primary role is to prepare patients and families for hospital discharge [6], [7]. Patients' readiness for hospital discharge was predicted by age, gender, marital status, educational status, the presence of someone to help at home after discharge, and duration of stay [7]. There are issues that develop following hospitalization, such as patients' lack of confidence in implementing lifestyle changes [8]. Transition therapies aim to promote a healthy transition process as well as healthy response outcomes [9], [10]. Nurses should be aware of these predictors in order to prepare for the patient's

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discharge. Only during treatment do patients gain more knowledge than when they return home.

Discharge education must also pay attention to information content and delivery techniques, and it must be provided at all stages of treatment and repetition of vital topics. As a result, nurses must be competent and knowledgeable about discharge training in order to boost patient readiness [6]. Based on the challenges encountered, the solutions proposed include performing nurse training to increase performance.

2 Methodology

This community service activity took place on February 17, 2023 in the PKU Muhammadiyah Gamping Hospital's 3rd Floor Meeting Room. Participants included nurses representing nurses in inpatient rooms and polyclinics, such as nurses in charge of care (PPJA), supervisors, and implementing nurses. The data collection obtained was carried out using data collection techniques through pre and post test questionnaire. This study's sample consisted of 26 nurses from PKU Muhammadiyah Gamping Hospitals in Yogyakarta. Nurses are trained on subjects such as preparing for discharge in post-ACS patients. Nurses from various inpatient wards and nurses from the hospital polyclinic room will be selected for training.

3 Results and Discussion

The training participants appeared to be passionate about the activity from start to end. Active individuals ask questions and actively participate in discussions. This activity results in an increase in knowledge score between before and after the activity. The figure below depicts the increase in scores of each participant.

![Fig 1. Pre test and post test knowledge score of the participants](image)

Based on the picture above, it shows that there was an increase in the knowledge score between before and after the training. The minimum score 30 and the maximum score is 100. Nurses are trained on subjects such as preparing for discharge in post-ACS patients including positive perception after an acute cardiac event, changed experiences, the knowledge which was required, the support needs, and goals and expectation.
Transition processes could enable young people with health conditions to gain skills connected to adjusting to disease, such as creating one's identity, appropriating the illness, and establishing a non-negative attitude toward the illness. There should also be self-management abilities in relation to the illness and its treatment, emotional and sexual life, usage of tobacco, alcohol, and other drugs, and life hygiene (diet, sleep) \[1\]. Transition processes could be designed to encourage patients with medical issues. The work of nurses is critical in giving discharge education to patients so that patients and their families can successfully transition. We believe that educating patients about the transition's psychosocial dimension, particularly their ability to adjust to disease, is a prerequisite for a learning process that should occur concurrently with the learning process of the other two abilities mentioned. Discharge planning must be rigorous and consistent in order to improve the quality of life of cardiac patients.

4 Conclusions

Nurses' knowledge and abilities in preparing for release in the inpatient room, as well as their capacity to follow up in the outpatient clinic must be improved. Discharge preparation needs systematic and continuity program.

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References


