Theory-based Strategy to Enhance Nurses’ Teaching Skills with Patients
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Background
• Diabetes growing public health problem
• Nurse lack confidence in diabetes education to patients
• Patients can be taught self-management strategies
• Nurses can start the education process
• Theory-based education designed to enhance nurses’ confidence holds promise

Method
• Pilot study using quasi-experimental pretest-posttest design
• Convenience sample of 32 med/surg nurses
• Self-reported confidence and self-efficacy on a 10 item Likert-type scale
• 2 hour interactive educational workshop to learn methods of including diabetes education during patient encounters using motivational interviewing techniques

Findings (Results)
• Nurses significantly increased confidence and self-efficacy on every survey item
• Documentation of diabetes education increased from 10% to 73%
• Diabetes education encounters increased from 1 to 4 per patient per hospital stay

Conclusion
• Diabetes education increases when nurses’ confidence increases regarding diabetes education
• Patients may improve self-management
• Patients may manage problems early and reduce complications
• Decrease hospital admissions and complications

References
• Yanhoo, P. M. (2009). Overcoming the barriers to EBP. Nursing Management, 40(8), 11-14. doi:10.1097/01.NUMA.0000359200.14210.af