How to Improve Nursing Care Quality and Prevention Unnecessary AED Attendance and Hospitalization?

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Introduction
Benign Prostatic Hyperplasia (BPH) is a histologic diagnosis and non-malignant proliferative process of the cellular elements of the prostate. It is a common disease among elderly men.   While taking care patients with BPH, nursing staff should be able to identify severity of patients condition, provide appropriate health education and evaluate effectiveness of treatments. However, due to nursing knowledge deficiency and limited time for health education during hospitalization, preventable emergency department attendance and admission like hematuria from vascular prostate or secondary hematuria after received transurethral resection of prostate were considerably high. One of the important contributing factors to the knowledge deficiency of frontline nursing staff are the high turnover rate and inexperience. Hence, education program aim at enhancing inexperience frontline nursing staff knowledge on BPH was formulated.

Objectives
Upon completed the education program, new nurses of urological ward should be able to: 1. Understand epidemiology, risk factors and choices of treatment of BPH   2. Analyze the severity of symptoms of BPH   3. Comprehend the selection of treatment for BPH   4.Demonstrate competency in monitoring possible effects, side effects and complications of various treatments of BPH   5.Provide comprehensive health education on BPH   Ultimately, it aims at minimizing unnecessary emergency department attendance and hospital admission of BPH patients with the implementation of qualified nursing care and comprehensive health education.

Methodology
This is a prospective cohort designed study with pre and post-test evaluation implemented. 11 nursing staff with 2 years or less urological related experience were recruited to participate. A nursing sharing program delivered as lecture was offered which covered various topics about BPH. In order to evaluate the program effectiveness and outcomes, six variables were identified and measured. The six variables include 1. Level of knowledge, 2. Performance on patient education, 3.

Achieving of program objective, 4. Achieving of learner objectives, 5. Satisfaction with program and 6. Instructors' behavior were evaluated in this study. These six variables were evaluated with 3 validated tests: a multiple-choice knowledge test, a scenario-based simulation patient education test and a 19 items program evaluation questionnaire.   To analyze the collected data, two tailed, paired t-test, ANOVA and SPSS 14 were employed. Besides, p-value <0.05 was considered as statistically significant level.

Result
The level of knowledge of participants before and after the sharing program were compared with 2 identical multiple-choice tests which show statistically significant improvement with p-value<0.0001. The performance on patient education measured by scenario-based test before and after the sharing program also shows statistically significant improvement with p-value<0.00001. The mean scores of the 19 items includes in the evaluation questionnaire was as high as 5.55 out of 6. The high scoring indicates high satisfaction on achievement of both program and learner objectives and high satisfaction with program and instructors' behavior.   This study showed that the urological nursing sharing program can effectively improves level of knowledge and performance on health education of inexperienced urological nursing staffs with high satisfaction with the program and teachers. Therefore, nursing sharings on various disease in a regular basis is encouraged.