門診高血壓病患衛教模式的建立及成效評估

Establishment and Effects of Education models for Hypertensive Patients at an Outpatient Department

中文摘要

本研究目的在比較門診高血壓病患在個別與團體的不同衛教模式，與不同衛教時間長短之健康知識的認知與血壓控制的成效差異。本研究採隨機方式選取個案，針對台北市南區一所 600 床的區域級教學醫院，初次被診斷爲高血壓的門診病患爲對象。結果以描述性統計、卡方檢定、fisher’ s exact test、t 檢定及配對 t 檢定進行資料分析。

研究結果顯示，不同的衛教模式介入對高血壓健康知識得分前後雖有增加，但未達統計意義。至於衛教前後血壓值變化，不論在收縮壓與舒張壓上，衛教後都比衛教前降低。

在時間方面，個別衛教組無論是在 15 分鐘、30 分鐘及 45 分鐘等組別，在高血壓健康知識上並無統計上顯著差異（p=0.16、0.20 及 1.00），但在血壓控制上，衛教前後其收縮壓與舒張壓值，都有明顯差異（p<0.05），但在團體衛教組上，則只有 15 分鐘組在高血壓健康知識上有統計上之顯著差異（p=0.04），而血壓控制上，則衛教前後其收縮壓與舒張壓值都顯示明顯差異（p <0.05）。

本研究結果可做爲日後高血壓衛教模式及時間長短的參考，以提昇門診高血壓病患照護之品質。

英文摘要

The aims of this study were to compare the effectiveness of patient education with different models and time in patients with hypertension. Subjects, newly diagnosed as hypertension, were selected from a 600-bed teaching hospital in Southern Taipei City and randomized assign to group or individual groups. Data were analyzed by descriptive statistics, Chi-square test, fisher's exact test, and paired t-test.

The results demonstrated that different education models did improve patients' health knowledge, however, no significant difference was found. In comparison of the blood pressure changes, both systolic and diastolic blood pressure were significantly lower after the intervention.

In terms of education time, health knowledge was not shown significant difference among 15 minutes, 30 minutes, or 45 minutes in individual groups（p=0.16、0.20 and 1.00, respectively）. But, a significant difference was found in blood pressure between before and after education (p <0.05). For the group education, health education was only shown a significant difference in 15 minutes group（p=0.04）; similarly, a significant difference was found in blood pressure changes before and after education

($p < 0.05$). The results can be used as a reference for future hypertension patient education to improve the quality of patient care.