

Educating the Educator: Diabetes Self-Management Education for the Bedside Nurse

(Abstract)

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“On my honor, I pledge that I have neither given nor received any unauthorized assistance on this assignment” – Pamela Illesca 04/21/2021

Abstract

Background: Diabetes Mellitus Type 2 (DMT2) accounts for most (90%) of diabetes cases worldwide. The American Diabetes Association (ADA) continues to endorse diabetes self-management education (DSME) in their continuous efforts of improving health outcomes for patients with diabetes. Although current literature illustrates the benefits of DSME, it appears to be an underutilized element of diabetes care, including the care delivered at the inpatient-level.

Methods: This pre/post-test quality improvement (QI) project compared RNs' teaching skills, comfort, familiarity, and knowledge in delivering DSME prior to and following completion of a validated learning course. Registered Nurses (RNs) (N=26) from a 25 private-bed medical-surgical unit, located at a mid-Atlantic community hospital in the U.S., participated in an online learning course that outlined seven essential factors when delivering DSME to patients.

Results: RNs were assessed using the validated Diabetes Management Knowledge Assessment Tool (DMKAT). A total of 26 participants who met inclusion criteria were recruited from the unit. A total of 19 participants were lost at follow-up: 9 completed the learning course and 7 of these 9 participants were assessed at follow-up. Results showed a statistically significant increase in RN self-reported teaching skills, comfort, familiarity, and knowledge in providing DSME to patients. The addition of the learning module did not, however, have a statistically significant increase in objective knowledge level. There was high overall feasibility and satisfaction described by participants.

Conclusion: The addition of remotely delivered DSME aimed for inpatient RNs has the capability to subsequently improve health outcomes for people challenged with the complexity of a DMT2 diagnosis. Future studies should be mindful of the length of their educational course, as well as the timing the intervention is being presented.