

Title: Perceived learning needs of patients undergoing PTCA

ABSTRACT

Percutaneous Transluminal Coronary Angioplasty (PTCA) is currently well recognized as a successful treatment for some coronary artery occlusions. Minimal research is available in the literature related to the identification of the perceived learning needs of the PTCA patient population (Brezynskie, et al, 1998).

The first objective of this study was to identify what patients' view as their learning needs when undergoing PTCA. Secondly, the factors that affecting patients' perceived learning need were explored. Lastly, this study sought to determine the level of importance of the perceived learning needs. This was a quantitative, descriptive study in a non-experimental survey method. All data of the study were collected by self-reporting Chinese questionnaire through face-to-face interview. Descriptive statistics and inferential statistics were used to analyze the data and find out the relationship between variables. A convenience sample size of forty patients who were scheduled to undergo PTCA, was surveyed in two cardiac specialty wards of a regional hospital in Hong Kong. They are required to complete a Modified Cardiac Patient Learning Needs Inventory (CPLNI) once physician discharging them or 24 hours after PTCA.

16 out of 43 learning need items were perceived as from "moderately important" to "very important". PTCA Procedure category and Other Pertinent Information category were found to be the most important categories. 'What is the result of my angioplasty?' and 'Why I need to have a balloon angioplasty?' were rated as the most important to know items. Positive correlation was found between 'age' and some items from PTCA Procedure category and 'age' and some items from Other Pertinent Information category. However, negative correlation was found between 'educational level' and some items from PTCA Procedure category.

As the length of stay for angioplasty patients decreases, in-hospital education for this population must be streamlined to concisely and efficiently address the learning needs identified by patients as most important to know in relation to having a balloon angioplasty.