


Volume 13, 06 November 2013

Publisher: Igitur publishing

URL: <http://www.ijic.org>

Cite this as: Int J Integr Care 2013; EFPC Conf Suppl; [URN:NBN:NL:UI:10-1-114893](https://nbn-resolving.org/urn:nbn:nl:ui:10-1-114893)

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Conference Abstract

The Effect of Two Types of Informing Methods Over Medical Student's Hypertension Knowledge Level

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Abstract

Introduction: Hypertension is the most preventable death reason within risky factors in the world. We can avoid hypertension in a way of gaining necessary information level in as much as early years of life and adapting our life styles according to these knowledge we have.

Objective: It is purposed to access preclinical medical students' hypertension knowledge level and to investigate the effect of two types of education methods over their information level.

Method: Our study is conducted as randomized controlled trial. Investigation universe is Acıbadem University preclinical medical students (N=230) while, research sample size was (N=132) determined according to stratified sampling method in which participants were chosen randomly from class name lists proportional to class student quantities. Participants were separated randomly into 2 groups for control and intervention with the rate of 1:1. Participants filled questionnaires and solved the knowledge test before education, just after the knowledge test leaflets, which include information related to hypertension, were given to control group participants and they were asked for reading them within a 10 minute period. Information written in leaflets was explained intervention group participants personally by the chosen researcher. After education, the same knowledge level test was applied again to the participants. It was also analysed whether there is a significant statistical difference between pre and post test scores.

Findings: Research includes 121 participants, which are separated into two different group (i.e. 61 person to intervention 60 person to control group). The first knowledge score average was 6.91 and there is a significant difference in 2nd and 3rd year participants' scores in comparison to others.

European Forum for Primary Care Conference, Istanbul, September 9-10, 2013.

There is no significant difference observed in the first knowledge scores considering the control, intervention and gender variables. Last knowledge score average is calculated 10.54 points, 9.43 for control group while intervention group scored 11.62 in average. % 49.68 knowledge score increase is observed in control group whereas % 101.78 score increase was calculated in intervention group and a significant difference was noticed among them. Knowledge score increase percentage is contingent upon the first knowledge score and class, though intervention group percentage increase depend on only first score. The most distinctive factor which effects the knowledge increase percentage within whole sample is personal education performed on intervention group.

Conclusion and Suggestions: Face-to-face education about hypertension has significant effects on learning and processing the material. Similar education programs will help students to increase their hypertension knowledge level.

Keywords:

health education, hypertension, intervention

Presentation available at: <http://www.euprimarycare.nl/istanbul/conference-programme-efpc-2013-istanbul-results>