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The effect of education program for taking phosphate binders on the self-efficacy, phosphate-related knowledge, medication adherence, and physiological index in hemodialysis patients with hyperphosphatemia

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Objectives : This study developed the education program regarding phosphate binders and investigated the effect of education program on the self-efficacy, phosphate-related knowledge, medication adherence, and the physiological indexes in hemodialysis patients with hyperphosphatemia.

Methods : This study used a nonequivalent control group pretest-posttest design.

The experimental group (n=25) received for six times consultation every two weeks and one time education for 13 weeks, and usual care. The control group (n=22) received usual care only.

Results : After a 13-week intervention, significant improvements were seen in phosphate-related knowledge ($F=5.022$, $p=.030$) and medication adherence ($F=8.94$, $p=.004$). However, there was no statistically significant change on the levels of calcium ($F=0.098$, $p=.755$), phosphate ($F=0.031$, $p=.861$), calcium \times phosphate ($F=0.046$, $p=.832$) and self-efficacy ($F=0.003$, $p=0.959$).

Conclusions : The education program about taking phosphate binders provided by dialysis nurse is useful to improve phosphate-related knowledge and medication adherence in hemodialysis patients with hyperphosphatemia.

Keywords : hemodialysis, hyperphosphatemia, phosphate binders education program