No Colon Still Rollin- A Guide to Ostomy Care

I. Introduction

A. Colorectal cancer is a major health concern around the world
   1. Approximately 1 million people diagnosed yearly
   2. Around 700,000 die from malignancy
   3. Treatment frequently includes formation of an intestinal ostomy
B. New ostomy patients face adjustment challenges
   1. Depression
   2. Anxiety
   3. Altered mental image
   4. Reduced self esteem
C. Nurses provide education and follow ups on ostomies to help patients adapt
D. Face to face education is considered the gold standard, but it is time-consuming and can be impaired by anxiety/pain
E. Multimedia education is a newer method that imparts knowledge, teaches skills, and encourages self-engagement

II. **Purpose-** **"**The aim of this study was to compare the effect of face-to-face versus multimedia education on the adjustment of patients to an intestinal ostomy" (F. Beni et al 2022).

III. Methods

A. A randomized controlled trial
B. Inclusion criteria
   1. Have an ostomy
   2. Able to read, write and use a computer
   3. Adequate speech, hearing and vision
C. 126 participants included
   a. 72 male, 56 female
   b. Age range 18-70 years old
D. The study included a face-to-face education group, multimedia education group and control group. Participants were randomly assigned.
E. Face-to-face group
   1. Educated individually in the hospital
   2. 3-hour sessions for 4 consecutive days
   3. Given an educational booklet
F. Multimedia group
   1. Educated individually via a computer while in the hospital
   2. Given a guide to using the software
   3. Given an educational CD to use at home

G. Control group received routine care

H. Ostomy Adjustment Inventory-23 (OAI-23): the instrument used
   1. Measured with 23 items under 4 domains: acceptance, anxious preoccupation, anger, social engagement

2. Higher scores indicated better adjustment

3. Used before and after interventions

4. Intervention groups contacted every 2 weeks after discharge for 3 months, then completed the OAI-23 again

IV. Results

A. Mean OAI-23 scores were significantly lower in control group than the multimedia group or face-to-face

B. Mean score of the face-to-face education group was significantly lower than the multimedia group score

C. Mean score of the anxious preoccupation domain was significantly higher in face-to-face and multimedia education groups than the control group

D. The mean social engagement score in the multimedia education group was significantly higher than those in the face-to-face education or control groups

E. The mean score of anger domain was significantly higher in the multimedia group than face-to-face or control groups

F. Face-to-face education group had a higher mean score under the anger domain than the control group

G. Face-to-face group
   1. High anxious preoccupation score compared to control group; 11.29 + 1.84
   2. Low social engagement score compared to control group; 9.91 + 2.22
   3. High anger domain score compared to control group; 5.39 + 1.60

H. Multimedia group
   1. High anxious preoccupation score compared to control group; 11.11 + 78/1
   2. High social engagement score compared to control group; 89.8 + 2.62
   3. High anger domain score compared to control group; 6.38 + 1.71

- (Include the results table with the numbers in the power point)

I. Adjustment scores
   1. Significantly greater in multimedia education
   2. Significantly higher mean score in face-to-face group than control group

V. Conclusion

A. Both techniques improved adjustment scores

B. Multimedia education resulted in higher adjustment levels than face-to-face education

C. Multimedia education is the preferred method for nurses to use on ostomy care education

D. Multimedia education allows flexibility with animation, videos, or a combination of text with images compared to the limited use of media in face-to-face education. With multimedia education, learners can get access to information in convenient and comfortable conditions; reducing human resources required in face-to-face education.

Reference:

Heidari-Beni, F., Esmaeilian, S., Yousefi, F., Zarei, M.R., & Farahani, M.A. (2022). Comparison of face-to-face education and multimedia software education on adjustment of patients with intestinal ostomy: A randomized control trial. *Journal of Wound, Ostomy, and Continence Nursing, 49*(2). DOI: 10.1097/WON.0000000000000854.