

Title of Intervention: Cardiovascular Health Education Program (CHEP)

Intervention Strategies: Group Education

Purpose of the Intervention: To increase cardiovascular health knowledge

Population: Junior high students in the eighth grade

Setting: Urban and rural schools in Newfoundland and Labrador, Canada; school-based

Partners: School districts

Intervention Description:

- Group Education: Seven 45-minute health classes addressed the normal anatomy and physiology of the heart and circulatory system, cardiovascular disease risk factors, healthy nutrition, the role of saturated fat and cholesterol in atherosclerotic plaque formation, the benefits of exercise and relaxation and personal risk for the development of heart disease. Simulations, games, audio-visual experiences, lectures involving person-to-person interaction and peer group discussions were the educational strategies used.

Theory: The PRECEDE framework

Resources Required:

- Staff/Volunteers: Trained nurse facilitators, health education coordinators, teachers
- Training: Pre-program training provided for the nurse health educators by the investigator
- Technology: Audio-visual equipment
- Space: Classrooms
- Budget: Not mentioned
- Intervention: Education materials, handouts, seven complete and detailed teaching plans
- Evaluation: Questionnaire

Evaluation:

- Design: Quasi-experimental, nonequivalent control group
- Methods and Measures:
 - Cardiovascular Health knowledge measured by the Cardiovascular Health Knowledge Questionnaire (CHKQ)
 - The Student Satisfaction Questionnaire was used to assess students' perceptions of the program

Outcomes:

- Short Term Impact: In the urban setting, there was a small non-significant increase in the average cardiovascular health knowledge score. The rural setting participants demonstrated a significant improvement in average cardiovascular health knowledge scores. The findings from the Student Satisfaction questionnaire indicated that the students' perceptions of the program and the nurse health educator were favorable.
- Long Term Impact: Not measured

Maintenance: Not mentioned

Lessons Learned: Both rural and urban adolescents had a deficiency in cardiovascular health knowledge prior to the implementation of the intervention. The study supports the expansion of the health educator role of the school nurse to include the design, implementation and evaluation of school-based health education programs.

Citation(s):

MacDonald, S. A. (1995). "An assessment of the Cardiovascular Health Education Program in primary health care." *Appl Nurs Res* 8(3): 114-7.

MacDonald, S. A. (1999). "The Cardiovascular Health Education Program: assessing the impact on rural and urban adolescents' health knowledge." *Appl Nurs Res* 12(2): 86-90.

Pike, S. and S. Banoub-Baddour (1991). "A nursing intervention: the design and implementation of a cardiovascular health." *Can J Cardiovasc Nurs* 2(3): 3-9.