

## تأثیر آموزش بر اساس مدل "پرسید-پرسید" بر آگاهی، نگرش و رفتار بیماران مصروع

### Effect of education based on "precede-proceed" model on knowledge, attitude and behavior of epilepsy patients

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#### Abstract

**Introduction:** The current research was to determine the effects of education based on framework of precede-proceed model on the knowledge, attitude and behavior of epilepsy patients.

**Method:** In this quasi-experimental study, 64 patients with grand-mal epilepsy based on inclusion criteria were randomly divided into case & control groups. Education interference was performed based on precede-proceed model as framework of the planning for patients' education in case group. Data accumulation instrument was a questionnaire constructed by researcher that contained demographics and hygienic qualification of patients and precede-proceed model parts. Data was accumulated by questionnaire filling during organized interviews with selected samples two times before and two months after educational interference.

**Results:** The mean scores of the predisposing factors including knowledge, attitude, behaviors and also reinforcing factors increased significantly in case group compared to control group following the intervention ( $p < 0.05$ ); but there was no significant difference between case and control groups in mean scores of enabling factors, following the intervention ( $p > 0.05$ ). In addition, mean overall scores of precede-proceed model constructs in patients of case group and target behavior means "precise observance therapeutic regime" than before of intervention was significantly increased ( $p < 0.05$ ). The mean scores of the knowledge, attitude and enabling factors was significant in control group following the intervention.

**Conclusion:** Education based on framework of the precede-proceed model is effective to increase the knowledge, attitude, enabling and reinforcing factors and positive coping behaviors in patients with epilepsy.

**Keywords:** Epilepsy, Knowledge, Attitude, Behavior, Education, Precede-Proceed Mod

#### چکیده

**مقدمه:** تحقیق حاضر با هدف تعیین تأثیر آموزش بر اساس چارچوب مدل "پرسید-پرسید" بر آگاهی، نگرش و رفتار بیماران مصروع انجام گرفت.

**روش:** در این پژوهش نیمه تجربی، ۶۴ بیمار مبتلا به صرع بزرگ بر اساس معیارهای ورود به مطالعه و به صورت تصادفی به دو گروه آزمون و شاهد تقسیم شدند. مداخله آموزشی بر اساس الگوی "پرسید-پرسید" به عنوان چارچوب برنامه ریزی برای آموزش بیماران در گروه آزمون صورت گرفت. ابزار گردآوری اطلاعات پرسش نامه محقق ساخته شامل سئوالاتی در زمینه مشخصات جمعیتی - بهداشتی بیماران و شاخص های الگوی "پرسید-پرسید" بود. اطلاعات از طریق تکمیل پرسش نامه طی مصاحبه ساختاریافته با نمونه های منتخب در دو نوبت قبل از مداخله آموزشی و دو ماه بعد از آن جمع آوری شد.

**یافته ها:** پس از مداخله، در گروه آزمون نسبت به گروه شاهد میانگین نمرات عوامل مستعدکننده شامل آگاهی و نگرش و نیز نمرات عوامل تقویت کننده و نمرات رفتارها افزایش معنی داری داشت ( $P < 0/05$ )، اما بین میانگین نمرات عوامل قادرکننده در گروه آزمون و شاهد بعد از مداخله تفاوت معنی داری وجود نداشت ( $P > 0/05$ ). به علاوه، میانگین نمرات تمامی سازه های مدل پرسید-پرسید در بیماران گروه آزمون و رفتار هدف یعنی رعایت دقیق رژیم درمانی نسبت به قبل از مداخله افزایش معنی داری یافت ( $P < 0/05$ ). در گروه شاهد نیز میانگین نمرات شاخص های آگاهی، نگرش و عوامل قادرکننده قبل و بعد از مداخله تفاوت معنی داری داشت.

**نتیجه گیری:** آموزش بر اساس چارچوب مدل "پرسید-پرسید" در افزایش آگاهی، نگرش، عوامل تقویت کننده و نیز رفتارهای مقابله ای مثبت در بیماران مصروع مؤثر است.

**کلیدواژه ها:** صرع، آگاهی، نگرش، رفتار، آموزش، مدل "پرسید-پرسید"

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