

Study of Peer Education on Self-Care with an Epidemiologic Approach: A Systematic Review Study on Diabetic Patients and Some Other Diseases

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ABSTRACT

Introduction: One-of-a-kind teaching methods that are effective in facilitating and improving health and creating an appropriate learning environment are peer education. Using the experiences of these people to provide an educational program to other peers who are in trouble and still have not acquired the necessary skills in the care and control of symptoms associated with the disease can be useful in adapting to disease and better control of the disease. A systematic review of the present study aimed to determine the study on peer education on self-care in patients with an epidemiologic approach.

Materials and Methods: In this systematic review, the criteria for entry of articles, including those published in Persian and in English, were the full access to their full text, published over the last 24 years, and interventional studies on the impact of education by peer on the self-care behaviors of patients. Exit criteria included case studies, descriptive and qualitative studies, as well as unnamed, unannounced and non-academic studies, as well as articles lacking the full text of the article.

Results: In this research, which aimed to effect peer education on self-care behaviors of patients, ten articles were reviewed, one of which results showed that after 12 weeks of peer-to-peer education program, the mean scores of self-care behaviors before and after The intervention was different and in all dimensions except for foot care and drug behaviors between the two groups, there was a significant difference in the effect of peer education on self-care behaviors in diabetic patients.

Conclusion: The study showed that the effect of peer education on the self-care behaviors of diabetic patients is significant, as well as the impact of this kind of education on the diseases that were studied in this study. This type of training can be effective in many other diseases as an effective way.

Keywords: epidemiological approach, peer education, self-care behaviors

INTRODUCTION

Diabetes is a chronic disease that affects many organs of the body, and needs to be cared for throughout life in order to limit and deal with chronic complications. This is a disorder of insulin production and a functioning syndrome. Leading to an increase in uncontrolled outbreaks due to reduced physical activity and unhealthy food consumption (1-9)

The global prevalence of diabetes has increased significantly over the past two decades: from about 30 million in 1985 to 177 million in 2000, and according to research conducted in 2030, more than 360 million cases are reported. And in 2014, the global prevalence of diabetes among adults aged over 18 was estimated at 9%. (10-19). And the prevalence of this disease in

Iran, according to statistics published by the health department of the Ministry of Health in a population over 30 years old, is more than 14% or more of the female population and is associated with several cases. Short-term and long-term complications, which in many cases are irreversible(20-38). among diabetic patients, depression is one of the most common psychiatric disorders. This depression is a mood that includes anger and escape from activity or unconsciousness and reluctance to affect thoughts, emotions, feelings and well-being. This mental illness is caused by various events, either from loneliness and passage, or from an uncontrollable and controlled uncontrolled life in which a person takes a person from joy and refreshing and makes him black and lonely. Depression is one of the most common and

ineffective problems for youth and adolescents. Depression and occupational stress may cause disorders in the mental and physical health of individuals and high occupational stress is known as a known psychological factor in the development of cardiovascular disease (39-42).

Diabetes is also one of the most common endocrine complications in thalassemia patients and thalassemia is one of the hereditary diseases of the blood. A disease is a genetic condition in which red blood cells in the patient's blood do not lose their original form and cannot carry oxygen, which β thalassemia is a group of inherited blood disorders that results from the reduction or synthesis of beta-hemoglobin chain it is blood (45-50). One of a variety of educational methods that is effective in facilitating and improving health and creating an appropriate learning environment is education by peers. The peer is a person belonging to the same social group that they believe to be similar in their ability and can have strong impacts on learning. Using the experiences of these people to provide an educational program to other peers who are in trouble and still have not acquired the necessary skills in the care and control of symptoms associated with the disease can be useful in adapting to disease and better control of the disease. (51). A systematic review study was conducted to determine the effect of peer education on self-care behaviors in patients.

MATERIALS AND METHODS

This study is a systematic review in order to achieve the goal of the study and to improve the accuracy of its study and its comprehensive understanding, this integrated overview study was conducted based on the Broome method. This method is carried out in three stages of the search of texts, data evaluation and data analysis, so that in the search phase, the texts of post-retrospective studies are examined in four stages in terms of inclusion criteria and after obtaining entry conditions The content of the study is evaluated and the data is analyzed at the end. In this systematic review, the criteria for entry of articles, including those published in Persian and in English, were the full access to their full text, published over the last 24 years, and interventional studies on the impact of education by peer on the self-care behaviors of patients. Exit criteria included case studies, descriptive and qualitative studies, as well as unnamed, unannounced and non-academic studies, as well as articles lacking the full text of

the article. To achieve relevant studies, a wide range of keywords including epidemiological approach, peer education, self-care behaviors was used as a one-to-one search, combined with the method "And" and "OR".

RESULTS

One of a variety of educational methods that is effective in facilitating and improving health and creating an appropriate learning environment is education by peers. The peer is a person belonging to the same social group that they believe to be similar in their ability and can have strong impacts on learning. Using the experiences of these people to provide an educational program to other peers who are in trouble and still have not acquired the necessary skills in the care and control of symptoms associated with the disease can be useful in adapting to disease and better control of the disease. (51). A systematic review study was conducted to determine the effect of peer education on self-care behaviors in patients. The results of the study (52) showed that peer-to-peer education trains a peer to a group (better education than peer-to-peer education) (a peer educates one person) on breast self-examination and student health beliefs.

Based on the results of the study (53), after 12 weeks of peer-to-peer education program, the mean scores of self-care behaviors before and after intervention were different and in all aspects, except for foot care and drug behaviors, there was a significant difference between the two groups This suggests the effect of peer education on self-care behaviors in diabetic patients. Other study results (54) also showed that peer education increased the quality of life of effective mastectomy patients and the mean quality of life scores increased before intervention. Other study results (55) also showed that peer-to-peer education is an effective way to reduce anxiety in patients. In this study, the mean of anxiety in both groups was not significantly different on the day of admission. The mean anxiety in the intervention group was significantly different in comparison with the control group in the preoperative period, five days and four weeks after the operation. The results of a study titled "Peer Support in Self-Care in Patients with Diabetes" also found that peer education led to an increase in self-care, proper use of drugs and reduced insulin requirement in peer groups compared to controls (56). The results of a study comparing

the effect of peer education on the prevention of HIV infection by the physician and distribution of pamphlet on the knowledge of high school girl students showed that peer education was not effective in promoting awareness of intervention groups (57).

Also, the results of another study titled Comparison of Nutrition Education by peers and health personnel on nutritional indices indicated that peer education was not effective in promoting awareness level (58). The results of a study that examined the effect of the peer group on improving the physical health of patients with multiple sclerosis showed that peer education increased on the level of physical health of the patients and the mean of the level of physical health of the patients in the intervention group increased compared to the pre-intervention period. (59). The result of a study in peer education on anxiety in patients with multiple sclerosis suggests that peer education is effective in reducing anxiety in patients (60).

DISCUSSION

According to the study (55), the mean of anxiety in both groups was not significantly different on the day of admission. However, the mean anxiety in the intervention group was significantly different in comparison with the control group in the preoperative period, five days and four weeks after the operation, it can be said that peer education seems to be a good candidate for patients undergoing coronary artery bypass surgery, reducing patient anxiety. Therefore, it is recommended to use this educational approach in cardiac surgery to educate patients. According to study (56), the mean score of quality of life before intervention was not significant in both peer and individual groups. Immediately after intervention, the mean of total quality of life in both peer and individual groups was significant. And the results one month after the intervention in both the peer group and the individual, which was also meaningful. It can be said that the results showed that both educational methods lead to an increase in the quality of life, but the impact of peer education is greater in the long run. According to the study (58), which showed that the mean of pre-test and post-test scores was significantly different in all three intervention groups and the mean of change in the scores before and after in the training group by the physician was higher than the mean scores before and after the training.

It was more than pamphlet by peers and the latter. The BON test of these differences was statistically significant. It can be said that according to the findings of this study, the prevention of AIDS by physicians is more effective in increasing students' knowledge. According to a study (60), which showed that the underlying cause of the disease could be a predictor of self-exaltation and the physical health of MS patients, self-esteem also had an effect of 0.43 predictive of health. Was Physical and the new finding of this study was a direct correlation between the perception of the disease and the physical health condition. It can be concluded that the results of this research can be used in nursing education management and nursing management in order to improve the physical health of patients with MS.

CONCLUSION

The study showed that the effect of peer education on the self-care behaviors of diabetic patients is significant, as well as the impact of this kind of education on the diseases that were studied in this study. This type of training can be effective in many other diseases as an effective way.

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