Title: Setting-up a telenursing heart failure self-care education training program

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ABSTRACT

INTRODUCTION/BACKGROUND: Given the complex nature of heart failure, nurses in clinical practice and nurse educators should employ a methodical approach in providing effective health education to the patient and their families. Improving the knowledge and skills of nurses in providing effective heart failure self-care education along with the use of technology may cultivate their competence and confidence in conducting self-care education even remotely.

METHODS: Several iterations have been implemented in the development of the program. We followed four phases namely: planning, needs assessment, designing the health program, implementation and evaluation.

RESULTS: The telenursing heart failure self-care education training program was developed based on the tenets of program development, Experiential Learning Theory and Riegel's Situation-specific Theory of Heart Failure Self-care, and combined the use of expert-validated content of the instructional plan and information and communication technology. Twenty-three nurses from a tertiary private hospital participated in the pilot implementation of the program led by doctoral students, and was delivered using video conferencing. Using Kaufman's approach in qualitative evaluation, participants reported the training content, materials and the method of delivery valuable, meaningful and acceptable. They perceived the program to further enhance their competencies, and improve patient and organizational outcomes.

CONCLUSIONS AND RECOMMENDATIONS: The COVID-19 pandemic restructures the delivery of basic health services to patient groups such as those who have heart failure. Despite this, nurses should explore proactive roles by way of enhancing nurses' knowledge and skills in self-care education using information and communication technologies. Although the use of ICT technology is not a mainstream nursing service in the country, its integration may break barriers in health promotion, disease prevention and rehabilitation. This pilot training program based on participative planning and collaboration between academia and practice proves to be feasible and requires further empirical studies to test its effectiveness in real-word settings.

KEYWORDS: *Health education; heart failure; telenursing*