

Reducing Hopelessness in Patients with Parkinson's Disease: Educational Intervention

Kara Callear, BSN, RN, SCRNP; Pamela Hardesty, PhD, RN; Dale Cuva, FNP

BACKGROUND

- Parkinson's disease (PD), well-known for its motor manifestations, is the second most common neurodegenerative disorder after Alzheimer's disease
- PD, also features several non-motor manifestations, including cognitive dysfunction, which significantly impacts patients and their families.
- Depression, hopelessness, and anxiety are all prevalent in the psychiatric conditions of PD.
- The specific purpose of this project was to help patients with PD diagnosis feel less hopeless and more resilient when coping with their symptoms of PD.

LOCAL PROBLEM

- The project setting was a rural integrated health clinic.
- Patients with PD within the patient population are approximately 10 patients.
- These patients attend a PD support group meeting.
- The patients with this diagnosis who come to the clinic for their primary care have expressed concerns about their feelings of hopelessness and lack of education on the disease process and symptom management.

METHODS

- Levin's Evidence-Based Practice Improvement Model was the guiding framework for this project.
- The selection of a questionnaire and the final process for educational implementation and clinical decision-making were determined using PDSA (plan-do-study-act) cycles.
- Pre-education and post-education were measured, as were the use of the tool.

Educational interventions have the power to decrease feelings of hopelessness in those diagnosed with Parkinson's Disease

INTERVENTIONS

- The project leader educated the group on the use of movement therapies and the Mediterranean diet to increase symptom control.
- The 20-question Beck's Hopelessness scale was used for data collection to assess the symptoms of hopelessness and to track improvement after education on the given topics.
- A pre-and post-questionnaire was given to each participant and compared to receive the project results.

Age: _____ Year of diagnosis: _____ Last 4 digits of phone number: _____

A-6
Beck Hopelessness Scale

Instructions:
This questionnaire consists of 20 statements. Please read the statements carefully one by one. If the statement describes your attitude for the past week (including today), indicate the circle with a "T" indicating TRUE in the column next to the statement. If the statement does not describe your attitude, indicate the circle with an "F" indicating FALSE in the column next to this statement. Please be sure to read each statement carefully.

I look forward to the future with hope and enthusiasm	(T)	(F)
I might as well give up because there is nothing I can do about making things better for myself	(T)	(F)
When things are going badly, I am helped by knowing that they cannot stay that way forever	(T)	(F)
I can't imagine what my life would be in 10 years	(T)	(F)
I have enough time to accomplish the things I want to do	(T)	(F)
In the future, I expect to succeed in what concerns me most	(T)	(F)
My future seems dark to me	(T)	(F)
I happen to be particularly lucky, and I expect to get more of the good things in life than the average person	(T)	(F)
I just can't get the breaks, and there's no reason I will in the future	(T)	(F)
All I can see ahead of me is unpleasantness, rather than pleasantness	(T)	(F)
I don't expect to get what I really want	(T)	(F)
When I look ahead in the future, I expect to be happier than I am now	(T)	(F)
Things just don't work out for me; I want them to	(T)	(F)
I have great faith in the future	(T)	(F)
I never get what I want, so in truth I'm not anything	(T)	(F)
In my unlikely, that I will get any real satisfaction in the future	(T)	(F)
The future seems vague and uncertain to me	(T)	(F)
I can't look forward to more good times than bad times	(T)	(F)
There's no use in really trying to get anything I want, because I probably won't get it	(T)	(F)

XX

RESULTS

- A paired-sample t-test was used to determine whether there was a statistically significant mean difference between the pre-education hopelessness scores and post-education hopelessness scores.
- Participants had lower hopelessness scores after the education (M = 3.85, SD = 4.34) as opposed to before the education (M = 5.77, SD = 4.76), a statistically significant mean decrease of 1.92, 95% CI [0.68, 3.17], t(12) = 3.366, p = .006.

CONCLUSIONS

- Participants had lower hopelessness scores after the education as opposed to before the education, a statistically significant mean decrease.
- Educational interventions made this patient population feel heard and understood
- There needs to be an increase in the PD support groups and the number of times they can meet per month
- The support group needs more professionals willing to come in and speak with the group on symptom control

ACKNOWLEDGEMENTS/FUNDING DISCLOSURE:
Thank you to the project site.
No funding was received.