

or impact of the program on such variables as knowledge, behaviors and/or attitudes. The purpose of this study was to assess the impact of the Cardiovascular Health Education Program (CHEP) on the cardiovascular health knowledge of participants. The CHEP is an experientially-based nursing intervention designed for grade eight adolescents (Pike and Banoub-Baddour 1991). It contains seven complete and detailed teaching modules that address the anatomy and physiology of the heart and the circulatory system, cardiovascular disease risk factors, healthy nutrition, the benefits of exercise and relaxation and personal risk for heart disease.

One hundred and forty-six adolescents participated in the study, with 88 in the experimental group and 58 in the control group. One hundred and two of the adolescents resided in a rural region and 44 resided in an urban region in the province of Newfoundland and Labrador. The findings indicate that the CHEP did have a significant impact on the cardiovascular health knowledge of the rural adolescents but did not have a comparable impact on the cardiovascular health knowledge of the urban adolescents. The findings also indicate that the pre-test knowledge of the 146 adolescents participating in the study was less than adequate for informed decision making regarding cardiovascular health.

These findings support the implementation of cardiovascular health education programs such as the CHEP, with this population. The study also supports the expansion of the health educator role of the nurse to include the design, implementation and evaluation of community based health promotion programs for targeted populations.

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Interdisciplinary summer research program

An exciting pilot project designed to enhance research-based practice was undertaken this summer through the Collaborative Research Unit of Deer Lodge Centre, a long-term care facility in Winnipeg, Manitoba.

This innovative summer program built bridges among disciplines by recruiting research assistants from the nursing,

social work, physical education and family studies faculties at the University of Manitoba. The four research assistants were chosen based on their completion of an undergraduate specialization in aging and a demonstrated interest in working with older adults.

The program emphasized the development and application of practical research skills including use of the Internet, computerized literature searches, interviewing, and data entry and analysis. Research assistants also attended 12 weekly seminars designed to stimulate and promote an interdisciplinary exchange of ideas. Seminars addressed topics ranging from ethical issues to interdisciplinary teamwork. Emphasis was placed on learning about the tools commonly used in gerontological research and practice. Seminar leaders were selected from a variety of disciplines including nursing, medicine and clinical psychology, from both Deer Lodge Centre and Riverview Health Centre.

Dr. Lorna Guse of the Faculty of Nursing, University of Manitoba developed the summer program and supervised the research assistants on funded projects. The program is currently being evaluated and planning is under way for its continuation in the summer of 1997. Further information can be obtained by contacting Judy Inglis, Director, J.W. Crane Memorial Library, Deer Lodge Centre, 2109 Portage Ave., Winnipeg, Manitoba, R3J 0L3. Fax: (204) 888-1805, or via the Internet at inglis@mbnet.mb.ca

Clinical teaching in mental health nursing

The purpose of this research in progress is to investigate how student nurses develop personally meaningful constructs during their psychiatric mental health clinical rotation. A secondary purpose is to examine the role that personal construct theory can play in the process.

Three questions guide the research: How do student nurses construe staff activities? What changes, if any, do student nurses perceive in their personal ways of knowing about mental health nursing? And, does the construction of a repertory grid help student nurses to articulate what they learn?

A constructivist conceptual perspective undergirds the project. This view sees the individual not as a passive recipient of knowledge, but as an active

constructor of meaning. Personal construct theory extends readily from a constructivist world view and lends itself to exploration and inquiry in complex, interactive situations. The methodology, repertory grids, is logically derived from the theory.

The study will begin in mid-January 1997. Six second-year students will be recruited from the Calgary Conjoint Nursing Program. Students will be interviewed at the beginning and end of their mental health clinical placements on psychiatric wards of general hospitals. Data will be collected by May 1997.

The study should provide insight into current learning needs of participating student nurses. Investigation in this area may also inform practice in terms of developing collaborative nursing educational experiences from a personal construct theory approach. The research may suggest important changes in our understanding of clinical teaching in psychiatric mental health rotations. Findings could also contribute a Canadian perspective to the developing body of international literature linking personal construct theory and nursing education.

The project will provide a description of learning in a local nursing program. It emphasizes the importance of discovering personal meaning as opposed to an assumption of universal meaning, and therefore limited generalization is warranted.

Finally, two key areas of research in nursing education are pertinent to this study: clinical teaching and personal construct theory. It is the objective of this investigation to weave a common thread between the two to gain insight into student nurses' ways of knowing in mental health nursing. The study argues for the importance of including student nurses' voices in the scholarly dialogue surrounding their learning.

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Evidence-based patient education in CHF

"Partners in Care for Congestive Heart Failure" is a patient educational package developed for evaluation in the nursing research study *Transition from hospital to home: Promoting continuity of care for congestive heart failure patients* (National Health Research Development