



# What Our Patients Need: Increasing Patient & Family Involvement in Total Joint Replacement Preoperative Education

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## Objectives:

1. Describe innovative process improvement strategies used to streamline and enhance educational resources, and increase patient and family involvement in Total Joint Replacement preoperative education.
2. Identify quality outcomes, resulting from implementation of these enhanced educational processes.

## Background

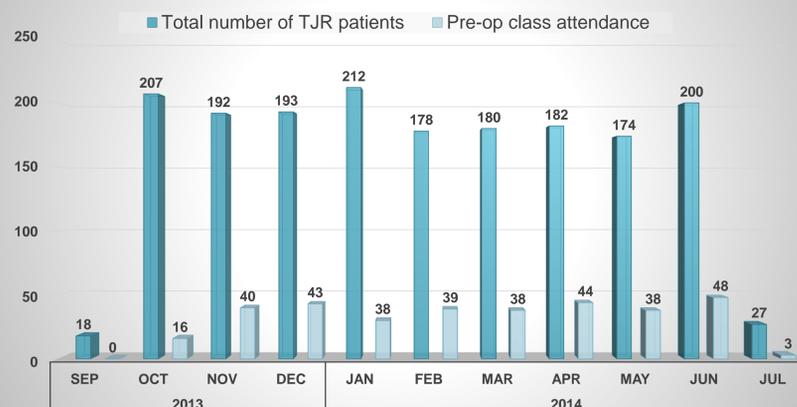
In the United States, 32.9 million people suffer from arthritis, with nearly 250,000 being functionally disabled, increasing the need for total joint replacement (TJR) surgery.

Literature shows The Patient- and Family-Centered Collaborative Care (PFCCC) model helps to increase patient and family involvement in their plan of care. Patient involvement begins with preoperative education utilizing a multi-disciplinary team approach to decrease anxiety, manage pain, and increase knowledge and preparedness throughout the care continuum.

Cone Health identified several deficiencies in the preop patient education experience:

- Of the approximate 2,000 patients undergoing TJR surgery annually, only 1 in 5 attended classes
- Only five instructors had validated competency to teach courses over three hospital campuses
- Class registration on the webpage wasn't user-friendly and proved to be cumbersome for some patients

## Pre-operative Class Attendance



## Purpose

The purpose of this project is to increase the volume of TJR patients who receive preoperative education by enhancing the educational resources available.

## Methodology

The IOWA model was used to guide this process. Baseline data was obtained from pre-op class attendance over an eleven month period prior to the start of the project.

Goals were accomplished by reviewing, analyzing, and revising current techniques and enhancing existing options for patient education by:

- Providing additional class locations
- Increasing the number of instructors and ensuring competency validation
- Refining the online registration and advertising strategies
- Revising printed educational materials
- Increasing collaboration with physicians by encouraging marketing of the class during preop appointments



Preoperative Class Instructors Moses Cone campus (left to right): Donna Niemela, RN; Tonya Beal, RN; Caroline O'Brien, RN; Mary Jordan Johnson, RN; Heather Tripp, RN; Adrienne Jacobs, RN. (Not pictured: Rebecca Hunt, RN)

We take this opportunity to acknowledge the collaborative, patient-centered teamwork of the entire interprofessional TJR preoperative education planning team and the preoperative class instructors.

## Setting/Sample

The project was conducted on three hospital campuses within Cone Health focusing on elective total joint replacement patients.

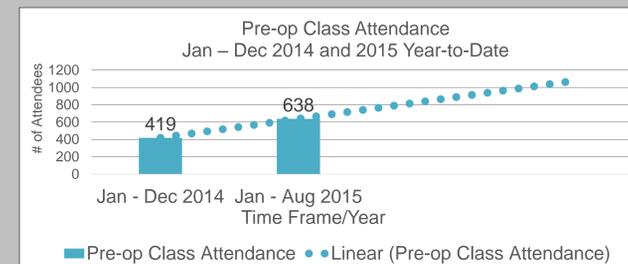


Preoperative Class Instructors Wesley Long campus (left to right): Caroline Owen, RN; Lancie Clark, RN; Katie Silk, RN



## Outcomes

- First two quarters of Fiscal Year 2014, the rate of participation in preop classes ranged from 20-22%
- **Post-implementation, participation increased by 52%; this increase has been consistent**



- Number of instructors increased from five to fourteen; a 180% increase since the start of the project (using consistent competency validation of all new instructors)
- A new class location was added on another campus to increase convenience for patients
- Online registration was simplified and the number of steps in the process was decreased
- Pre-op class flyer was updated and made available to patients during visit at physician's office
- TJR pre-op education booklets were updated, as well as instructor education tools
- Valet parking for class attendees was implemented on two of the hospital campuses

## Conclusions

This EBP project has potential to improve patient experience by increasing preparedness for TJR surgeries through the enhancement of these educational resources. Other conclusions from these process improvements include:

- Increased patient satisfaction with pre-op classes
  - ❖ Measured by positive feedback from pre-op class evaluations
- Increased Instructor satisfaction
  - ❖ Accomplished by updating teaching tools and decreasing class size, creating a more patient-centered environment



Preoperative Class Instructors Annie Penn campus (left to right): Debra Dallas, RN; Lisa Moore, RN; Barbara Morris, RN; Gina Witherspoon, RN



## Implications

This project supports our organizational goal of being patient- and family-centered. These improvements have the potential to impact other organizational outcomes that may include:

- Increasing patient and staff satisfaction
- Decreasing length of stay
- Decreasing readmissions
- Preventing postoperative complications

For the pre- and post-operative patient-experience to be positive, preoperative education is essential to improve patient outcomes.

## References

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Partnership for Clear Health Communication at the National Patient Safety Foundation. [www.npsf.org/askme3](http://www.npsf.org/askme3).