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

Eva Hyde, MSN, RN, ONC; Adrienne Jacobs, BSN, RN; Donna Niemela, RN; Katie Silk, BSN, RN

Cone Health, Greensboro, NC

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 prep 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.

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

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

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

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

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

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

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

Preoperative Class Instructors Moses Cone campus (left to right): Donna Niemela, RN; Torya Beal, RN; Caroline O’Brien, RN; Mary Jordan Johnson, RN; Heather Trip; RN; Adrienne Jacobs, RN. (Not pictured: Rebecca Hurt, RN.)

Preoperative Class Instructors (Moses Cone campus, left to right): Donna Niemela, RN; Torya Beal, RN; Caroline O’Brien, RN; Mary Jordan Johnson, RN; Heather Trip, RN; Adrienne Jacobs, RN. (Not pictured: Rebecca Hurt, RN.)

Preoperative Class Attendance
Jan – Dec 2014 and 2015 Year-to-Date

Pre-op Class Attendance + Linear (Pre-op Class Attendance)

Jan – Dec 2014
Jan – Aug 2015
Time Frame/Year

Pre-op Class Attendance

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).

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.

Vaal parking for class attendees was implemented on two of the hospital campuses.