Evidence-Based Practice: From Concept to Implementation through Team Engagement

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- 20 Bed Telemetry Unit
- 25 RNs
- 7 Clinical Technicians
- Nurse Manager
- CNS

Patient Profile

- Congestive Heart Failure
- Cardiac History/Diagnosis
- Respiratory Failure, Pneumonia
- Acute Kidney Injury
HCAHP Scores Prior to EBP Implementation

- Before giving you any new medicine, how often did hospital staff tell you what the medicine was for?
  - Top Box Score 50.0
  - Rank 1

- Before giving you any new medicine, how often did hospital staff describe possible side effects in a way you could understand?
  - Top Box Score 28.6
  - Rank 1

- Composite Score: Medication Communication
  - Top Box Score 39.3
  - Rank 1
Problem

• Needed to improve patient engagement and knowledge regarding medication side effects

• Action:
  • Collaborated with Nursing Research & Evidence Based Practice Council

• EBP team developed
  • Nurse Manager
  • Clinical Nurse Specialist
  • Clinical Practice Council representative
Mentorship

- “Application of the Johns Hopkins Nursing Evidence-Based Practice Model”
- PET Model
Development of PICO Question

- **Population/Problem-Intervention-Comparison-Outcome Question**
  - **P**: In adult medical/surgical patients in a hospital care setting
  - **I**: will an interactive patient education strategy related to medications
  - **C**: (no comparison)
  - **O**: result in improved patient perceptions/outcomes as measured by HCAHPS medications questions?
Review of Evidence

- Literature obtained by librarian and EBP mentors
  - Subjects: patient education, teaching, medication adherence, implementation
  - Keywords: teach-back, show me, return demonstration, repeat back, tell back, care transitions, treatment adherence, evidence-based practice
- 8 articles selected for review
- Reviewed articles discussed in daily huddles and monthly CPC meetings
The Literature Ranked

• Evidence Type:
  • Case Studies
  • Quality Improvement
  • Non Experimental
  • Literature Summary
  • Randomized Control Trial
  • Systematic Review

• Evidence Level & Quality:
  • One Level I Article (strongest)
  • One IIA Articles
  • Two II B Articles
  • One III A Articles
  • Three VB Articles (weakest)
• “Teach-Back” was associated with increased knowledge retention
• Use of Ask 3/Teach 3 increased HCAHPS
• Teach-Back helped establish patient understanding
• Patients with low health literacy are more likely to report poor communication
• Teach-Back confirms comprehension & reveals misunderstanding
• Documentation of understanding was correlated with a 30% lower readmission rate
Project Implementation

- Kickoff
- Standard Workflow
- Formal Education on Ask 3/Teach 3
Project Implementation

- Focus on the congestive heart failure (CHF) patient population
  - Improve awareness of CHF patients
  - Focus on cardiac medications
    - Ace Inhibitors/ Angiotensin Receptor Antagonists
    - Alpha Adrenergic Agonist
    - Anti-arrhythmic
    - Anti-coagulant
    - Anti-platelets
    - Beta Blockers
    - Calcium Channel Blockers
    - Diuretics
    - Lipid-Lowering Agents
    - Potassium
## Standard Workflow

<table>
<thead>
<tr>
<th>Operating Unit</th>
<th>Process Name</th>
<th>Process Location</th>
<th>Target Time</th>
<th>Created</th>
<th>Reviewed/Revised</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAH</td>
<td>Ask 3 Teach 3</td>
<td>U28</td>
<td>12 minutes</td>
<td>5/22/2014</td>
<td>5/22/2014</td>
<td>U28 EBP Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Process Step</th>
<th>Responsible</th>
<th>Time Goal</th>
<th>Critical Notes on Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RN receives order for CHF patient to receive cardiac medication.</td>
<td>RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>When nurse pulls medication from med room, RN also pulls appropriate Ask 3 Medication card and takes to patient's room.</td>
<td>RN</td>
<td>&lt;1 minute</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>In patient's room, prior to medication administration, RN completes Ask 3 Card (fills in name of medication).</td>
<td>RN</td>
<td>&lt;1 minute</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>RN shows patient Ask 3 card and educates patient on medication name, purpose, and side effects.</td>
<td>RN</td>
<td>5 minutes</td>
<td>Use key words, such as &quot;side effects&quot;</td>
</tr>
<tr>
<td>5</td>
<td>Patient teaches back to the nurse the medication name, purpose, and side effects.</td>
<td>RN</td>
<td>5 minutes</td>
<td>Ask the patient, &quot;What is the name of your medication? Why do you need to take it? What are common side effects?&quot;</td>
</tr>
<tr>
<td>6</td>
<td>If information is not clearly understand, RN should retry education.</td>
<td>RN</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The RN clips the medication card to the white board.</td>
<td>RN</td>
<td>&lt;1 minute</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Medication name, purpose, and side effects reviewed with each medication administration.</td>
<td>RN</td>
<td>2 minutes</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Education of medication is included in iShaped reporting</td>
<td>RN</td>
<td>&lt;1 minute</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Following shift, RN verifies patient can teach back information on medication card.</td>
<td>RN</td>
<td>&lt;2 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Standard Workflow
Building Team Engagement

Anticipation

Selection

Excitement

Motivation
Follow-Through

- True North Wall
- Identification of CHF patients
- Data Collection
- Coaching
HCAHPS Scores Post EBP Implementation: What the medication was used for for

Graph showing HCAHPS scores from February 2014 to May 2014. The graph displays two lines:
- Ranks for Period (blue line)
- Scores for Period (black line)

The scores show an increase in May 2014 compared to February 2014.
HCAHPS Scores Post EBP Implementation: Side Effects

![Graph showing HCAHPS Scores Post EBP Implementation: Side Effects]
HCAHPS Scores Post EBP Implementation: Composite Score Medication Communication
Barriers to Implementation & Sustainability

• Language Barriers
• Cognitive Function
• Accurate Identification of CHF Patients
• Relocation
Conclusion

- Formal EBP Education
- Real Time Implementation
- Mentorship
- Staff involvement was instrumental in the successful implementation of an EBP project.
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- Nursing Research & Evidence-Based Practice Council
- Unit 28 Twig Staff Members


