Abstract Title:
Patient/Family Education for Patients with Traumatic Brain Injury

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Background & Purpose:
Early intervention and education following Traumatic Brain Injury (TBI) has recently become of interest because of its impact on post-concussion outcomes. In our institution, a CNS provided education for all TBI patients. Following evaluation of scope of practice, the staff RNs on the acute care unit became involved in patient/family education for patients with Mild TBI. Aims for this project were: 1) Staff RNs will be responsible for identifying and providing the education for patients with Mild TBI. 2) Patients/families will demonstrate learning following education about Mild TBI as evaluated by teach-back method.

Study/Project Design:
The study design is a one-group, post-test observational design using PDSA improvement cycles.

Setting:
34-bed acute care unit in a 1250-bed hospital with a Level I Trauma Center with over 2100 trauma admissions/year.

Sample:
All staff RNs (N= 80) were participants in the project. All adult patients with Mild TBI (N=146) admitted during the project timeframe were included in the sample.

Procedures:
A team was formed to plan, implement, and evaluate the transition. Phase 1 - The CNS provided a class on TBI attended by all staff RNs. Additional resources included a tip sheet, poster display, tip card of teach-back questions, and resource binder. The CNS identified TBI patients during this phase. The teach-back cards were used during teaching and collected for use in evaluating learning. The CNS monitored EMR documentation. Based on a survey of staff at four months, three barriers to completing the education were identified: 1) confidence in teaching, 2) ability to identify TBI patients, and 3) EMR documentation. Phase 2 – Based on the survey, the project team developed a documentation flip-chart, video exemplar, and tip-sheet to support improvement in providing education and to assist staff in identifying patients who needed the education.

Findings/Results:
Phase 1: Of 146 patients admitted for Mild TBI from February 1 – August 31, 2012, 109 (75%) received TBI education by staff RNs. Patients who did not receive education by staff RNs received education by the TBI CNS/RN team or by mailed materials. Eighty (73%) teach-back slips were returned and reviewed. Sixty-six percent (66%) of patients reported the information was new to them and ninety-eight percent (98%) found the information helpful. Ninety-five percent (95%) were able to correctly identify who to contact following dismissal and ninety-one percent (91%) were able to identify three danger signs. Phase 2: Preliminary results of Phase 2 support improved ability to identify TBI patients, accurate EMR documentation, and increased confidence in teaching about TBI. Of 39 patients admitted for Mild TBI, 80% received TBI education by staff RNs. Our challenges are patient identification and confidence with teaching, such as learning how to respond to questions from patients/families.

Discussion/Conclusions/Implications:
Teaching TBI patients and evaluating learning by teach back method were new processes for staff. The teach-back tip card and exemplary video were helpful tools for staff in developing skill in patient/family education for TBI patients. Although learning was evidenced by teach-back method at the time of teaching, the effect on patients/families after dismissal is unknown. Possible future directions include evaluating the effectiveness of in-patient teaching by phone call follow-up after dismissal.