Improving Wound Care Compliance Through New Interactive Wound Care Education

Amanda Orban BSN, RN, CRRN, CWOCN

PLAN the change

Identify the Problem

Nurses must be familiar with a wide variety of wound care products in order to provide the most effective wound treatments. A high proficiency in nursing care increases the safety of the patient (Sugathapala & Chandrika, 2021) and a basic understanding of wound care products is necessary to carry out individualized treatment plans. There are many types of wound care products with names that vary among brands, regions, and hospital systems. Staff report difficulty keeping up with the different products and their uses.

To assess nurse baseline knowledge a survey asked 20 RNs five questions about commonly used wound care products. To establish baseline data on wound compliance, an audit was done on 20 patients assessing their wound dressings to see if the products used matched the ordered treatment plan.

Aim/Goal

The aim of this project is to increase nurse knowledge of wound products to increase wound treatment order compliance.

- **Process/Goal:** Increase nurse knowledge of wound care products by 10% by September 30, 2021.

- **Outcome Goal:** Outcome Goal: Increase compliance with wound orders by 10% by September 30, 2021.

Develop the Intervention

- Readily available interactive reference materials for nursing staff were created for all locations across Carolinas Rehabilitation (CR).
- A post intervention survey was given to ten nurses at Mount Holly (MH) location and 10 nurses at other CR locations to determine knowledge gained.
- A post audit of patient wound care was completed to determine if increasing knowledge of wound care products would increase compliance with following wound care treatment plans.

Team

Amanda Orban BSN RN, CRRN, CWOCN
Mike Hartge MSN RN, NE BC CRRN,
Jennifer Simpson BSN RN, CRRN, CWOCN

DO the intervention

Describe the Intervention(s)

- A binder with interactive wound care reference material was created and placed at each nursing station.
- Nursing in-services were held to introduce and promote the binder, explaining how to access the instructional videos via QR codes.
- Mount Holly nurses were given day and night shift in services and post intervention survey directly after. At CR post intervention surveys were done as spot checks with nurses who may or may not have been present at initial in services.
- Post intervention audits and surveys were completed.

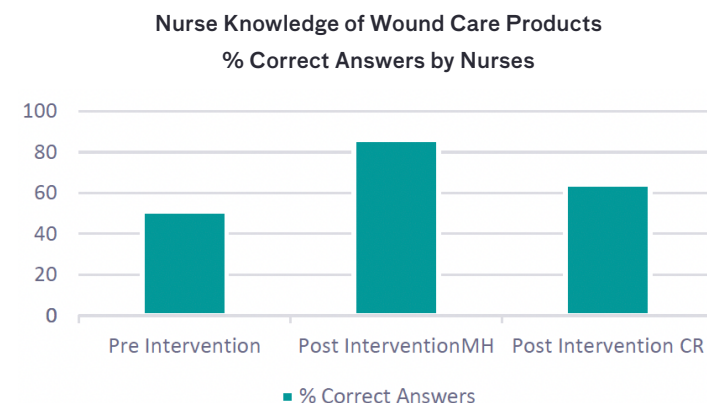### Document Problems and Unexpected Observations

Post intervention chart audits showed a 10% increase in compliance with following wound orders at MH. Increase in compliance was not shown at other locations. It is likely that there are other factors that impact compliance including receiving incorrect nursing report, lack of time, and the inability to access proper supplies.
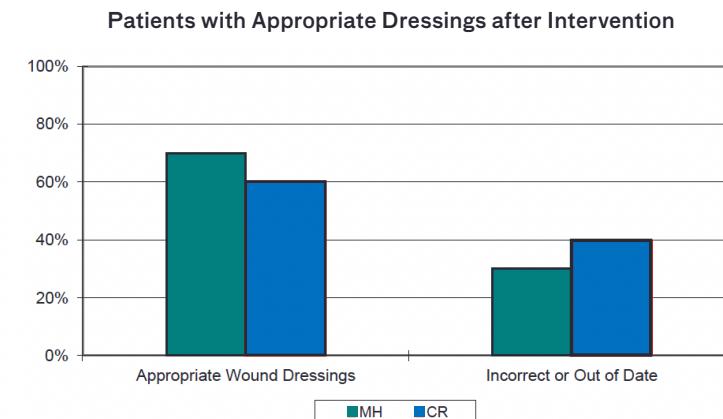
Lessons Learned

- The key accomplishement of this project is that nurse knowledge increased by 59% at MH where focus was placed on both shifts and the binder was used as a reference.
- The greatest barrier to providing education is the fast paced schedule of the nurses. This project provided easily accessible information to nurses when they need it.

STUDY Graphs/Data

PROCESS DATA results and examine data

Nurse Knowledge of Wound Care Products
% Correct Answers by Nurses

■ % Correct Answers

Patients with Appropriate Dressings after Intervention

■ MH ■ CR

Nurse knowledge increase by 13% after intervention with a larger increase of 59% at MH.

ACT to sustain performance and spread change

Next Steps

- Continued in services will be given, especially to CR night shift based on survey results. The MH night shift audit results reflected positive feedback.
- If nurses become more familiar with the reference materials and remember to view instructional videos prior to performing a skill they are unfamiliar with, then compliance, knowledge and confidence could continue to increase.

References

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Merandy, K., Chambers, L., Morgan, K., Cane, D., Barimah , L., Vasquez, M., & Rosenberg, J. (2021) Simulation based educational intervention for enhancing irrigation skills of nurses caring for patients with cutaneous continent urinary diversions and orthotopic neobladders. *Journal of Wound, Ostomy and Continence Nursing*, 48(3), 232 237.doi: 10.1097/WON.0000000000000752 Level of Evidence III

Stone, R., Cooke, M., & Mitchell, M. (2020). Undergraduate nursing students' use of video technology in developing confidence in clinical skills for practice: A systematic integrative literature review. *Nurse Education Today*, (84). https://doi.org/10.1016/j.nedt.2019.104230 Level of Evidence II

Sugathapala, R., & Chandrika, M. (2021). Student nurses' knowledge acquisition on oral medication administration: Comparison of lecture demonstration vs. video demonstration. *BMC nursing* 20 (1), 9. https://doi.org/10.1186/s12912 020 00527 6 Level of Evidence IV