



Implementing Best Practice: Educating Interprofessional Staff

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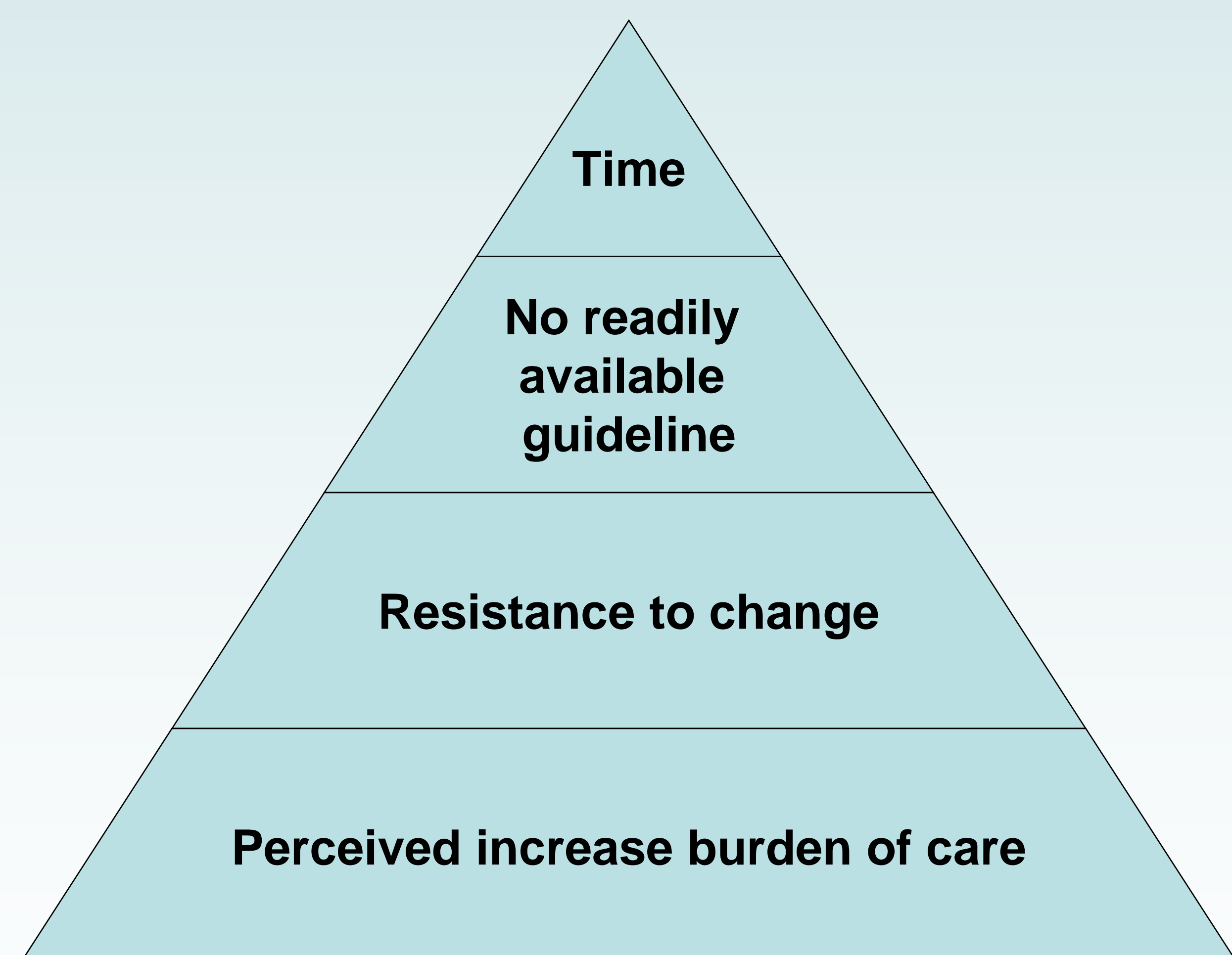
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Introduction

- Policies are revised and protocols implemented frequently on any Rehabilitation Unit
- Our team needed to implement a newly developed bladder management protocol
- Having varying educational levels compound the implementation of evidence based practice (Linton and Prasun, 2013)

Barriers to Implementation of EBP



Methods

- Mandatory one hour classroom training was provided at various intervals to all interprofessional staff
 - Both theory and practical knowledge was provided (Frankel, 2009)
 - Education was evidence based learning with a problem-based focus
- Education included:
- Definition of bladder management
 - Review of basic anatomy and physiology of the urinary tract
 - Review of different types of bladder dysfunctions and treatment modalities
 - The piloted bladder management protocol was introduced to include an algorithm for timed voiding
 - Patient care scenarios with active discussions were included
 - Pre and post testing related to bladder management knowledge were completed

Results

- The implementation of the piloted protocol began immediately after all interprofessional staff education was completed.
- The education that was provided promoted accountability among the interprofessional staff.

Conclusion

Education to our interprofessional staff played a key role in implementing best practice of a piloted bladder management protocol. Ongoing support and education reinforced adherence to the best practice piloted protocol.

References

- Frankel, A. (2009) Nurses' learning styles: promoting better integration of theory into practice. *Nursing Times*; 105; 2, 24-27
- Linton, MJ. & Prasun, M. (2013) Evidence-based practice: collaboration between education and nursing management. *Journal of Nursing Management*; 21; 5-16

Acknowledgement: This project and poster presentation is being supported by Carilion Clinic Inpatient Rehabilitation Unit and Jefferson College of Health Sciences

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