

Sigma's 30th International Nursing Research Congress

Nursing and Radiography Student Collaboration: Increasing Patient Satisfaction on a Dedicated Education Unit

Nancy N. Reese, DNP, RN, CNE

College of Nursing, Resurrection University, Chicago, IL, USA

A small midwestern health professions university utilizes seven Dedicated Education Units as part of the nursing curriculum. Patient satisfaction rates on two Dedicated Education Units (DEU) have been low related to explanation of diagnostics and procedures at an acute care hospital. The hospital Director of Nursing, Clinical Faculty of the School of Radiography (SOR) and College of Nursing (CON), and the charge nurses of the units created a program where radiography technologists and nurses have joint responsibility to inform patients. Students in both disciplines are empowered to provide education for patients and families.

The evidence on the impact of interdisciplinary collaboration on patient outcomes is growing. Ma, Park and Shang (2018) found that nurse-physician collaboration improved patient safety outcomes. They suggested that improving collaboration among disciplines is an important part of promoting best patient outcomes. While the evidence of the impact on nursing students is well known (Nishioka, Coe, Hanita & Moscato, 2014) the evidence on the impact of care in a DEU on patient outcomes is not as well known. Combining the two concepts to one program has potential to lead to best outcomes. In addition, the experience of shadowing other disciplines has demonstrated improved understanding of other roles and confidence in communicating across the team (von der Lancken & Gunn, 2018). This understanding and confidence can lead to greater healthcare outcomes with our future healthcare professionals.

The process created to increase patient satisfaction on explanation of procedures began with the School of Radiography (SOR). The clinical faculty and students created procedure information sheets to be utilized by students and staff to educate patients on high volume diagnostics of the unit. The SOR conducts educational sessions with CON students and staff at the DEU to educate on the information sheets and process each term. The goal is to reinforce teaching pre, during and post procedure. Each patient who has a diagnostic procedure during DEU hours receives teaching from the students and staff. The Director of Nursing tracks monthly patient satisfaction scores to observe trends and improvement opportunities.

To further enhance understanding across the departments each student had a one rotation in the other's discipline. Student specific outcomes include increased knowledge of the role of the nurse/radiography technologist in diagnostics, demonstration of increased competency in patient education and increased empathy for the patient experience. In addition, the students experience an evidence based practice initiative to improve unit specific metrics.

The unit won an internal award for most improved scores in the quarter following the intervention. Students reported greater understanding and increased collaboration. The project is ongoing.

Title:

Nursing and Radiography Student Collaboration: Increasing Patient Satisfaction on a Dedicated Education Unit

Keywords:

Interdisciplinary collaboration, Interprofessional collaboration and nursing education

References:

Glynn, D., McVey, C., Wendt, J. & Russel, B. (2016). Dedicated Educational Nursing Unit: clinical instructors role perceptions and learning needs. *Journal of Professional Nursing, 0*, 1-5.

Holland, C., Bench, S., Brown, K., Bradley, C., Johnson, L., & Frisby, J. (2013). Interprofessional working in acute care. *The Clinical Teacher, 10*, 107-112.

Jones, K., Adaji, A. & Schattner, P. (2014). Involvement of practice nurses and allied health professionals in the development and management of care planning processes for patients with chronic disease - a pilot study. *Malaysian Family Physician, 9*(1).

Ma, C., Park, S., & Shang, J. (2018). Inter- and intra-disciplinary collaboration and patient safety outcomes in U.S. acute care hospital units: a cross sectional study. *International Journal of Nursing Studies, 85*, 1- 6.

Nishioka, V., Coe, M., Hanita, M., & Moscato, S. (2014). Dedicated education unit: nurse perspectives on their clinical teaching role. *Nursing Education Perspectives, 4*, 294-300.

von der Lancken, S. & Gunn, E. (2018). Improving role identity by shadowing interprofessional team members in a clinical setting: an innovative clinical education course. *Journal of Interprofessional Care.*

Wojciechowski, M. (2013). The Benefits of Interprofessional Collaboration. *PT in Motion, 26-30.*

Abstract Summary:

Patient satisfaction rates on two Dedicated Education Units (DEUs) have been low related to explanation of diagnostic procedures. A collaborative initiative of unit staff, faculty, radiography technology and nursing students provides education to patients on procedures. Outcomes include increased patient satisfaction, improved interdisciplinary communication and confidence in patient teaching.

Content Outline:

1. Introduction - **Nursing and Radiography Student Collaboration: Increasing patient satisfaction on a Dedicated Education Unit**
 1. Two Dedicated Education Units with low patient satisfaction scores
 2. Collaboration of all members of unit team to address challenge
2. Body
 1. Evidence for collaboration in best patient outcomes.
 1. Positive impact of interdisciplinary collaboration on patient outcomes.
 1. Growing body of knowledge.
 2. Patient safety measures improve with collaboration.
 2. While the evidence of the impact of the DEU on nursing students is well known the evidence on the impact of care in a DEU on patient outcomes is not as well known.
 3. The experience of shadowing other disciplines has demonstrated improved understanding of other roles, confidence in communicating across the team and greater patient empathy.
 2. The process created to increase patient satisfaction on explanation of procedures.
 1. The School of Radiography clinical faculty and students create procedure information sheets to be utilized by students and staff to educate patients on high volume diagnostics of the unit.
 1. The SOR conducts educational sessions with CON students and staff at the DEU to educate on the information sheets and process each term.

2. Students in both disciplines are empowered to provide the diagnostic procedure education.
 3. Each patient who has a diagnostic procedure during DEU hours receives teaching from the students and staff.
 2. Interprofessional Shadowing
 1. To further enhance understanding across the departments each student had a one rotation in the other's discipline.
 2. Student specific outcomes include increased knowledge of the role of the nurse/radiography technologist in diagnostics, demonstration of increased competency in patient education and increased empathy for the patient experience.
 3. Actual Outcomes
 1. Initial quarter after implementation had patient satisfaction scores rise
 1. Project in progress.
 2. Student reported outcomes.
 1. Student surveys to be reviewed.
3. Conclusion

First Primary Presenting Author
Primary Presenting Author
Nancy N. Reese, DNP, RN, CNE
Resurrection University
College of Nursing
Interim Dean of Nursing
Chicago IL
USA

Author Summary: Nancy Reese DNP, RN, CNE is an associate professor at Resurrection University and Interim Dean of the College of Nursing. Special projects include seven Dedicated Education Units and Service Learning. Dr. Reese has conducted original research in the area of spiritual distress in nursing students. Mission and ministry is a key part of Dr. Reese's professional life, and she has conducted 25 missions and participated in 2 missions around the world.