Recognizing that each nurse approaches patient education differently, a team of nurses at Dana-Farber Cancer Institute satellite facilities employed quality improvement strategies to develop a standardized approach to patient education. The goal was to eliminate variation in teaching and improve patient satisfaction scores.

Carole K. Dalby, RN, MBA, CCRP, is the quality administrator of the network, and Marylou Nesbitt, APRN-BC, AOCN®, is a clinical nurse specialist, both at Dana-Farber Cancer Institute (DFCI) in Boston, MA; Carol A. Frechette, RN, BSN, OCN®, is an RN at DFCI at Milford Regional Medical Center in Massachusetts; Kathleen Kennerley, RN, BSN, is an RN at DFCI in affiliation with South Shore Hospital in South Weymouth, MA; Lisa H. Lacoursiere, RN, BSN, is an infusion nurse at DFCI/New Hampshire Oncology-Hematology in Londonderry; and Lori Buswell, RN, MS, OCN®, is the vice president of Nursing and Clinical Services, Satellite and Network Practices, at DFCI in Boston. The authors take full responsibility for the content of the article. No financial relationships relevant to the content of this article have been disclosed by the authors or editorial staff. Dalby can be reached at carole_dalby@dfci.harvard.edu, with copy to editor at CIONEeditor@ons.org.

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ELIMINATING PROCESSES USING A STANDARD CHECKLIST

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STRENGTHENING PATIENT EDUCATION


ONCOLOGY NURSES ARE COMMITTED TO PROVIDING PATIENT EDUCATION PRIOR TO CHEMOTHERAPY TO ENSURE PATIENT UNDERSTANDING OF WHAT TO EXPECT, HOW TO PROVIDE SELF-CARE, AND WHEN TO ACCESS ADDITIONAL MEDICAL ASSISTANCE. CHEMOTHERAPY EDUCATIONAL CONTENT IS BROAD, AND PATIENTS PRESENT WITH DIVERSE LEARNING NEEDS AND BARRIERS TO LEARNING. ALTHOUGH THE NURSING STAFF AT THE AUTHORS’ INSTITUTIONS STRIVE TO MEET ALL PATIENT LEARNING NEEDS, THEY ARE CHALLENGED TO DO SO BY COMPETING RESPONSIBILITIES, TIME LIMITATIONS, AND FINITE RESOURCES. TO OPTIMIZE RESOURCE USE AND PROVIDE HIGH-QUALITY CARE, A REASSESSMENT OF EDUCATION PROCESSES WAS INDICATED.