**Supporting Patient Education through EBP: "Ask a Nurse"
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**Problem:**
Patient education is an important component of quality care. However, nurses need a structure to organize and implement an adequate program of education. Multiple competing priorities often decrease available time for education.

**Evidence:**
The emphasis on health education and disease prevention has dramatically increased with patients assuming more responsibility for their own care. Recent studies have shown that nurses are effective educators for their patients, and possess the required skills and knowledge.

**Strategy:**
The Journey to Nursing Excellence Ambassadors, champions of our journey to Magnet recognition, adopted the concept of an “Ask a Nurse” to enhance the critical role of the nurse as educator. The purpose is to provide a dedicated time for the nurse to educate the patient/family. This project was designed to increase patient satisfaction, enhance the therapeutic relationship with patients and families, and to ensure that patients were adequately prepared for discharge.

**Practice Change:**
One pilot unit was selected. Specific times during the day and the evening were designated for education. Guidelines were drawn up, education was conducted for RNs, and posters were placed to introduce the initiative. Interprofessional team members were invited to participate.

**Evaluation:**
Evaluation measures included patient and staff satisfaction.

**Results:**
Results demonstrated significant improvement in patient satisfaction scores (71% to 74%). Feedback from patients/families was positive, identifying the nurse as the provider who educated them in a meaningful way. Nurses expressed satisfaction in being able to have dedicated time to teach patients. Based on success of the pilot, “Ask a Nurse” was expanded to all inpatient units.
Recommendations:
“Ask a Nurse” is successful in ensuring that patient education occurs on a consistent basis. Future directions include integrating technology and an interprofessional focus.

Lessons Learned:
This project fostered professional engagement of the RN. Nurses adjusted priorities, and shifted focus from the technical realm to professional engagement with the patient. Staff became more aware of the cultural diversity and associated learning styles of patients.

Bibliography

