



St. Francis
We care for life.

CARING – IT'S SKIN DEEP

*Implementing Evidence-Based Practice Intervention
for Pressure Ulcer Prevention | A Patient Safety Initiative*

St. Francis Hospital / Columbus, Georgia



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For A Healthy Georgia



INTRODUCTION

- Pressure ulcers are a serious and common problem for the elderly, affecting one million adults in the United States.
- The Surgeon General's "Healthy People 2010" document has identified pressure ulcers as a national health issue.
- The prevention and healing of pressure ulcers requires the cooperation and skills of the entire multidisciplinary health care team.



CHALLENGES

- Previous efforts in pressure ulcer prevention had not changed the culture.
- Skin compromising incidents were still occurring.

Hospital-acquired stage 3 or 4 pressure ulcers are a condition that the United States government has deemed preventable; the government states it will "NEVER" pay for serious preventable events (SPE)

Cost Of Quality of Life = undetermined



EVIDENCE-BASED PRACTICE RESEARCH

- Partnership for Health and Accountability
- Braden and Bergstrom: Chronic Wound Care
- Agency for Healthcare Research and Quality: Clinical Practice Guidelines
- Guidelines for prevention and management of pressure ulcers; Wound, Ostomy and Continence Nurses Society
- National Ulcer Advisory Panel, The Pressure Ulcer Stages

OBJECTIVES

- To identify patients with pressure ulcers and appropriately document the stages
- To identify patients at risk for developing pressure ulcers and implement prevention strategies
- To hire a wound care nurse to address wound prevention and treatment

GOALS

- Conduct 100% pressure ulcer admission assessment for all patients
- Reassess risk for all patients daily – 100%
- Inspect skin daily – 100%
- Manage moisture: Keep the patient dry and moisturize skin – 100%
- Optimize nutrition and hydration – 100%

SOLUTIONS

- Nurse Quality Council Pressure Ulcer Prevention Ratings
- Mandatory Training Pressure Ulcer Prevention RNs and LPNs
- Nursing Inservice: Myths of Pressure Ulcer Formation and Treatment
- Physician Champion: Involving Luther H. Wolff, Jr., MD, Emeritus, General Surgery



POLICIES AND PROTOCOLS

SKIN TREATMENT INTERVENTIONS BY LEVEL OF RISK

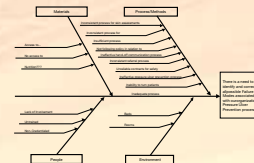
Assessment to Rate	Highly Effective	Effective	Minimal Effect	Low Effect
Student Engagement	<ul style="list-style-type: none"> Students are actively engaged in the learning process. Students are motivated and enthusiastic about learning. Students are taking ownership of their learning. 	<ul style="list-style-type: none"> Students are engaged in the learning process. Students are motivated and enthusiastic about learning. Students are taking ownership of their learning. 	<ul style="list-style-type: none"> Students are engaged in the learning process. Students are motivated and enthusiastic about learning. Students are taking ownership of their learning. 	<ul style="list-style-type: none"> Students are engaged in the learning process. Students are motivated and enthusiastic about learning. Students are taking ownership of their learning.
Academic Achievement	<ul style="list-style-type: none"> Students are achieving high academic achievement. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are achieving high academic achievement. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are achieving high academic achievement. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are achieving high academic achievement. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives.
Student Learning	<ul style="list-style-type: none"> Students are learning at a high level. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are learning at a high level. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are learning at a high level. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Students are learning at a high level. Students are meeting or exceeding learning objectives. Students are demonstrating mastery of the learning objectives.
Teacher	<ul style="list-style-type: none"> Teachers are effective in the classroom. Teachers are meeting or exceeding learning objectives. Teachers are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Teachers are effective in the classroom. Teachers are meeting or exceeding learning objectives. Teachers are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Teachers are effective in the classroom. Teachers are meeting or exceeding learning objectives. Teachers are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Teachers are effective in the classroom. Teachers are meeting or exceeding learning objectives. Teachers are demonstrating mastery of the learning objectives.
Program Evaluation	<ul style="list-style-type: none"> Programs are effective in the classroom. Programs are meeting or exceeding learning objectives. Programs are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Programs are effective in the classroom. Programs are meeting or exceeding learning objectives. Programs are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Programs are effective in the classroom. Programs are meeting or exceeding learning objectives. Programs are demonstrating mastery of the learning objectives. 	<ul style="list-style-type: none"> Programs are effective in the classroom. Programs are meeting or exceeding learning objectives. Programs are demonstrating mastery of the learning objectives.

COMMUNICATION

New technology allows for reports to run that will help identify at risk patients. Patients can be followed to assure prevention measures are followed and prevent skin breakdowns occurring.

Risk Factor	Number of High-Risk Students	Percentage of High-Risk Students
Gender		
Male	10	50.0%
Female	10	50.0%
Age		
18-24	10	50.0%
25-34	10	50.0%
35-44	10	50.0%
45-54	10	50.0%
55-64	10	50.0%
65-74	10	50.0%
75-84	10	50.0%
85-94	10	50.0%
95-104	10	50.0%
105-114	10	50.0%
115-124	10	50.0%
125-134	10	50.0%
135-144	10	50.0%
145-154	10	50.0%
155-164	10	50.0%
165-174	10	50.0%
175-184	10	50.0%
185-194	10	50.0%
195-204	10	50.0%
205-214	10	50.0%
215-224	10	50.0%
225-234	10	50.0%
235-244	10	50.0%
245-254	10	50.0%
255-264	10	50.0%
265-274	10	50.0%
275-284	10	50.0%
285-294	10	50.0%
295-304	10	50.0%
305-314	10	50.0%
315-324	10	50.0%
325-334	10	50.0%
335-344	10	50.0%
345-354	10	50.0%
355-364	10	50.0%
365-374	10	50.0%
375-384	10	50.0%
385-394	10	50.0%
395-404	10	50.0%
405-414	10	50.0%
415-424	10	50.0%
425-434	10	50.0%
435-444	10	50.0%
445-454	10	50.0%
455-464	10	50.0%
465-474	10	50.0%
475-484	10	50.0%
485-494	10	50.0%
495-504	10	50.0%
505-514	10	50.0%
515-524	10	50.0%
525-534	10	50.0%
535-544	10	50.0%
545-554	10	50.0%
555-564	10	50.0%
565-574	10	50.0%
575-584	10	50.0%
585-594	10	50.0%
595-604	10	50.0%
605-614	10	50.0%
615-624	10	50.0%
625-634	10	50.0%
635-644	10	50.0%
645-654	10	50.0%
655-664	10	50.0%
665-674	10	50.0%
675-684	10	50.0%
685-694	10	50.0%
695-704	10	50.0%
705-714	10	50.0%
715-724	10	50.0%
725-734	10	50.0%
735-744	10	50.0%
745-754	10	50.0%
755-764	10	50.0%
765-774	10	50.0%
775-784	10	50.0%
785-794	10	50.0%
795-804	10	50.0%
805-814	10	50.0%
815-824	10	50.0%
825-834	10	50.0%
835-844	10	50.0%
845-854	10	50.0%
855-864	10	50.0%
865-874	10	50.0%
875-884	10	50.0%
885-894	10	50.0%
895-904	10	50.0%
905-914	10	50.0%
915-924	10	50.0%
925-934	10	50.0%
935-944	10	50.0%
945-954	10	50.0%
955-964	10	50.0%
965-974	10	50.0%
975-984	10	50.0%
985-994	10	50.0%
995-1004	10	50.0%
1005-1014	10	50.0%
1015-1024	10	50.0%
1025-1034	10	50.0%
1035-1044	10	50.0%

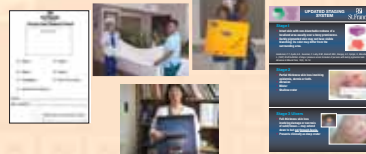
CAUSE & EFFECT DIAGRAM



TREATMENT OPTIONS

Step	Initiation	Execution	Termination
Step 1	<p>1. A group of 10-15 individuals (usually students) are selected to form the steering committee.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>
Step 2	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>
Step 3	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>	<p>1. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p> <p>2. The steering committee is given the task of identifying the needs of the community and the needs of the organization.</p>

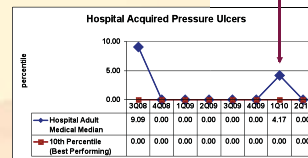
TOOLKITS



STANDARDIZATION

- Continued use of risk assessment tools
- Braden Scale Risk Score of 18 or less requires intervention
- Notification of nurse when patient found at risk
- Photograph of a wound on admission
- Evidence-based prevention process
- Evidence-based intervention process
- Prevention education
- Unit reporting of results

OUTCOMES



- Early identification and prevention of skin breakdown
- Early nutritional support
- Evidenced-based practice
- Continued education
- Continued compliance
- **IMPROVED PATIENT CARE**

CONCLUSION

- The primary lesson we have learned from this process is that simply having knowledge of evidence-based practice is not enough; knowledge must be combined with action and cooperative efforts of our committed professionals working together.
- To prevent pressure ulcers, we must continue to make positive changes to assure our patients are receiving safe and effective care.