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# Can Education and the Reinforcement of a Bladder Program Improve Rehabilitation Patient Outcomes?

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## Background

- The goal of acute rehabilitation is to improve patients' function, quality of life, and likelihood of safe return to home.
- Often, there are unavoidable barriers to home disposition. Some issues, such as bladder training can be improved, leading to a successful home discharge.
- When a patient is admitted to the rehab unit, they are given bladder Functional Independence Measure (FIM) scores ranging from 1-7. At discharge, they are again evaluated and scored.
- The current bladder program at the Center for Inpatient Rehabilitation (CIR) was sub-optimally improving patients' outcomes.

## Methods

- The current bladder program at the Center for Inpatient Rehabilitation (CIR) was sub-optimally improving patients' outcomes.
- After surveying therapists and nurses, areas for improvement were found:
  - not enough education on bladder training
  - miscommunication between therapists and nurses
  - many nurses felt that the unit was understaffed
- **Interventions:**
  - Nursing education on bladder program
  - Daily reinforcement to include bladder status for each patient during morning report
  - Nursing "cheat sheet" placed around the unit (reminders for bladder program)
- Every patient who was admitted to CIR from 6/6/16-12/5/16 was included in the project
- Patients admitted to the unit from 6/6-9/5 (pre-intervention) were compared to patients admitted from 9/6-12/5 (post-intervention)

## Results

FIM® Instrument Levels		
7	Complete Independence (timely, safely)	No Helper
6	Modified Independence (device)	
Modified Dependence		
5	Supervision	Helper
4	Minimal Assist (Subject = 75%+)	
3	Moderate Assist (Subject = 50% - 74%)	
Complete Dependence		
2	Maximal Assist (Subject = 25% - 49%)	
1	Total Assist (Subject <25%)	

- The hypothesis was that the difference between bladder scores from admission to discharge would show a greater improvement post-intervention.
- However, using a Z test, what little improvement observed seemed to yield a P value >0.8 which suggested lack of statistical significance

F-Test Two-Sample for Variances	Variable 1	Variable 2
Mean	2.342723005	2.373873874
Variance	5.302	3.352
Observations	213	222
df	212	221
F	1.173597241	
P(F<=) one-tail	0.119595621	
F Critical one-tail	1.25084046	
F<F critical one tail, so variances of 2 pops are equal		
t-Test: Two-Sample Assuming Equal Variances	Variable 1	Variable 2
Mean	2.342723005	2.373873874
Variance	5.065949154	4.316599405
Observations	213	222
Pooled Variance	4.68348658	
Hypothesized Mean Difference	0	
df	433	
t Stat	-0.150074598	
P(T<=) one-tail	0.44038782	
t Critical one-tail	1.648380311	
P(T<=t) two-tail	0.880775641	
t Critical two-tail	1.965457757	

## Discussion

- Since patients' bladder scores are subjective, they may not be an accurate representation of the progress that patients are actually making. There can be variability if different nurses are scoring patients' bladder function.
- Different mechanisms of injury, age, and comorbidities could lead to varying potentials for improvement.
- Patients who began at a score of 7 had no room to improve and could have skewed the data.
- In hindsight, patients who were admitted prior to intervention but discharged after intervention should likely be excluded.

## Conclusions

- Bladder training remains to be a difficult issue in rehabilitation units.
- Although these interventions did not lead to significant change in patients' bladder scores, it was a good starting point for further studies.
- **Future implications**
  - Better control for confounding variables
  - Separate data by type of injury or insult
  - Further data should be collected to increase the power of the study

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