

# Improvement of Burn Nursing Knowledge Before and After Nursing Competencies

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# Improvement of Burn Nursing Knowledge Before and After Nursing Competencies

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## BACKGROUND

- LVHN's Regional Burn Center is accredited by American Burn Association (ABA).
- New ABA guidelines require all burn centers to develop burn-specific competencies.
- LVHN does not currently hold Education Days that focus on validation of burn-specific knowledge/skills.
- Varying levels of burn care knowledge among nursing staff exists.
- Re-education and development of burn competencies are needed to correct gaps in knowledge deficits and meet ABA re-verification criteria.

## PICO QUESTION

In burn nursing, does the implementation of a unit-based educational program with annual competencies, compared to centers that do not that do not utilize annual competencies improve the knowledge of the staff and meet the criteria for ABA re-verification?

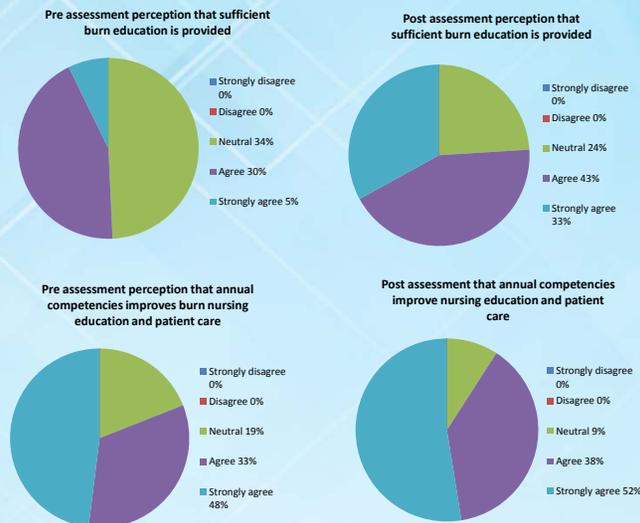
## EVIDENCE

- "Information obtained in the simulated environment is valid and appropriate for use in judging nurse competency ... A skills re-credentialing program provides a valid assessment of nurse competence." (Jones, Cason, & Mancini, 2002)
- "There is a critical need for nursing-led evidence-based education. Education programs for post resuscitative and intensive care unit phase of a burn patient are limited. Having a standardized education resource improved staff knowledge related to burn nursing care" (Olszewski et al, 2015)
- "Major strides in understanding the principles of burn care over the last half century have resulted in improved survival rates, shorter hospital stays, and decreases in morbidity and mortality rates due to the development of resuscitation protocols, improved respiratory support, support of the hypermetabolic response, infection control, early burn wound closure, and early enteral nutrition. Critical care of the burn patient requires the participation of every discipline in the hospital." (Latenser, 2010)

## METHODS

- Staff were polled via email to determine areas of knowledge deficits.
- A pre-survey was distributed to gather a baseline of RN's knowledge and level of comfort pertaining to burn care.
- Responses were used to develop hands-on skill stations and educational materials on topics to be covered on Burn Education Day.
- Education and skills validation were provided over a 2 day period to accommodate varying schedules.
- Staff then completed a post-survey.
- Pre and post surveys were compared to determine whether the education was beneficial and/or increased knowledge of burn care.

## RESULTS



## OUTCOMES

- 21 staff nurses participated in the poll, responded to both surveys, and attended educational days.
- Pre-assessment surveys indicated that the majority of nurses did not feel sufficient burn educational materials were available.
- Pre-assessment surveys also indicated that the knowledge of burn care and comfort level of performing burn-specific care varied.
- Post-assessment surveys showed marked improvement of staff's knowledge and comfort level.
- All staff who participated said they felt the Education Days were beneficial.

## CONCLUSIONS

- The results of this study show that burn specific competency days improved the overall knowledge of staff.
- All staff were provided the same education on topics covered, therefore decreasing the knowledge gap.
- LVHN Regional Burn Center will continue to have annual Burn Education Days and therefore will meet the ABA's re-verification criteria.

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