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## Total Joint Replacement Pre-surgical Opioid Education Protocol

### PURPOSE

The purpose of this quality improvement project was to improve patient education related to opioid management after total joint replacement. The focus was to improve HCAHPS “Communication about medications” domain score 13% by using a multi-modal education approach across multiple departments of a community hospital in the Southeast Houston area.

### BACKGROUND

The project was implemented in a single service line of a small, short-term, acute care hospital in the Southeast Houston area.

### METHODOLOGY

Consistent, concise education was developed to explain the side effects and dangers of long-term opioid use. Education was delivered verbally using the *Always Use Teach-back* method, as a handout in a binder, and as a video during inpatient physical therapy. The Plan-Do-Study-Act methodology was used to implement change.

### RESULTS

During the four-month implementation, there was a 9.6% increase in the mean “Communication about medications” domain

score and a 15% increase in the mean “Staff describe medicine side effects” score.

### IMPLICATIONS

Based on these results, a collaborative effort to create consistent education that is delivered with different adult learning modalities, including using the teach-back method to assess for comprehension should be strongly encouraged.

Recommended next steps would be to expand this project to include spine and shoulder surgery inpatient admissions. These patients are also treated post-operatively with opioid medication and would benefit from the same education protocol.