



## **Yet Again, Nurses Show Value - Now as Technology Change Agents in an Acute Care Setting**

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Introduction / Aims: Patient-centered care enables active participation from patients and their family members because of the focus on patient-friendly education and shared decision making. This is a change from traditional 'doctor prescribed care' and is occurring because patient-centered care improves patients' clinical outcomes and satisfaction rates. One way to inspire patients to become involved in their health is through personalized education that uses technology to capture their interest. Fulfilling requirements for Meaningful Use and continuing to educate patients give nurses have additional responsibilities. Having nurses adapt into the roles of technology change agents increases success in adopting and using technologies, meeting Meaningful Use guidelines, and inspiring patient-centered care. This project evaluated the results of having two nurse change agents in an acute care hospital setting providing health related SmartRoom® Patient Education Videos (SRPEV). Methods / Process / Procedures: Two nurses, one informatics staff and one 'super user' staff, were trained on SmartRoom® technology, and encouraged to use the videos as a part of their patient education. During a four month implementation of the SRPEVs, the change agent nurses spoke often of the technology in regular conversation and promoted use of the SRPEVs to all other nurses. To increase patient awareness and interest in SRPEV, the 25-bed unit created a paper-based advertisement on the 24/7 availability of educational video in each room. The two nurses also introduced the technology to the other staff nurses and the patients and provided hands-on instruction for all. Usage data for the videos was collected via the SRPEV server and informal patient interviews. Results: During March through June, 89 of 197 patients' utilized the SRPEVs. SRPEV server data revealed a 1.5% to 45.2% increase in patient-initiated use. The number of nurses utilizing the videos with the patients increased from 9.1% to 36.4%. To meet Meaningful Use criteria video views were automatically documented in the patient's EHR under patient education. Thus, compliance in providing patient education at discharge increased from 1.3% to 14.4%. The HCAHPS questionnaire provided insight into patient satisfaction in the areas of explanations about new medicines and nurses explaining in a way that the patient could understand. These two items showed statistically significant improvement. Discussion / Outcomes: From this study, it is evident that nurses who are technology change agents play a vital role in bringing improvement in using new technology in patient-centered education and care. They are cheer leaders for the technology, are positive about change, and support others as they transition from the 'regular routine' to the 'new and improved' routine. The two nurses in this study were chosen because of their personality characteristics, interest in technology, and early adoption of technology. They were not trained as change agents. Hospital-based technology initiatives are fortunate if they have nurses that become technology change agents. They will play the role of problem solver and subtly promote other nurses in behavior change and adopting new technologies. These changes will germinate a patient-centered work force.