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**Education Strategy Effectiveness for Nurses to Utilize Facial Protective Equipment: An Integrative Literature Review**

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Nursing exposure to blood and bodily fluids occurs daily within hospitals. Lack of research on the most effective educational intervention to increase adherence to facial protective equipment (FPE) is necessary to understand which approach should be implemented in hospitals.

**Purpose and Research Question**

- The purpose of this integrative literature review is to provide a comprehensive review of the educational interventions used to support implementation of FPE in the healthcare setting.
- Research Question: which education interventions for FPE conducted with nurses lead to compliance with FPE protocols?

**Theoretical Framework**

The Synergy Model for Patient Care

The synergy model was used as the theoretical framework for this integrative literature review.

**Results**

- Six articles met the inclusion and exclusion criteria.
- **Three themes**: in-classroom lecture, electronic learning activity, and printed dissemination approach.
  - Many of these studies were performed through a post-lecture or post-session questionnaire evaluating the comprehension of the nurses. Studies including Cromer et al. (2004); Huang et al. (2002), Keller, Daley, Hyde, Greif, and Church (2005); Kim et al. (2001); Wright, Turner, and Daffin (1997) had various approaches to disseminate safe practices as well as follow-up analysis to determine effectiveness of FPE and UP adherence. Research conducted by Brigham, Foster, and Hodson (1991) only had a post-lecture questionnaire regarding the class and newly obtained knowledge.
- The most positive outcomes and adherence among nursing staff to FPE appear to be an in-classroom lecture approach teaching style.

**Implications**

According to the Synergy Model, clinical judgement and facilitation of learning competencies are important to maintain the synergist effect within the healthcare system. The risk for patient-safety correlates with nurses’ competencies according the Synergy Model (AACN, 2018). With the lack of adherence to FPE, there is multiple characteristics lacking within the nursing branch causing anti-synergistic effect.

Utilizing this integrative review, an in-class lecture is the best approach to implementing FPE education to improve adherence to OSHA guidelines and thus increasing safety and competencies of the nursing division. Applying in-class lecture with hands-on learning, education, and visual aids will improve nursing competencies as well as increase the safety of the staff. Thus, causing a Synergistic Effect within the healthcare field.

**Conclusion**

- The literature reviewed showed an increase in response and adherence to FPE when the education was in-class with visual aids and hands-on demonstrations.
- The least effective method was printed materials only with educational information regarding transmission and BBF exposure protocol.
- This research emphasizes the need to focus on other factors limiting the adherence of FPE in the units as well as the focus from patient-centered care to all-centered care.