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Project Adherence and Intervention Fidelity

1. “State your practice question in PICOT format.”

“P- Among staff members providing care to patients with bipolar disorder”

“I – How does the implementation of the teach back method”

“C – Compared to standard educational practices”

“O – Improve confidence and conviction in managing patients with bipolar disorder”

“T – Over an intervention period of 8-11 weeks”

“In staff members caring for patients with bipolar disorder (P), how does the implementation of the teach back method (I), compared to standard educational practices (C), affect their confidence and conviction in patient management (O), over an intervention period of 8 to 11 weeks?”

To ensure intervention fidelity, I will follow a structured weekly implementation plan that includes consistent mentoring, observation, and documentation. Fidelity will also be monitored through direct observation of staff interactions with patients, guided by a teach-back checklist aligned with the intervention goals. Weekly huddles and one-on-one check-ins will serve as checkpoints to ensure that staff are applying the teach-back method correctly and consistently. These sessions will take place during regular shifts at the practicum site and will focus on the correct application of the teach-back method. Therefore, the interactions will offer real-time feedback, reinforce proper teach-back technique, and address barriers (AHRQ, 2020).

Immediate and supportive feedback tailored to the observed challenges will be provided if there is low intervention fidelity. Consequently, feedback will be delivered in small groups or privately, as appropriate and will include practical improvement strategies. According to Melnyk & Fineout-Overholt (2023), supportive mentoring relationships have been shown to enhance adherence and reduce resistance to implementation. Further, quick refresher mini-trainings will also be used to re-engage staff. Ultimately, maintaining a positive and non-punitive environment will encourage adherence while supporting ongoing staff development (Shiri et al., 2023).

References

- Agency for Healthcare Research and Quality. (2020). *Health literacy universal precautions toolkit* (2nd ed.). <https://www.ahrq.gov/health-literacy/improve/precautions/index.html>
- Melnyk, B. M., & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing & healthcare: A guide to best practice* (5th ed.). Wolters Kluwer.

Shiri, R., El-Metwally, A., Sallinen, M., Pöyry, M., Härmä, M., & Toppinen-Tanner, S. (2023, November). The role of continuing professional training or development in maintaining current employment: A systematic review. In *Healthcare* (Vol. 11, No. 21, p. 2900). MDPI. <https://doi.org/10.3390/healthcare11212900>