

Abstract

Background

Breast cancer patients and survivors can experience an adverse effect profile from anti-neoplastic treatments. Frequency and intensity of hot flashes, a prevalent adverse event, compromises adherence to cancer treatment. This quality improvement project sought to implement and evaluate the effects of nurse education on evidence-based treatments and assessment for hot flashes using best practice guidelines from the National Cancer Institute (NCI).

Methods

A pre/posttest intervention design was utilized with a 30-minute one group didactic education intervention for 7 nurse participants on an outpatient oncology unit. Education was delivered on hot flashes, non-hormonal evidence-based treatments and the documentation process using the NCI Common Terminology Criteria for Adverse Events (CTCAE) flowsheet.

Results

86% of nurse participants demonstrated a statistically significant score increase from pre to post intervention, indicating an increase in nurse knowledge ($p < .028$). A median 21-point (IQR: 12) score improvement was identified. Three patients had documented hot flashes using the NCI CTCAE flowsheet at intervention end, indicating a lack of nurse adherence to documentation.

Implications

Knowledge of hot flashes, modalities of treatment, and documentation in accordance with best practice guidelines, can be increased with nurse education. Nurses as educators can impart knowledge of treatments upon patients to promote adherence to anti-neoplastic therapies, which may be compromised due to the distressing adverse event of hot flashes.