Anterior Cruciate Ligament (ACL) injuries are the most common ligament injuries requiring surgical repair worldwide (Chen et al., 2019).

Provider education to patients receiving care for ACL injuries is varied and inconsistent, leaving patients at an increased risk of short- and long-term complications (Billon, et al. 2017).

Patient education interventions reduce reported pain in post-surgical patients, diminish anxiety, and improve functionality to perform activities of daily living (Reaza-Alarcon & Rodriguez-Martin, 2019).

Methods

Design and Setting
The setting is the Sports Medicine Division of a medium sized, urban community hospital in the Mid-Atlantic region of the United States.

Sample: N=17
Inclusion criteria will be: 1) confirmed anterior cruciate ligament tear, 2) adult patients 18 and older, 3) English speaking, and 4) first time having elective ACL reconstruction.

Measures
The validated survey contained 7 questions that focused on patient satisfaction as it related to education only.

Analysis
Descriptive Statistics via SPSS, and a Fischer’s Exact analysis

Results

Objective: (1) to adapt and implement a preoperative patient education toolkit, (2) to increase patient satisfaction by improving patient education (3) to decrease the number of patient-initiated contacts for topics addressed with education.

Introduction

Conclusions

Preoperative patient education is beneficial and improves patient satisfaction.

The standardized toolkit reduces patient-initiated contacts pertaining to perioperative concerns (-18%).

Patient education is paramount for improving patient outcomes, and improving office workflow.