

# Bridging the Gap: Enhancing Urology Nursing Knowledge Through Targeted Education.

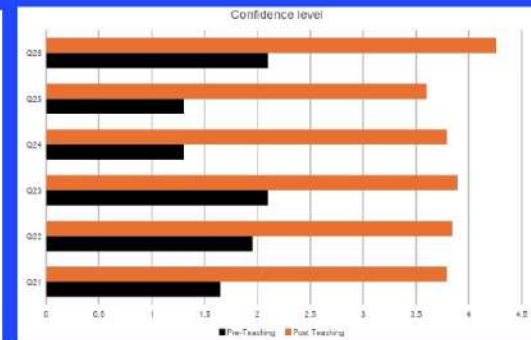
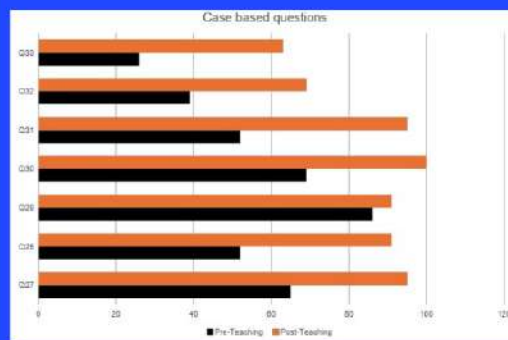
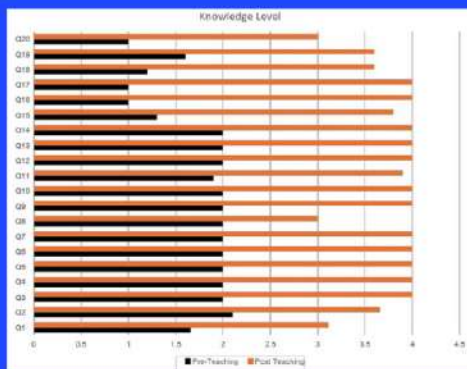
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## Background:

A critical incident highlighted a few significant gaps in knowledge of the nursing staff on the surgical assessment when nursing Urological patients. This incident underscored the urgent need for enhanced education for nursing staff in a surgical assessment area. The audit aimed to evaluate and improve nursing staff's knowledge and confidence in managing common urological conditions and procedures.

## Aims and Objectives:

The primary goal was to enhance nursing competence in urological care, focusing on conditions such as haematuria, urinary retention, and renal colic, as well as safe practices for catheter care and bladder irrigation. Additional objectives included reinforcing assessment principles, identifying red flags, and fostering multidisciplinary learning.



## Methods:

A pre-teaching assessment was conducted using a 32-question questionnaire, including case-based MCQs, Confidence assessment completed by 23 nurses. A teaching was conducted targeting the deficient areas including knowledge and skill.

## Results and Recommendations:

Post-teaching assessments showed remarkable improvements: knowledge scores increased to an average of 4/5, confidence levels nearly doubled, and MCQ scores improved significantly, particularly among junior staff ( $\geq 2$ -fold increase).

## Recommendations:

In future, this should be included in regular education sessions, with involvement from the teaching fellows, and engagement of F1 doctors as well as allied healthcare professionals to sustain and broaden the educational impact.

## Conclusion:

Targeted, interactive teaching effectively bridges knowledge gaps in urological nursing, with immediate improvements in competence and confidence. Continuous education and multidisciplinary involvement are essential to maintain high standards of patient safety and care.

