Partners in Nursing (PIN): A Service and Education Project to Enhance Safety and Quality within a Complex Work Environment

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Improving the Human Condition
Objectives

- Identify contributing factors to the challenge that today’s new graduate faces in clinical practice
- Discuss the purpose of PIN project
- Describe innovative learning activities that can enhance the readiness and transition of senior nursing students to their role of new graduate nurse
- Examine emerging outcomes related to knowledge, quality and safety as experienced by PIN participants
Background & Significance

“To Err is Human: Building a Safer Health System”

-Institute of Medicine (1999)
"98,000 people lose their life annually due to hospital and health professional errors. Overnight patient safety became a major focus of every healthcare organization (HCO), and the orientation shifted from a blame culture in HCOs to a systems approach focused on cultures of safety."

-Institute of Medicine (1999)
Background & Significance

● Crossing the Quality Chasm: A New Health System for the 21st Century (2001)

● Health Professions Education: A Bridge to Quality (2003)


● Identifying and Preventing Medication Errors (2007)
Competencies:
- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
- Informatics

Contributing Factors:
*Quality Safety Education for Nurses (QSEN)*

-Cronenwett et al. (2007)
Contributing Factors: Cognitive work

Findings noted:
“High # of cognitive shifts and interruptions” (p. 327)

-Potter et al. (2005)
Cognitive Work: Example of a Link Analysis

See:

Conducted focus group interviews with medical-surgical nurses with findings of:

Nurses “did not, or were not able to, provide all of the nursing care that patient’s needed,” (p. 307).
“What nurses experience when expected to assume additional unplanned responsibilities while simultaneously conducting their multiple responsibilities in a condensed time frame,” (p. 88).
Nursing workforce

- 800,000 nurses short nationally by 2020
- In SD, by 2015 - 800 nurses short
  by 2020 - 1800 nurses short
  - White (2009)
- Priority for nursing workforce, leaders and policy makers
  - Kimball & O’Neil (2001)
- Global challenge

“The War for Talent”

“The War for Talent”

-Nurse faculty workforce

- Salaries
- Clinical business
- Schedules
- Requirements
  (teaching, clinical competence, service and research)

- Proto & Dzurec (2009)
The graying of nursing is impacting both nurses and nursing faculty.

- Practicing nurse average age: 42.3 (1996) vs. 46.8 (2004)
- Average age of nursing faculty: 51.6
- Faculty typically retire at 62.5
  - Declining years left to teach

“The War for Talent”


-Hinshaw (2008); Allen (2008)
Retention

Rushed & inadequate orientation of the new graduate leads to retention issues.

Clare, Longson, Glover, Schubert, & Hofmeyer (1996); Ellerton & Gregor (2003); Kapborg & Fischborg (1998)

“The War for Talent”
“The Perfect Storm”

- Focus on time
- Wireless tech & thought processes
- Robotic workforce vs. valued employees
- Four generations
- Generation Y

-Yoder-Wise (2007)
Our challenge: How Do We Navigate the Storm?

Studies point toward the need to reshape:

- how nurses learn about their role
- work within a challenging environment and
- making decisions that are sound and safe for patient
Purpose of PIN

- To provide an accelerated learning experience for aspiring nurses that is jointly supported by education and practice partners to augment the transition from academia to service.
Our Focus

- Building Confidence
- Developing Sound Clinical Judgment
Confidence

“A feeling or consciousness of one’s power or of reliance on one’s circumstances...a faith or belief that one will act in a right, proper, or effective way...the quality or state of being certain.”

Clinical Judgment

- An “interpretation or conclusion about a patient’s needs, concerns, or health problems, and/or the decision to take actions (or not), use or modify standard approaches, or improvise new ones deemed appropriate for the patient’s response.”

-Tanner, 2006, p. 204
Tanner Model of Clinical Judgment

See:
Project Description

- Fall Semester - introduction to senior students
- Candidate interview and selection process
- Employment
- Spring Semester
  - enhanced course
  - blend of education and practice support
Collaborative Course

**Syllabus:**
- Course objectives
- Sub-objectives individualized to the PIN experience
- Emphasis on quality and safety
- Focus on quality measures, care bundles, National Patient Safety Goals (NPSGs)
Innovative Learning Activities

Course sub-objective:
- Explore measures to assure patient safety and quality of care

Course learning activity:
- Describe an instance in which your actions or those of your preceptor reflected a National Patient Safety Goal (NPSG).
Innovative Learning Activities

Course sub-objective:
- Explore the management of care and priority setting for a group of patients

Course learning activity:
- Discuss with your preceptor what resources are available to support individual plans of care
Innovative Learning Activities

Course sub-objective:
- Explore the provision for continuity of care from one setting to another

Related learning activity:
- Identify a successful hand-off that you were part of or observed and describe what factors were most important in achieving that success
Innovative Learning Activities

Biweekly dialogue sessions:

- Reflection
- Debriefing
- Topic of discussion
Emerging Outcomes

- Deepening knowledge base
- Appreciation for quality
- Commitment to safety
- Enhanced confidence, competence, and clinical judgment
- “Finding voice in quality-safety related decision-making…”
Emerging Outcomes

- PIN presentations

Acute Myocardial Infarction Quality Measure
Emerging Outcomes

- PIN presentations

ZAP the VAP!
Sanford Health’s Ventilator Bundle
Emerging Outcomes

- PIN presentations

Disease-Specific Care:
Standardized STROKE Performance Measurement
Asthma and Education

*PIN presentations*

**Lessons Learned:**

- education vs. effective education
- education must be individualized
- “teach-back” works
Emerging Outcomes

• PIN presentations

Pneumonia
Applied Quality Measures
Sanford USDNC
Emerging Outcomes

- Building of community spirit
  - partnerships at multiple levels
- Remodeling opportunities for mentorships
  - professional development
  - life long learning
- Workforce development
  - recruitment and retention
Project Impact

- Finding voice in quality-safety related decision-making...
“Quality healthcare through collaboration and shared vision.”

-Proto & Dzurec, 2009, p. 92
Questions?
References


References

