An Infusion of Quality and Safety - STAT!

“Quality is not an act, it is a habit.”

Aristotle

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Goals

- Improve Student’s nursing practice
- Promote implementation of patient safety standards into skills lab practice
- Exposed students to error and near missed reporting
- Provide a lived quality improvement experience
- Provide students with data to complete a root analysis
- Incorporate the EMR into skills lab practice

Educating Nurses

http://fragilemouse.blogspot.com/2010/06/multi-tasking-oprah-was-right.html

http://www.crttbuzzbin.com/category/health-hospitals/*
Applied for & received in-house mini grant

Developed support materials

Rolled out program

Completed first QI analysis
ERROR
**Program Overview**

- A QI initiative based on NHPS Goals
- Occurrences are recorded during practice, skills testing, and simulations.
- Students document occurrences by category during practice.
- Students complete an occurrence report if an event occurs during simulation or testing.
- Nursing leadership/management students complete analysis of occurrences in small teams.
- Analysis reports are relayed to faculty.

### Occurrence:

<table>
<thead>
<tr>
<th>Occurrence:</th>
<th>Check the box that best corresponds to your occurrence:</th>
<th>Check box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes at least two patient identifiers prior to all interventions</td>
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<tr>
<td>Labels all medications drawn up in a syringe</td>
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<tr>
<td>Adheres to sterile procedure during all sterile dressing changes including central lines</td>
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<tr>
<td>Adheres to aseptic technique when drawing blood from a central line</td>
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<tr>
<td>Adheres to CDC hand washing guidelines including:</td>
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<tr>
<td>Wears no artificial nail or nail extenders</td>
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<tr>
<td>Nails cut to 1/4 inch or less</td>
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<tr>
<td>Washes visibly dirty hands with soap and water</td>
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<tr>
<td>Decontaminates hands routinely - before and after patient contact, before donning gloves, after contact with equipment in the vicinity of the patient, after removing gloves, before and after eating, and after using the restroom</td>
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<tr>
<td>Adheres to proper hand washing techniques:</td>
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<tr>
<td>Alcohol based rubs - applies to palm and rubs hands together covering all surfaces until dry</td>
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<tr>
<td>Soap and Water - applies water then soap, rubs hands covering all surfaces for at least 15 seconds, rinses and dries thoroughly</td>
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<tr>
<td>Removes gloves after caring for a patient and/or when moving between contaminated area on the patient</td>
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<tr>
<td>Preventing urinary tract infections:</td>
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<tr>
<td>Adheres to procedure during indwelling catheter insertion</td>
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</tr>
<tr>
<td>Secures indwelling urinary catheters for unobstructed flow/drainage</td>
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<tr>
<td>Maintains sterility of urine collection system</td>
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<tr>
<td>Adheres to patient safety criteria including:</td>
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<tr>
<td>Assures bed in a low and locked position prior to leaving the bedside</td>
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<tr>
<td>Appropriately sets bed rails</td>
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<tr>
<td>Assuring the call light is within reach of the patient prior to leaving the bedside</td>
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<tr>
<td>Assuring safe and quality communication including:</td>
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<tr>
<td>Identifies self and role prior to any patient interventions</td>
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<tr>
<td>Communicates abnormal lab values to the appropriate party in a timely manner</td>
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<tr>
<td>Appropriately monitor pain including:</td>
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<tr>
<td>Assesses pain prior to intervention</td>
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<tr>
<td>Assesses pain post intervention</td>
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<tr>
<td>Appropriately manages anticoagulation therapy including:</td>
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<tr>
<td>Checks INR prior to administering Warfarin</td>
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<tr>
<td>Places all heparin infusions on an IV pump.</td>
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</tbody>
</table>

Identify anything that impacted your ability to successfully complete the skill that was:

**Environmental:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Related to equipment:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify steps you will take to be successful with retesting:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Safety

Knowledge:
• Delineate general categories of errors and hazards in care
• Describe processes used in understanding causes of error and allocation of responsibility and accountability

Skills:
• Use an error reporting systems
• Participate in analyzing errors and designing system improvements.
• Engage in root cause analysis rather than blaming

Attitudes:
• Value own role in preventing errors
• Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team
Quality Improvement (QI)

Skills:
- Use tools to make processes of care explicit
- Participate in a root cause analysis

Attitudes:
- Appreciate that continuous QI is an essential part of healthcare
- Value contributions to outcomes of care in local care settings
- Value measurement and its role in good patient care
Tools

• Brochure
• Procedure Manual
• Occurrence sheets
• Signs
### 2011 Hospital National Patient Safety Goals

The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

<table>
<thead>
<tr>
<th>National Patient Safety Goals</th>
<th>Criteria</th>
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</table>
| Identifies patients correctly (NPSG.01.01.01)                     | • Uses at least two methods of patient identification before interventions  
• Make sure the correct patient gets the correct blood              |
| Improves staff communication (NPSG.02.03.01, NPSG.01.03.01)       | • Communicates important test results to the right staff person on time                                                                        |
| Uses medication safely (NPSG.03.02.01, NPSG.03.05.01, NPSG.03.06.01) | • Labels prepared/opened medicines that are not being administered immediately (Immediately = a medication that prepared and administered without a break, or delay, by the preparer)  
• Takes extra care with patients on anticoagulants  
• Records and passes along correct information about a patient’s medications, including comparing home medicines to hospital medications and new medicines, and assuring patient knows medications to take after discharge |
| Prevent infection (NPSG.07.01.01, NPSG.07.03.01, NPSG.07.04.01, NPSG.07.05.01) | • Follows proper hand washing – following guidelines from Centers for Disease Control and Prevention  
• Use evidence based guidelines to prevent infections that are difficult to treat  
• Use evidence based guidelines to prevent infections from central lines  
• Use evidence based guidelines to prevent infections after surgery |
| Identify patient safety risks (NPSG.15.1.01)                      | Identify patients who are a suicide risk                                                                                                          |
| Prevent mistakes in surgery (UP.01.01.01, UP.01.02.01, UP.01.03.01) | • Assure correct surgery is done on correct patient and correct place on body  
• Mark correct place on the patient’s body where the surgery is to be done  
• Pause, “time out”, before surgery, or procedure, to verify correct patient and correct site |
QSEN
Quality and Safety Education for Nurses

Demonstrate comprehensive understanding of the concepts of pain & suffering, including physiologic models of pain and comfort.
- Assess pain pre and post intervention
- Initiate effective treatments to relieve pain & suffering

Communicate care provided and needed at each transition in care

Base individualized care plan on patient values, clinical expertise & evidence

- Demonstrate commitment to team goals
- Solicit input from other team members to improve individual, as well as team, performance
- Initiate actions to resolve conflict

Use quality measures to understand performance
- Participate in analyzing errors & designing system improvements

Seek education about how information is managed in care settings before providing care
- Apply technology & information to support safe patient care
- Navigate, document & plan care in an electronic health record

Use organizational reporting systems for near miss and error reporting

- Demonstrate effective use of technology & standardized practices that support safety & quality
- Demonstrate effective use of strategies to reduce risk of harm
- Use appropriate strategies to reduce reliance on memory
What have we learned?

- Behavior is changing
- The analysis process
- The analysis results
Potential explanation for 3rd semester having a greater incidence than 1st or 2nd:
• First Semester students are over prepared
• 3rd semester students have more opportunities
• Students are not reporting occurrences
• Faculty are not enforcing the process
• Faculty and students could use reminders
Analysis: (Same concerns as practice)

- First Semester students are over prepared
- 3rd semester students have more opportunity
- Students are not reporting occurrences
- Faculty are not enforcing the process
- Faculty and students could use reminders
- Possibly no opportunity for occurrences with pain management, lab reporting or anticoagulation therapy
Adding the EMR

• Developed an in-house excel EMR
• Provides pre-simulation patient data
• Allows students to document care during skills lab and simulations
• Use-to-date minimal, but increasing
Where are we going?

- Reinforcement
- Clinical

http://www.cartoonstock.com/directory/h/hand_washing_gifts.asp