Prepare an 5-6 page paper on the importance of nursing-sensitive quality indicators.

Introduction

The American Nursing Association (ANA) established the National Database of Nursing Quality Indicators (NDNQI®) in 1998 to track and report on quality indicators heavily influenced by nursing action.

NDNQI® was established as a standardized approach to evaluating nursing performance in relation to patient outcomes. It provides a database and quality measurement program to track clinical performance and to compare nursing quality measures against other hospital data at the national, regional, and state levels. Nursing-sensitive quality indicators help establish evidence-based practice guidelines in the inpatient and outpatient settings to enhance quality care outcomes and initiate quality improvement educational programs, outreach, and protocol development.

The quality indicators the NDNQI®monitors are organized into three categories: structure, process, and outcome. Theorist Avedis Donabedian first identified these categories. Donabedian’s theory of quality health care focused on the links between quality outcomes and the structures and processes of care (Grove, Gray, Jay, Jay, & Burns, 2015).

Nurses needs to be knowledgeable about the indicators their workplaces monitor. Some nurses deliver direct patient care that leads to a monitored outcome. Other nurses may be involved in data collection and analysis. In addition, monitoring organizations, including managed care entities, exist to gather data from individual organizations to analyze overall industry quality. All of these roles are important to advance quality and safety outcomes.

The focus of this Assessment is on how informatics support monitoring of nursing-sensitive quality indicator data. You will develop a 5-6 page paper to orient new nurses in a workplace to a single nursing-sensitive quality indicator critical to the organization. Your paper will address how data are collected and disseminated across the organization along with the nurses’ role in supporting accurate reporting and high quality results.

Reference

Grove, S. K., Gray, J. R., Jay, G.W., Jay, H. M., & Burns, N. (2015). *Understanding nursing research: Building an evidence-based practice* (6th ed.). St. Louis, MO: Elsevier.

Demonstration of Proficiency

By successfully completing this assessment, you will demonstrate your proficiency in the course competencies through the following assessment scoring guide criteria:

* Competency 1: Describe nurses’ and the interdisciplinary team’s role in informatics with a focus on electronic health information and patient care technology to support decision making.
  + Describe the interdisciplinary team’s role in collecting and reporting quality indicator data to enhance patient safety, patient care outcomes, and organizational performance reports.
* Competency 3: Evaluate the impact of patient care technologies on desired outcomes.
  + Explain how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports.
* Competency 4: Recommend the use of a technology to enhance quality and safety standards for patients.
  + Justify how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes.
* Competency 5: Apply professional, scholarly communication to facilitate use of health information and patient care technologies.
  + Deliver a professional and effective audio tutorial on a selected quality indicator that engages new nurses and motivates them to accurately report quality data in a timely fashion.
  + Follow APA style and formatting guidelines for citations and references.

Preparation

To successfully prepare for your assessment, you will need to complete the following preparatory activities:

* Select a single nursing-sensitive quality indicator that you see as important to a selected type of health care system.
* Conduct independent research on the most current information about the selected nursing-sensitive quality indicator.
* Interview a professional colleague or contact who is familiar with quality monitoring and how technology can help to collect and report quality indicator data. You do not need to submit the transcript of your conversation, but do integrate what you learned from the interview into the audio tutorial. Consider these questions for your interview:
  + What is your experience with collecting data and entering it into a database?
  + What challenges have you experienced?
  + How does your organization share with the nursing staff and other members of the health care system the quality improvement monitoring results?
  + What role do bedside nurses and other frontline staff have in entering the data? For example, do staff members enter the information into an electronic medical record for extraction? Or do they enter it into another system? How effective is this process?

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Instructions

For this assessment, imagine you are a member of a Quality Improvement Council at any type of health care system, whether acute, ambulatory, home health, managed care, et cetera. Your Council has identified that newly hired nurses would benefit from comprehensive training on the importance of nursing-sensitive quality indicators. The Council would like the training to address how this information is collected and disseminated across the organization. It would also like the training to describe the role nurses have in accurate reporting and high-quality results.

The Council indicates a recording is preferable to a written fact sheet due to the popularity of audio blogs. In this way, new hires can listen to the tutorial on their own time using their phone or other device.

As a result of this need, you offer to create an audio tutorial orienting new hires to these topics. You know that you will need a script to guide your audio recording. You also plan to incorporate into your script the insights you learned from conducting an interview with an authority on quality monitoring and the use of technology to collect and report quality indicator data.

You determine that you will cover the following topics in your audio tutorial script:

Introduction: Nursing-Sensitive Quality Indicator

* What is the NDNQI®?
* What are nursing-sensitive quality indicators?
* Which particular quality indicator did you select to address in your tutorial?
* Why is this quality indicator important to monitor?
  + Be sure to address the impact of this indicator on quality of care and patient safety.
* Why do new nurses need to be familiar with this particular quality indicator when providing patient care?

Collection and Distribution of Quality Indicator Data

* According to your interview and other resources, how does your organization collect data on this quality indicator?
* How does the organization disseminate aggregate data?
* What role do nurses play in supporting accurate reporting and high-quality results?
  + As an example, consider the importance of accurately entering data regarding nursing interventions.
* References: Cite a minimum of three scholarly and/or authoritative sources.
* APA: Submit along with the recording a separate Reference page that follows APA style and formatting guidelines. For an APA refresher, consult the [APA Style and Format](https://campustools.capella.edu/redirect.aspx?linkid=1540) page on Campus.

Informatics and Nursing Sensitive Quality Indicators Scoring Guide. Please follow rubric and include all sections in paper.

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Describe the interdisciplinary team’s role in collecting and reporting quality indicator data to enhance patient safety, patient care outcomes, and organizational performance reports. | Does not describe the interdisciplinary team’s role in collecting and reporting quality indicator data to enhance patient safety, patient care outcomes, and organizational performance reports. | Identifies but does not describe the interdisciplinary team’s role in collecting and reporting quality indicator data. | Describes the interdisciplinary team’s role in collecting and reporting quality indicator data to enhance patient safety, patient care outcomes, and organizational performance reports. | Describes in a professional manner the interdisciplinary team’s role in collecting and reporting quality indicator data to enhance patient safety, patient care outcomes, and organizational performance reports. Offers valuable insight into the impact of the interdisciplinary team on data collection. |
| Explain how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports. | Does not explain how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports. | Explains at a cursory level how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports. | Explains how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports. | Provides a comprehensive, professional, and academic explanation for how a health care organization uses nursing-sensitive quality indicators to enhance patient safety, patient care outcomes, and organizational performance reports. |
| Justify how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes. | Does not justify how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes. | Describes but does not justify how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes. | Justifies how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes. | Provides a comprehensive and scholarly justification for how a nursing-sensitive quality indicator establishes evidence-based practice guidelines for nurses to follow when using patient care technologies to enhance patient safety, satisfaction, and outcomes. |
| Deliver a professional and effective audio tutorial on a selected quality indicator that engages new nurses and motivates them to accurately report quality data in a timely fashion. | Does not deliver a professional, effective audio tutorial on a selected quality indicator that engages new nurses and motivates them to accurately report quality data in a timely fashion. | Delivers an audio tutorial on a selected quality indicator, but the tutorial lacks purpose, coherence, or focus or has technical issues that distract from the presentation. | Delivers a professional and effective audio tutorial on a selected quality indicator that engages new nurses and motivates them to accurately report quality data in a timely fashion. | Delivers a polished, professional, and effective audio tutorial on a selected quality indicator that engages new nurses and motivates them to accurately report quality data in a timely fashion. The presentation is appropriate for the audience and is well supported by error-free slides that enhance key points and adhere to visual design best practices. Adheres to all applicable disciplinary and scholarly writing standards, including APA-formatted citations. |
| Follow APA style and formatting guidelines for citations and references. | Does not follow APA style and formatting guidelines for citations and references. | Partially follows APA style and formatting guidelines for citations and references. | Follows APA style and formatting guidelines for citations and references. | Follows APA style and formatting guidelines for citations and references with flawless precision and accuracy. |

Resources: Nursing Quality Databases

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* + [National Database of Nursing Quality Indicators.](https://nursingandndnqi.weebly.com/ndnqi-indicators.html) (n.d.). Retrieved from https://nursingandndnqi.weebly.com/ndnqi-indicators.html
  + U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). [Quality improvement and monitoring at your fingertips.](https://www.qualityindicators.ahrq.gov/) Retrieved from https://www.qualityindicators.ahrq.gov

Resources: ANA Documentation Standards

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* [PRINT](javascript:window.print())
  + Connolly, D., & Wright, F. (2017). [The nursing quality indicator framework tool.](http://library.capella.edu/login?url=https://search-proquest-com.library.capella.edu/docview/1929851896?accountid=27965) *International Journal of Health Care Quality Assurance*,*30*(7), 603–616.
    - This paper presents a nursing quality indicator (NQI) framework using multiple approaches that provides a comprehensive reporting mechanism for nursing care.
  + Lavin, M. A., Harper, E, & Barr, N (2015). [Health information technology, patient safety, and professional nursing care documentation in acute care settings.](http://library.capella.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=103805627&site=ehost-live&scope=site) *Online Journal of Issues in Nursing*, *20*(2), 6.
    - This study attempts to better understand staff nurses’ perspectives, reflections, and recommendations for improving patient record documentation and documentation technology and encourages nurses to develop informatics skills.

Resources: Quality Indicator Frameworks

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* [PRINT](javascript:window.print())
  + MacDonald, V., Maher, A. B., Mainz, H., Meehan, A. J., Brent, L., Hommel, A., . . . Sheehan, K. J. (2018). [Developing and testing an international audit of nursing quality indicators for older adults with fragility hip fracture.](http://library.capella.edu/login?url=http://ovidsp.ovid.com.library.capella.edu/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006416-201803000-00005&LSLINK=80&D=ovft) *Orthopaedic Nursing*, *37*(2), 115–121.
    - This article examines an audit process created to identify the extent to which accepted nursing quality care indicators for older adults are reflected in acute care policies and protocols.
  + Ju, Q. -Y., Huang, L. -H., Zhao, X. -H., Xing, M. -Y., Shao, L. -W., Zhang, M. -Y., & Shao, R. -Y. (2018). [Development of evidence‐based nursing‐sensitive quality indicators for emergency nursing: A Delphi study.](https://onlinelibrary-wiley-com.library.capella.edu/doi/full/10.1111/jocn.14256) *Journal of Clinical Nursing*, *27*(15–16), 3008–3019.
    - This article reports on the efforts to establish evidence-based nursing‐sensitive quality indicators for emergency nursing in China.
  + Rahn, D. J. (2016). [Transformational teamwork: Exploring the impact of nursing teamwork on nurse-sensitive quality indicators.](http://library.capella.edu/login?url=http://ovidsp.ovid.com.library.capella.edu/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001786-201607000-00011&LSLINK=80&D=ovft) *Journal of Nursing Care Quality*, *31*(3), 262–268.
    - This study investigates the relationship between nursing teamwork and NDNQI® outcomes, including pressure ulcers, falls, and catheter-associated urinary tract infections.
  + van Dishoeck, A. -M., Looman, C. W. N., Steyerberg, E. W., Halfens, R. J. G., & Mackenbach, J. P. (2016). [Performance indicators; the association between the quality of preventive care and the prevalence of hospital‐acquired skin lesions in adult hospital patients.](https://onlinelibrary-wiley-com.library.capella.edu/doi/full/10.1111/jan.13044) *Journal of Advanced Nursing*, *72*(11), 2818–2830.
    - This study explores the relationship between the occurrence of pressure ulcers or incontinence dermatitis and the quality of preventative care.