

- Prepare an 8-10 minute audio training tutorial (video is optional) for new nurses on the importance of nursing-sensitive quality indicators. As you begin to prepare this assessment you are encouraged to complete the Conabedian Quality Assessment Framework activity. Quality healthcare delivery requires systematic action. Completion of this will help you succeed with the assessment as you consider how the triad of structure (such as the hospital, clinic, provider qualifications/organizational characteristics) and process (such as the delivery/coordination/education/protocols/practice style or standard of care) may be modified to achieve quality outcomes. 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 must 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 Assessment 4 is on how informatics support monitoring of nursing-sensitive quality indicator

data. You will develop an 8–10 minute audio (or video) training module to orient new nurses in a workplace to a single nursing-sensitive quality indicator critical to the organization. Your recording 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

This assessment requires you to prepare an 8–10 minute audio training tutorial (with optional video) for new nurses on the importance of nursing-sensitive quality indicators. 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?

- Watch the [Informatics and Nursing-Sensitive Quality Indicators Video Exemplar](#).
- Recording Your Presentation
To prepare to record the audio for your presentation, complete the following:
 - Set up and test your microphone or headset using the installation instructions provided by the manufacturer. You only need to use the headset if your audio is not clear and high quality when captured by the microphone.
 - Practice using the equipment to ensure the audio quality is sufficient.
 - Review the for Kaltura to record your presentation.
 - View [Creating a Presentation: A Guide to Writing and Speaking](#). This video addresses the primary areas involved in creating effective audiovisual presentations. You can return to this resource throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.
- Notes:
 - You may use other tools to record your tutorial. You will, however, need to consult [Using Kaltura](#) for instructions

on how to upload your audio-recorded tutorial into the courseroom, or you must provide a working link your instructor can easily access.

- You may also choose to create a video of your tutorial, but this is not required.
- If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

● 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.
- After completing your script, practice delivering your tutorial several times before recording it.

Additional Requirements

- Audio communication: 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.
- Length: 8–10 minute audio recording. Use Kaltura to upload your recording to the courseroom, or provide a working link your instructor can access.

- 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](#) page on Campus.
- Portfolio Prompt: Save your presentation to your ePortfolio. Submissions to the ePortfolio will be part of your final Capstone course.
- SCORING GUIDE
Use the scoring guide to understand how your assessment will be evaluated.

[VIEW SCORING GUIDE](#)

Resources: Nursing Quality Databases

- - National Database of Nursing Quality Indicators. (n.d.). [NDNQi nursing-sensitive indicators](https://nursingandndnqi.weebly.com/ndnqi-indicators.html). Retrieved from <https://nursingandndnqi.weebly.com/ndnqi-indicators.html>
 - Please note the acronym for the Joint Commission is now TJC.
 - 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

- - Connolly, D., & Wright, F. (2017). [The nursing quality indicator framework tool](#). *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](#). *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

- - 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.](#) *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.](#)
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.](#) *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

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- in adult hospital patients.

Journal of Advanced Nursing,
72(11), 2818–2830.

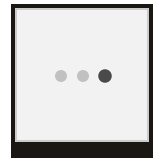
- This study explores the relationship between the occurrence of pressure ulcers or incontinence dermatitis and the quality of preventative care.

Activity: Donabedian Quality Assessment Framework

- DONABEDIAN QUALITY ASSESSMENT FRAMEWORK
- Click the linked Donabedian Quality Assessment Framework title above to complete an activity that provides an opportunity for you to consider how the triad of structure (such as the hospital, clinic, provider qualifications/organizational characteristics) and process (such as the delivery/coordination/education/protocols/practice style or standard of care) may be modified to achieve quality outcomes.

Below is the activities :

Donabedian Quality Assessment Framework



- Questions

Introduction

Donabedian's Quality Assessment framework focuses on health, the subject of care (the patient), and the provider of care. This theory looks at a triad of:

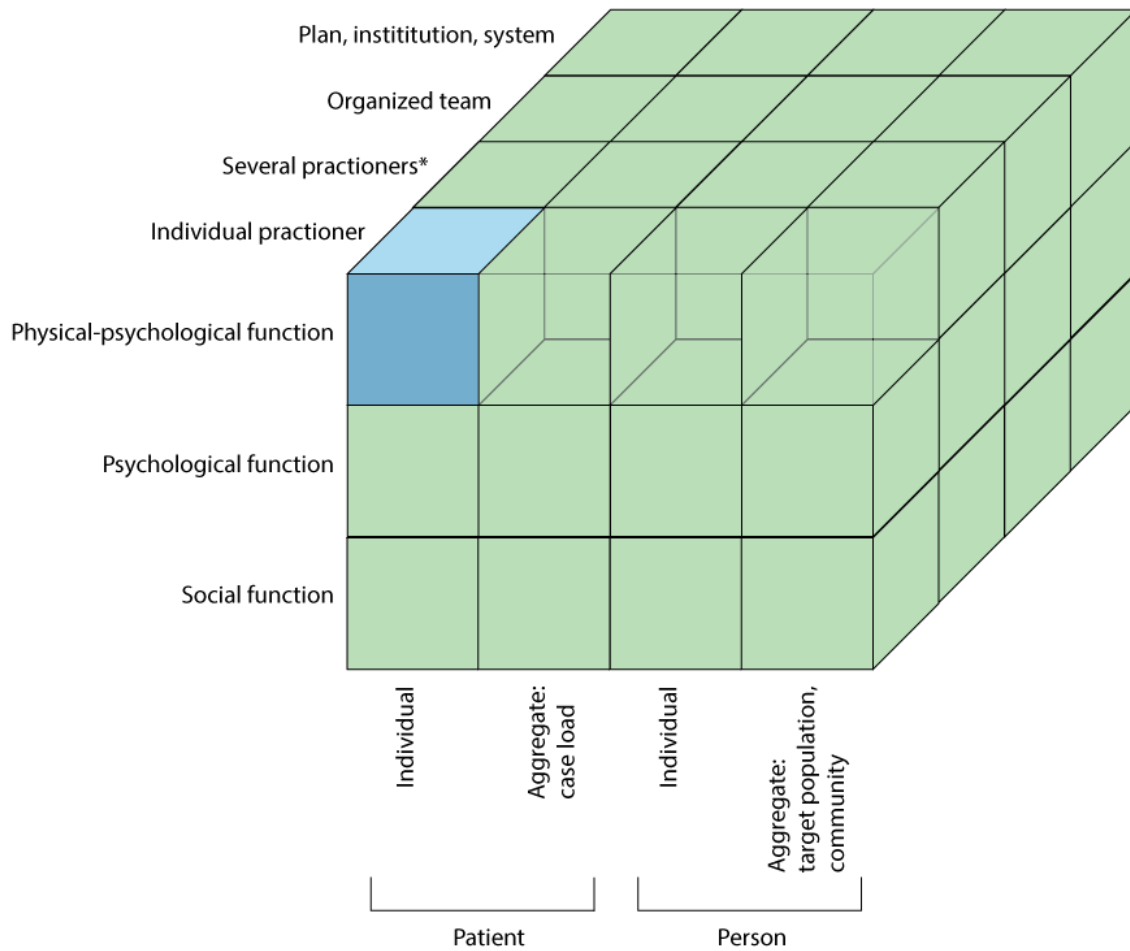
- Structure, such as the hospital, clinic, provider qualifications or organizational characteristics.
- Process, such as the delivery, coordination, education, protocols, practice style, or standard of care.
- Outcomes.

The structures enhance the process that will be used to achieve the quality improvement outcome, which may be either intermediate (that is, simultaneous or short-term) or long-term. In some instances, the care process may not accurately reflect the outcome measure. When the outcome is not achieved, something has occurred in the structure and/or process, or the outcome needs to be evaluated over a longer time period.

Nurses can use this theory as a way to improve quality of care, patient care outcomes, and patient satisfaction by looking at the Nursing Sensitive Quality Indicators.

Three Functions

This figure represents the relationship between the structure (health care providers and organization) and factors that need to be considered to come together to achieve a desired outcome. Patients, providers, and regulators may not have the same view of what health is as an outcome or a behavior. Each may have different reasons for measuring quality outcomes, so the patient, provider, and health need to be viewed as individual energies to achieve the outcome. Three functions are considered: Social, psychological, and physical-psychological.



*Of the same profession or of differnet professions

Example

Consider a nursing sensitive indicator, such as a pressure ulcer. Perhaps the protocol to prevent pressure ulcers was adhered to, but the patient still gets a pressure ulcer. The nurse, patient, and provider need to look objectively at what happened and what needs to be accomplished or changed to create a quality outcome (an absence of pressure ulcers). People, places, and dynamics combine to deliver health care.

There are three functions to consider: Social, psychological, and physical-psychological. The nurse needs to consider all three functions when delivering care and measuring

outcomes. The patient's needs and perceptions need to be taken into consideration so that quality outcomes are achieved.

Physical-psychological function:

- How does a pressure ulcer relate to health? Health, patients, and providers would all agree that pressure ulcers are something to be avoided, unlike something like exercising or eating cookies.
- How does a provider (the institution or system) think about a pressure ulcer? That is, how was it acquired? Is it a failure? Is it somebody else's problem? Might it depend on the provider (whether at home or in the hospital)?
- How should nurses (the individual practitioner) think about pressure ulcers?

Social function:

- How might a pressure ulcer impact a person's sense of self and experience of the world?

Psychological function:

- How does a patient think about and experience a pressure ulcer?

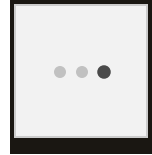
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Donabedian Quality Assessment Framework



- Introduction

Questions

You are the nurse manager in a rapidly growing office-based practice. The office has only one staff member and is not compliant with electronic documentation. The fax and patient charts are in plain view. The average wait time to see the physician is two hours and patients complain that they lose their prescriptions.

Using this information, consider how structure (such as the hospital, clinic, provider qualifications, and organizational characteristics) and process (such as the delivery, coordination, education, protocols, practice style, or standard of care) may be modified to achieve quality outcomes. Then answer the questions below.

Question 1 of 3

What structure issues do you need to consider?

ANS:

Question 2 of 3

What processes need to be modified to effectively deal with these structures?

ANS:

Question 3 of 3

What outcomes are desired? What Nursing Sensitive Quality Indicators are involved?

ANS:

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