Empirical Outcomes: An Autograph for Our Nursing Care

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DISCLOSURE

There are no actual or perceived conflicts of interest.
Learning Objectives

1. The learner will be able to describe the steps to develop nursing empirical outcome measures.
2. The learner will be able to identify aspects of graphic display to best demonstrate empirical outcomes.
Purpose

- To discuss the specific steps necessary to identify, build, describe, and demonstrate success in empirical outcome measurement(s).
- To develop an outline describing the background, problem, goal, methods, participants, and outcome and to select the best metric and proper graphic display to demonstrate empirical outcome achievement(s).
Background

• Current healthcare environment necessitates an awareness to and transparency of safe and quality patient outcomes.
• Empirical outcomes are becoming increasingly important and are an expectation by several accrediting bodies.
• Measurement of empirical outcomes provides greater evidence of nursing care within the healthcare system and across all providers.
Background

• Empirical outcomes and the improvements nurses are able to make through best practices in nursing care, the nurse practice environment, and the patient experience are the autograph of our nursing care.
Empirical Outcomes - Definition

• Empirical is a collective term for the knowledge, evidence, or data acquired by means of the senses, particularly by observation and experimentation. ¹

• Knowledge derived from investigation, observation, experimentation, or experience, as opposed to theoretical knowledge based on logical or mathematical assumptions. ²

• Relying on or derived from observation or experiment:
  1. Verifiable or provable by means of observation or experiment.
  2. Guided by practical experience and not theory, especially in medicine. ³
Step-By-Step Approach

• Empirical outcomes require a deliberate approach to describing and demonstrating improvements in nursing care through an outlined nursing process:
  – Background (assessment);
  – Problem (diagnosis);
  – Desired goal;
  – Intervention(s); and
  – Evaluation (outcomes).
Step-By-Step Approach

• The goal statement is essential and indicates where the project started and its initial direction.
• The goal statement should reflect a measurable and desired goal attainment and match the quantitative data measurement used.
• Empirical outcomes require pre- and post-data to demonstrate excellence.
• Data is evidence of enculturated structures and processes and subsequent sustainment of interventions as the achieved outcome.
Step-By-Step Approach

- Pre-data is required to validate that a problem existed prior to the implementation of an intervention or practice change.
- Each intervention described must have a minimum of three post-data points to demonstrate the effectiveness of the interventions and sustainability of improvement(s).
- Development of clear and readable graphs depicting all required information is key to demonstrating successful achievement(s).
Example- Clinical Practice

• **Background-** Catheter-associated urinary tract infections (CAUTIs) are a known risk associated with the use of indwelling catheters and especially in the critical care setting.

• **Problem-** At Children’s National CAUTI rates in the Pediatric Intensive Care Unit (PICU) reached a high of nine patients in the first two quarters of 2012 (January- July 2012).
Example- Clinical Practice

• Goal- To decrease the rate of CAUTIs in the PICU per quarter from 4.06 per 1,000 catheter days to equal to or less than 2.00 per 1,000 catheter days.

• Intervention(s)-
  – Unit-based Nursing Quality Team
  – Collaboration with Infection Control Department
  – Nursing and Ancillary Staff Catheter Care Education
  – Biweekly Foley Catheter Rounds & Audits
  – Daily Patient Goal Sheet
  – Daily Patient-Family Interdisciplinary Rounds
Example 1. EP20EO AN IMPROVEMENT IN PATIENT SAFETY RESULTING FROM NURSES’ INVOLVEMENT IN EVALUATING DATA AT THE UNIT LEVEL

Pediatric Intensive Care Unit (PICU)
Reducing the Incidence of CAUTIs
CY2012 Q3- CY2013 Q4

This graph demonstrates a decrease in the rate of CAUTIs in the PICU per quarter from 4.06 per 1,000 catheter days to equal to or less than 2.00 per 1,000 catheter days.
Example- Nurse Practice Environment

• Background- Inpatient Psychiatry Units function as a milieu therapy setting as well as require nurses to be specially trained in rendering care to patients with very individualized needs such as those with Autism Spectrum Disorder (ASD) whose aggression towards others may manifest itself through pushing, shoving, spitting, punching, and punching.

• Problem- The Inpatient Psychiatry Units at Children’s National had a notable increase in admissions of patients with ASD which unfortunately led to an increase in nurse injury.
Example- Nurse Practice Environment

- Goal- To decrease the number of incidents of nurse injury per quarter from 3 to 1 or less.
- Intervention(s)-
  - Two Crisis & Autism Management Trainers
  - Grant Funding
  - Nurse and Ancillary Crisis & Autism Management Training
Example- Nurse Practice Environment

Example 1. EP18EO IMPROVED WORKPLACE SAFETY FOR NURSES

Decrease in Nurse Injuries Related to Caring for Patients with Autism Spectrum Disorder (ASD) in Child and Adolescent Psychiatry Units
CY2012 Q2 - CY2014 Q4

The graph demonstrates a decrease in the number of incident reports filed related to nurse injuries per quarter from 3 to 1 or less.
Example- Patient Experience

• Background- Children’s National encourages and supports nurses at all levels and settings to become active members of professional organizations, such as APHON membership for heme/onc nurses.

• Problem- The heme/onc nurses recognized that families of children/adolescents newly diagnosed with cancer are challenged to learn the knowledge and skills needed to care for their ill child at home; and that effective teaching and discharge planning, begun at admission, facilitate safe care following discharge.
Example - Patient Experience

• Goal- To increase the mean score for patient and family satisfaction with the Press Ganey Question: “Felt ready for child’s discharge” per quarter from 85% to equal to or greater than 90%.

• Intervention(s)-
  – Road to Home
  – Patient-Family Centered Visual Aid (Game Board)
  – Education Cart & Documentation Checklist
  – Discharge Toolkit
Example 1. SE2EO EXAMPLE OF IMPROVEMENT DUE TO CLINICAL NURSES’ PARTICIPATION IN PROFESSIONAL ORGANIZATIONS

Hematology/Oncology/Bone Marrow Transplant Unit (HOCU), Press Ganey Patient Satisfaction
"Felt ready for your child’s discharge"
CY12 Q3 - CY13 Q4

The graph demonstrates an increase in patient satisfaction mean scores for the Press Ganey Question: "Felt ready for your child's discharge" per quarter from 85% to equal to or greater than 90%.
Questions
Presenters’ Contact Information

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References

