

# Capital District Nursing Research Alliance 7<sup>th</sup> Annual Conference: “Improving Patient Safety and Quality”

April 27<sup>th</sup>, 2011 8am – 4pm

Hosted by the Capital District Nursing Research Alliance &  
New York State Nurses Association

At The New York State Nurses Association Conference Center  
11 Cornell Road, Latham, NY 12110

## Conference Objectives

**Carole Kenner, DNS, RNC, FAAN**

**Forces of Magnetism, IOM and Academia: Opportunity for Collaboration**

1. Discuss the 5 core competencies for healthcare professions.

1. Five Core Competencies
  - a. Patient-Centered Care
  - b. Interdisciplinary Teams
  - c. Evidence-Based Practice
  - d. Quality Improvement
  - e. Informatics

2. Describe the relationship among the Forces of Magnetism, IOM core competencies, and Academia.

1. Forces of Magnetism
2. Failure to Rescue as example of convergence of forces and IOM
3. Key IOM Quality Reports
4. Nursing Education Reports
  - a. Key messages for academe
  - b. Use of simulation
  - c. Clinical Reasoning
5. How does academe incorporate forces, IOM, and nursing education reports into curricula

**Lynda J. Dimitroff, PhD, BSN, RN, CHES**  
**Nursing Research, Evidence-based Practice and Quality Improvement: A Differential Diagnosis.**

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| 1. Define nursing research, evidence-based practice, and quality improvement | <ul style="list-style-type: none"><li>• Define nursing research</li><li>• Define EBP</li><li>• Define QI</li></ul>   |
| 2. Discuss the nurses role in each area; and,                                | <ul style="list-style-type: none"><li>• Discuss the nurses role in NR</li><li>• Discuss the nurses role in EBP</li><li>• Discuss the nurses role in QI</li></ul>           |
| 3. Differentiate among nursing research, EBP, and QI                         | <ul style="list-style-type: none"><li>• Compare and contrast NR &amp; EBP</li><li>• Compare and contrast EBP &amp; QI</li><li>• Compare and contrast NR &amp; QI</li></ul> |

**Panel Discussion to Showcase Local Experience**  
**Using Technology to Improve Empirical Outcomes Across the Continuum**

**Seton**

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| 1. Learner will be able to clearly understand the advantages to an Electronic Medication Record (eMAR) | <ul style="list-style-type: none"><li>• Review reasons for moving forward with eMAR</li><li>• Overview of the advantages Seton Health found with implementation of eMAR</li></ul> |
| 2. Learner will understand challenges that may occur with an eMAR implementation                       | <ul style="list-style-type: none"><li>• Review of challenges that Seton Health encountered before, during and after implementation</li></ul>                                      |

**St. Peter's health Care Services**

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| 1. After completing this offering the participant will be able to identify four processes used in clinical transformation and quality initiatives | The offering will provide an overview of the processes utilized at a 480 bed acute care facility to achieve clinical transformation and quality including: <ul style="list-style-type: none"><li>1. Why do we need a clinical transformation and quality?</li><li>2. Where are we driving healthcare?</li><li>3. How can we support our staff ?</li><li>4. What is the role of IT in supporting clinical transformation and quality initiatives?</li></ul> |
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## **Stratton VA Medical Center**

1. At the end of this presentation, the learner will be able to state understanding of how nurses are using informatics in the VA Medical Center.

- Current state of how nursing utilizes the power of the EMR.
- Current overview of nursing informatics in the Albany VA Medical Center.

## **Ellis Medicine**

1. At the completion of this segment, the learner will be able to identify one example of the use of information technology to improve a clinical outcome at Ellis Medicine

- Discuss how reports available from the electronic medication administration system have been used to improve care

## **NYSQSEN Research Presentation Marilyn Stapleton, PhD, RN**

1. State the background, purpose and literature review for the study

- Describe the QSEN competencies
- Discuss the development of the QSEN competencies
- Describe the state of the science related to the adoption of the QSEN competencies that framed the study

2. List the study questions and describe the methodology used in the study

- List the five research questions
- Describe the study sample, method used to obtain the sample, human subjects protection, survey tool, online request, permission from the Presidents of the AD and BS Councils in NY State.

3. Identify key findings from the study and compare findings, where indicated, with the 2007 study

- Demographic data
- Results from the data that answer the 5 research questions
- Comparison of 2007 and 2010 study results

4. Discuss implications for education from study findings

- High rate of adoption of the competencies as a whole
- The competencies that were rated lower by faculty for expertise to teach
- Need for more content in informatics, quality improvement and evidence-based practice

5. Describe the limitations and the next steps

- Lack of availability of the QSEN competencies in the 2007 study vs. the 2010 study

6. Questions

- Focus group data
- Sample size
- Next steps: focus group results, publication

**Carole Kenner, DNS, RNC, FAAN**  
**How do we Keep the Caring?**

1. Discuss how nursing care is key to patient safety and quality.
  2. Describe the relationship between the newest nursing reports and need to recognize the critical element of care.
1. High Tech? High Touch? Nursing?
  2. Patient-Centered Care
  3. Improving Patient Outcomes
1. Futures Report
  3. Safety
  4. Affordable Care Act
  5. NDNQI Data
  6. Connectivism
  7. Nursing as Core of Care