THE INSTITUTE FOR PATIENT CARE

Advancing organizational interdisciplinary initiatives...

Gaurdia Banister, RN, PhD, NEA-BC, FAAN

Executive Director
Overview

The Institute for Patient Care consists of a collaborative of centers, programs and initiatives designed to lead and support excellence in interdisciplinary clinical work in Patient Care Services and throughout the MGH.

Mission

The mission of The Institute is to support and create new directions for professional development, to ensure that patients and families are educated consumers of care, and to generate, disseminate and integrate research in delivering evidence-based practice with the ultimate goal of providing safe, timely, efficient, cost-effective, high quality care.
Focus is on the development and utilization of knowledge to improve patient care and optimize professional nursing practice.

www.mghpcs.org/MunnCenter

Focus is on bringing teams together to identify opportunities, estimate the impact of change, and to construct innovations.

www.mghpcs.org/Innovation

Focus is on providing the highest quality patient education and consumer health information services to MGH patients, families and staff.

www.massgeneral.org/PFLC

Focus is on the dissemination and utilization of knowledge for the attainment of safe, effective and competent patient and family centered nursing practice.

www.mghpcs.org/KnightCenter
Initiatives

- Awards and Recognition Program
- Clinical Affiliations
- Clinical Recognition Program
- Collaborative Governance
- Credentialing
- Ethical and Clinical Decision-making
- Wound Care
- Global Nursing Education
- Leadership Development
- Pain Relief
- Simulation Education
- Workforce Development
THE NORMAN KNIGHT NURSING CENTER FOR CLINICAL & PROFESSIONAL DEVELOPMENT

Gino Chisari, RN-BC, DNP  
Director
Overview

- Originally established in 1998
- Renamed in 2007 in honor of Mr. Norman Knight
- Responsible for the learning needs of 4000 nurses & nursing support personnel
Mission

The Norman Knight Nursing Center endorses lifelong learning and clinical excellence by developing, facilitating, and actively engaging in learning opportunities for the attainment of knowledge and skill necessary for delivering safe, competent, and compassionate patient and family centered care.
The Norman Knight Nursing Center for Clinical & Professional Development

Services

- On-Boarding/Orientation
  - RN, NP, PCA, OA, USA
- In-Service
  - Products, devices, policy, procedures
- Continuing Education
- Certification programs
- Interdisciplinary Education
- Online Learning Management
- Regulatory Compliance
- Professional Development
- Project Management
- Consultations
- Virtual Nursing Grand Rounds
THE CENTER FOR INNOVATIONS IN CARE DELIVERY
Goals

An early commitment to innovation...

Launched in early 2007, the goal of the center is to provide the support and resources needed to encourage and develop innovation in clinical practice. Its leaders envision the center playing an instrumental role in helping clinicians from multiple disciplines access the resources and partnerships they need to explore ideas for innovation and translation into practice. Through the center, interdisciplinary resources in education and research can be optimally matched with opportunities to impact patient care. The Center for Innovations provides a more efficient way for us to chronicle, study, and advance the innovations that occur at the bedside in all areas of clinical practice.
Center for Innovation in Care Delivery

Influencing practice through interdisciplinary innovation:

**Innovation Units**
- Evaluated impact of Innovation Units, which were launched to meet challenges of changing healthcare environment by:
  - Creating a practice environment with no barriers
  - Fostering spirit of inquiry
  - Reflecting culturally-competent workforce and values of MGH mission

**IDEA (Innovation Design Excellence Award) Grants**
- Established to enhance culture of innovation and designed to inspire further incubation by:
  - Encouraging idea proposals that enhance care delivery and align with MGH mission from all employees in MGH Nursing and Patient Care Services
  - Funding two awards annually to individuals or interdisciplinary teams
THE MAXWELL & ELEANOR BLUM PATIENT AND FAMILY LEARNING CENTER

Brian French, RN-BC, PhD(c)
Director
Mission

The mission of the Blum Center is to provide the highest quality patient education and consumer health information services to a diverse community of MGH patients, families and staff.
Overview

Established in 1998, The Maxwell & Eleanor Blum Patient and Family Learning Center (Blum Center) is a state-of-the-art consumer health library and patient education resource center.

Goals

• To enable patients and their families to learn about their health, illness, and health care through independent and assisted research.
• To support health literacy by providing a structure for the development, dissemination, review, and approval of MGH patient education materials.
• To assist staff in acquiring the skills necessary to effectively teach patients about health and illness.
Services

THE MAXWELL & ELEANOR BLUM PATIENT AND FAMILY LEARNING CENTER

- Conduct comprehensive information searches on any health care topic for patients, families, visitors, and staff including information in languages other than English.

- Assist with MGH patient education material development and processes, health literacy evaluation, editing and review of final products.

- Provide orientation and in-service education programs to nurses and other clinicians to improve patient teaching skills and utilization of resources.

- Manage the hospital patient education television channel including the purchasing, licensing, cataloging, and updating of video titles.

- Provide 13 computer workstations for independent and facilitated information searches.

- House the Assistive Technology Center, which includes software, Braille printer, and Sorenson Relay for patients and family members with vision, hearing, and mobility disabilities.

- Sponsor educational programs including monthly book talks with MGH authors, a healthy living series, and the National Health Observances (NHO) Discussion Series.

- House reference material including over book titles, journals, and pamphlets on a variety of health topics.
Outcomes - 2016

- 9,100 visits to the Center by the hospital community
- 1,080 comprehensive health information requests completed
- 20,707 website page views
- 1,005 views of MGH Patient Education Television Channel videos
- 750 social media followers from 22 different countries with 12 different languages
- 150 posts and tweets on social media
- 656 participants from hospital community at the 34 educational programs hosted
- 401 clinician participants at the 14 continuing education programs for patient teaching topics
- 286 new resident clinicians oriented
- 64 patient education materials (including websites and videos) created or reviewed
Overview

The Munn Center offers nurses an opportunity to participate in the development, testing utilization, translation and evaluation of nursing research by fostering an environment that promotes scholarly inquiry.

Goals

• Facilitate the engagement and development of all MGH nurses to promote nursing science that aligns with the goals of MGH and Patient Care Services.
• Enhance opportunities within the MGH Research Institute to share the unique contributions of nursing science to improve patient care outcomes.
• Partner with academic and clinical settings and industry to improve the health and well-being of the communities we serve.
• Expand the impact of nursing science through the development of financial resources that improve patient care delivery and outcomes.
• Strengthen nursing’s contributions to patient care outcomes through the use of big data.
The Munn Center supports and encourages nurses at all levels, clinical nurses, masters and doctorally-prepared nurses, to engage in research at MGH.

• Provides mentorship to help identify and foster research topics and clinical questions, and design and implement studies.

• Invites and encourages participation in relevant Collaborative Governance committees, Evidence-Based Practice committees, Quality and Safety committees and the Doctoral Forum.

• Obtains funding to support clinical investigations through the Yvonne L. Munn Research Awards, Connell Nursing Research Scholar Program and other initiatives.

• Offers mentorship from both internal and external Nurse Scientists to enhance the dissemination of research findings and participate in opportunities to generate research to inform care redesign and implement cost-effective, high quality and safe care to our patients.
The Munn Center focuses on the development and utilization of knowledge to improve patient care and optimize professional nursing practice.

- The Center has a Generic Team that facilitates the goals of the Munn Center and responds to the research initiatives across Institute for Patient Care and Nursing and Patient Care Services.
- The presence of a significant cohort of doctorally prepared nurses at the MGH fosters inquiry, promotes opportunities for collaboration and research inquiry within nursing and across disciplines.
- Multiple committees including the Doctoral Forum, Nursing Research Day Committee, Munn Nursing Research Grand Rounds and Evidence-Based Practice Committees are available to engage nurses in research.
- A variety of internal and external funding is available to advance a scholarly inquiry for nurses with a variety of academic preparation (e.g. Connell Nursing Research Scholars for doctorally prepared nurses and the Munn Research Awards for clinical nurses).
Future Directions

• Foster collaborative partnerships to broaden funding sources, establish national models of excellence and centers with specific research foci.

• Establish innovative strategies to advance nursing research and further define the role of nurse researchers in clinical practice.

• Build a regional community of scholars and a model of research that has implications for national and global impact.
Awards & Recognition Programs

Julie Goldman, RN, MSHI, MS
Professional Development Program Manager
The Institute for Patient Care runs several awards and recognition programs that offer staff the opportunity to recognize excellence and achievement among patient care services (PCS) clinical and support staff. Currently, there are twenty one award and recognition programs, these include:

- **PCS awards for support staff**
  - Anthony Kirvilaitis, Jr., Partnership in Caring Award
  - Norman Knight Clinical Support Award
  - Brian M. McEachern Extraordinary Care Award

- **PCS scholarships to support continued education**
  - Norman Knight Nursing Scholarship
  - Norman Knight Doctoral Scholarship
  - Mary Forshay Scholarship
  - Charlotte and Gil Minor Nursing and Health Professions Scholarship To Advance Workforce Diversity
  - Cathy Gouzoule Oncology Scholarship
  - Pat Olson, RN, Memorial Scholarship

- **PCS awards for clinicians**
  - Norman Knight Preceptor of Distinction Award
  - Stephanie Macaluso, RN, Excellence in Clinical Practice Award
  - Jean M. Nardini, RN, Nurse of Distinction Award
  - Marie C. Petrilli Oncology Nursing Award
Awards & Recognition Program (continued)

- PCS fellowships to provide support for education and mentoring
  - Hausman Nursing Fellowship

- PCS awards that are unit/department specific
  - Yvonne Munn Nursing Research Award
  - Orren Carrere-Fox Award for NICU Caregivers
  - Ben Corrao-Clanon Memorial Scholarship
  - Raphael / Cronin Award for Patient Advocacy
  - Patricia A. McGrail, BSN, RN, Nurse Mentoring Award
  - Molly Catherine Tramontana Award for Outstanding Service and Patient Care
  - Susan M. DaSilva Award
Clinical Affiliation Program

Jane Keefe RN, MBA
Professional Development Manager

Karyn Besegai, BA
Project Coordinator
Clinical Affiliation Program Exemplifies

• **Our Mission** to educate future academic and practice leaders of the health care professions

• **Our Vision** to create a practice environment that is built on a spirit of inquiry

• **Our Professional Practice Model**

• **The Department of Nursing Philosophy** to educate ourselves and others
Clinical Placements

More than 3000 students obtain clinical placements at MGH and its health centers annually, including:

- Nursing Student Group Placements with Faculty
- Precepted Clinical Placements: 1:1 with Staff across all disciplines
Preceptors
Clinical Affiliation Program

- Preceptors include:
  - Staff Nurses
  - Advanced Practice Nurses
  - Nurse Directors
  - Associate Chief Nurses
  - Senior VP for Patient Care & Chief Nurse
  - Physicians & Physician Assistants
Benefits

Clinical Affiliation Program

• Providing leadership in patient care excellence in practice
• Establishing a sense of good will in the greater health care and academic community
• Providing a community service
• Contributing to a pool of potential recruits
Academic Affiliation Agreement Management

- MGH holds more than 170 contracts with schools from around the world
- These contracts includes students from a variety of disciplines, including but not limited to:

  - Card. Perfusion: 4
  - Child Life: 6
  - Medical Asst.: 8
  - PA: 15
  - Pathology: 3
  - Patient Adv.: 5
  - Phlebotomy: 6
  - PT/OT: 26
  - Radiation Ther.: 5
  - Radiology: 10
  - Respiratory: 2
  - SLP: 10
  - Social Service: 7
  - Surgical Tech.: 6
  - Nursing: 53
### Student Data

**Clinical Affiliation Program**

<table>
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<th>Total Groups</th>
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<th>Total Precept Students</th>
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<tr>
<td>Fall 2017</td>
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**Average Groups/Semester:** 81.3  
**Average Group Students/Semester:** 423.6  
**Average Precept Students/Semester:** 101.9

### Total Precept Students

![Total Precept Students Graph]

### Total Groups

![Total Groups Graph]
Clinical Recognition Program

Mary Ellin Smith, RN, MS

Professional Development Manager
• Launched in 2002, the Clinical Recognition Program (CRP) provides a way to formally recognize professional clinical staff for their expertise.
• The CRP is built on the Dreyfus Model of Skill Acquisition and utilizes the work of Patricia Benner, RN in uncovering excellence in practice through the use of clinical narratives.
• Using these frameworks the Collaborative Governance Professional Development Committee identified and articulated the levels, themes and criteria of the CRP.
Levels of Practice

Clinical Recognition Program

• **Entry**: new clinician; learning to apply newly acquired knowledge and skill to the clinical situation. Learning to build patient relationships.

• **Clinician**: broad experience, pattern recognition guides clinical decisions. Individualizes patient care.

• **Advanced Clinician**: in-depth knowledge; recognizes probabilities vs. possibilities. Influences practice/care on the unit.

• **Clinical Scholar**: expert practice. Comfortable in taking clinically sound risks. Influence/impact is felt beyond the unit.
Theme of Practice

Clinical Recognition Program

• Clinician Patient Relationship: the interpersonal engagement or relational connection between the clinician and the patient/family.

• Clinical Knowledge and Decision-making: understanding attained through formal and experiential learning.

• Teamwork and Collaboration: Through the development of effective relationships with unit colleagues and other members of the health care team the best possible outcome is achieved for the patient and family.

• Movement: (Occupational Therapy & Physical Therapy only) knowledge and skill on the anatomic structures and physiologic functions that interact to move the body or its component parts.
Process

Clinical Recognition Program

• Entry level – recognition occurs at the unit level by the director.
• Clinician level – recognition occurs at the unit level by the director; must be achieved within two years of hire.
• Advanced Clinician and Clinical Scholar – voluntary; clinician initiated.

• Submission of a portfolio containing:
  o Cover letter
  o Narrative
  o Resume
  o Director endorsement
  o Letter of support from unit/department leader
  o Letter of support from a colleague within the discipline
  o Letter of support from outside the discipline or an APRN (nursing only)
• Advanced Clinician and Clinical Scholar submit portfolio to the CRP Review Board.

• The multidisciplinary 16 member review board:
  • Reviews portfolio and identify any gaps between portfolio and the criteria for the applied for level.
  • Three members of the Review Board interview the applicant.
  • Interview team reports back to the Review Board on the interview and following discussion, a decision on recognition is made by consensus.

• If recognized applicants receive a salary increase, if not recognized offered feedback and coaching.
Collaborative Governance

“promoting excellence every day through knowledge and compassion”

Gaurdia Banister, RN, PhD, NEA-BC, FAAN
Executive Director

Mary Ellin Smith, RN, MS
Professional Development Manager
Collaborative governance integrates multidisciplinary clinical staff into the formal decision-making structure of Patient Care Services to stimulate, facilitate and generate knowledge that will improve patient care and enhance the environment in which clinicians shape their practice.

**Vision**

Collaborative governance is a critical element within the Professional Practice Model that describes communication and decision-making processes and places the authority, responsibility and accountability for patient care with the practicing clinicians.
Collaborative Governance **champion:**

- **Influence:** bring ideas, thoughts and questions to the meetings and influence the work on the unit/department and organization.

- **Communicate:** Don’t keep your membership a secret- before meetings ask your colleagues for their ideas, thoughts and concerns and then tell them what happened at the meetings. Close the loop

- **Educate:** yourself, your colleagues, the organization and community
Roles & Responsibilities (continued)

Co-chairs:
• Provide leadership to the committee members
• Represent the committee in various forums
• Accountable for communication of committee activities to non-committee members
• Orientation of new members

Coach:
• Provide individual and group development
• Support the co-chairpersons, members and the committee as a whole

Advisor:
• Provide substantive expertise to the committee
• Provide linkage to a related office or unit in PCS or at MGH
Credentialing

Julie Goldman, RN, MSHI, MS
Professional Development Manager
The credentialing processes for APRN/PAs at Massachusetts General Hospital (MGH) are designed to ensure that health professionals who provide services at MGH are qualified and prepared. Credentialing for advanced practice registered nurses (APRN) and physician assistants (PA) is coordinated by the patient care services professional development program manager within the Institute for Patient Care.

At the MGH practitioners complete the credentialing and privileging process prior to functioning in their roles and must complete the re-credentialing and re-privileging process every two years.

- Currently there are 789 APRNs and PAs that are credentialed and privileged through the MGH process.
- APRNs include Nurse Midwives, Nurse Practitioners, Psychiatric Nurse Mental Health Specialists, Clinical Nurse Specialists and Nurse Anesthetists.
Ethical and Clinical Decision-Making

Ellen Robinson, RN, PhD
Nursing Practice Specialist
Goal

To foster the provision of a moral space for patients, families and professionals to consider ethical issues and concerns in both specific cases and in professional practice.

Methods

• Education
• Consultation
• Research
Components & Links

Ethical and Clinical Decision Making

• Consultation
• Direct consultation to Nurse Ethicist
• Consultation regarding conflict in a patient care case (*through Optimum Care Committee, of which the IPC Nurse Ethicist is co-chair*)
• Consultation regarding a pediatric ethical issue (*through the Pediatric Ethics Committee*)
Components & Links (continued)

Ethical and Clinical Decision Making

• Education
  • Participate in ethics rounds on multiple MGH Units
  • Mentor students in bioethics, medical sociology, nursing ethics
• Harvard Medical School Division of Medical Ethics programs: available to MGH ethics committee members and others with special permission to attend*
  • Harvard Ethics Faculty Seminars
  • Day long ethics educational programs
• Partners Ethics offerings:
  • Annual ethics consultation training program*
  • Harvard Ethics Consortia

*Nurse Ethicist contributes to program case discussions, and serves as a liaison for others at MGH to present
Components & Links (continued)

- Research
- Evidenced based practice is incorporated into MGH Ethics policies
- Research and Scholarship currently focused on Optimum Care consultations
Global Nursing Education Program

Jane Keefe, RN, MBA
Program Development Manager
Overview
Global Nursing Education Program

Background:
• Developed in 2000 from an informal nurse visitor program that had been in place since 1997
• Designed to offer educational experiences to international nurses at MGH
• Expanded to respond to requests for international in-country consultation and requests for training from local hospitals
• MGH nurses also travel to other countries for educational exchange

Program Goals:
• To improve global health care through an exchange of ideas and education
• To advance intercultural dialogue and, ultimately, enhance clinicians’ cultural competence
• To build collaborative relationships with international nurse colleagues and organizations
• To support ongoing programs through revenues generated
Programs

Global Nursing Education Program

- Programs are a combination of the following:
  - Clinical Observation
  - Didactic Lectures
  - Leadership Meetings
  - Tours

- Each program is individually planned based on the visitor’s learning objectives and travel time, and units’ availability/willingness to host.

- Planning time is dependent upon when applicants submit the necessary materials and the capacity of the care area of focus.

- Fluency in English is required for clinical observation, self-reported by the applicant on the initial application.

- Fees are based on a daily rate for clinical observation or an hourly rate for leadership meetings, and the total cost of the program takes into account planning, on-site, and follow-up time.
Huashan Hospital-Massachusetts General Hospital Twinning Nurse Leader Fellowship

During 2012 the strong partnership between MGH and Huashan Hospital in Shanghai China continued, with the third annual Twinning Nurse Leader Fellowship. Six nursing leaders from Huashan Hospital, each partnered with an MGH nursing leader who served as a mentor for the experience, participated in an intensive educational exchange program at MGH. A group of MGH nursing leaders also traveled to Huashan Hospital later in the year as part of a twinning model of exchange. This annual program highlights nursing practice, education and research as pillars of the professional practice environment, and is mutually enriching for all involved.
Leadership Development

Mary Ellin Smith, RN, MS
Professional Development Manager
Leadership Development Framework

- Magnet Criteria
- First Break All the Rules
- Kouzes and Posner
  - Model the Way
  - Inspire a Shared Vision
  - Challenge the Process
  - Enable Others to Act
  - Encourage the Heart
Resources

Focused on all members of Patient Care Services, Leadership Development is based on a multi-prong approach through:

- Clinical Education through the Norman Knight Nursing Center for Clinical and Professional Development
- MGH Leadership Academy
- Visiting Scholars
- Professional Learning Environment Survey of Nurse Executive Group, Nursing Directors, Clinical Nurse Specialist/Nursing practice Specialist
Pain Program

Paul Arnstein, RN, PhD, FAAN
Clinical Nurse Specialist
Philosophy: No patient should endure needless pain when effective treatments can be safely administered to prevent or treat it.

- MGH Cares about Pain Relief Monthly Newsletter
- Excellence Every Day Webpage & Online Pain Clinical Resources
- Clinical consultations for challenging patients
- Monitoring of Patient Satisfaction with Pain Control
- Pain Educational activities
  - CE, Orientation, Inservice, Case analysis for nursing staff & students
  - CE training for APRNs (advanced skills & regulatory needs)
  - Interprofessional training to promote best practices
  - Develop & refine required content on pain/opioids for physician trainees
  - Develop training materials and teach patients and the public about pain
Initiative to Improve Pain Care

Pain Program

• Quality/Process Improvement Initiatives
  • For medical/surgical, chronic pain & substance use inpatients
  • Promote safety of high risk analgesics, routes & technologies
  • SME for Epic optimization
    • Pain Assessment, QA Dashboard, Palliative Sedation, Patient Controlled Analgesia, Epidural/PCEA and Intrathecal Analgesia
  • Analysis/resolution of Pain-related Safety Events
  • Monitor/Improve the Patient Experience of Pain Control
• Promote compliance with Regulatory Requirements
• Change Policy/Practice through established Committees
• Facilitate the Conduct and Utilization of Pain Research
Simulation Education

Brian French, RN-BC, PhD(c)

Director
The mission of the Knight Simulation Program is to provide clinicians with opportunities to acquire knowledge and skills in a risk free, experiential learning environment in order to improve the quality of care and promote safety for the patient and clinician.
• Staff members collaborate with central & unit-based nurses and interdisciplinary team members to design programs that can occur in concert with other teaching modalities to enhance the delivery of safe, efficient, competent, patient- and family-centered care. Each simulation program addresses the overall themes of leadership, communication, teamwork, decision-making, and application of clinical knowledge and skills.

• Programs can be either classroom/laboratory-based or in situ (in the clinical area/unit).

• Simulation programming has been used to orient new staff, promote application of classroom-based content to the clinical care of patients, facilitate movement of staff and patients into a new building/practice area, in-service education, and targeted skills-based training.
Offerings (continued)

Simulation Education

• Select Classroom/laboratory-based programs
  • Simulated Bedside Emergencies for the New Nurse
  • Code Blue: Simulated Cardiac Arrest for the Experienced Nurse
  • Interdisciplinary Code Team Training
• Obstetrics
• Pastoral Care and Ethics
Workforce Development

Julie Goldman, RN, MSHI, MS
Professional Development Program Manager
**Program Goals**

**Workforce Development**

- Promote nursing as a career choice.
- Assist individuals in learning about health career options within nursing, as well as the education and skills required for the profession.
- Facilitate and coordinate job shadow experiences for current or prospective health-care students to observe nurses in a workplace setting.
Job Shadow Experiences

Workforce Development

• Facilitate job shadow experiences that allow the candidate to observe the daily routines of nurses
• Assist students to begin to identify career interests in nursing or other healthcare careers
• Assist students to gain awareness of the academic, technical, and personal skills required within the profession of nursing
• Assist students to develop an understanding of the critical connections between school, work, and goal attainment.
Wound Healing Program

Virginia Capasso, PhD, ANP-BC, ACNS-BC, CWS
Clinical Nurse Specialist
Goal

Wound Healing Program

• Create an environment in which health professionals, patients and families are equipped with state-of-the-art evidence-based knowledge, skills and resources to prevent and/or treat skin injuries.

Methods

• Education
• Consultation
• Quality Improvement/Research
Initiatives to Prevent / Treat Injuries

Wound Healing Program

• Educate Unit-based Clinical Nurse Specialists (CNS): First line consultants for wound care
• CNS Wound Care Task Force
• On-line Wound Care Product Formulary
• “Improved Wound Healing and Better Patient Outcomes” Nursing Educational Programming
  • Level I – Registered Nurse Orientation
  • Level II and Level III – two to three times/year
Initiatives to Prevent / Treat Pressure Injuries

Wound Healing Program

• Save Our Skin (SOS) Campaign (2010 – present)
• Excellence Every Day Pressure Ulcer Portal Page
• Quarterly Pressure Ulcer (PU) Prevalence Surveys
• Dolphin Fluid Immersion Simulation (FIS) Mattresses
  • Cardiac Surgical Operating Rooms 9/1/2013 – present
    • 0% incidence of hospital-acquired pressure ulcers (HAPU) 1546 patients during first year
  • Cardiac Surgical Intensive Care Unit (CSICU) 8/1/2014 – present
    • Almost 80% reduction in quarterly HAPU prevalence rate from 18.6% during the 8 quarters before introduction of Dolphin FIS mattresses to 3.6% for the 8 quarters after introduction of Dolphin FIS mattresses
• “We can lift you up” Ceiling Lift Video
• Replacement of mattresses on 924 general care beds (2015)
• Support Surfaces Algorithm and Guideline