

# Index

Please note that any suffixes on numbers are as follows: b for boxes; f for figures; t for tables.

```
3D printing 180t
                                                    accrediting organizations 9, 15, 31, 36-7, 44f,
                                                         45-7, 49, 50-6, 50t, 52b, 110-11, 163-4,
                                                         174-5, 252, 257-8, 282-3, 290, 294-5
AAACN see American Academy of Ambulatory
                                                      see also American Association of Critical-Care
    Care Nursing
                                                         Nurses; Joint Commission; National
AACN Standards for Establishing and Sustaining
                                                         Committee for Quality Assurance; Utilization
    Healthy Work Environments 11, 91, 163,
                                                         Review Accreditation Commission
    305,310-11
                                                      background 36-7
AACN see American Association for Colleges of
                                                      transition-to-practice programs (TTPs) 282-3,
    Nursing
                                                         290,294-5
abbreviation errors 336t, 344t, 354t
                                                    Achieving Competence Today (ACT),
ACA see Affordable Care Act 2010
                                                         definition 357
Academic Practice Partnerships 260-1
                                                    ACOs see accountable care organizations
academic settings 15-16, 47-56, 147-8,
                                                    action plans, reflective practices 215-16
    186-7, 199-216, 254-5, 256-61, 295-7,
                                                    active failures, definition 7-8, 154-5
    320-2,327
                                                    adaptability needs, teams 90-2, 93t, 101-3, 258
  see also education
                                                    added value to quality and safety learning,
  evidence-based practice 147-8
                                                         interprofessional education (IPE) 265–74, 276
  formal/informal learning 255
                                                    administrative nurses 8, 122, 124-5, 175-6, 290
  global perspectives on quality and
                                                    advanced practice registered nurses (APRNs),
    safety 320-2, 327
                                                         definition 24, 36
  informatics 186-7
                                                    Advancing Effective Communication... documents
academic/clinical partnerships 15-16, 47-56,
                                                         (Joint Commission) 68
    147-8, 186-7, 201-2, 255, 256-61, 295-7
                                                    adverse events 3–6, 5b, 7–12, 21, 24–5, 40b, 46–7,
accountabilities 4-16, 23-41, 113, 147-8, 156-67,
                                                         67, 85-6, 89, 98-9, 109-10, 112-13, 117,
    174-5, 185, 200-1, 270-6, 271b, 303-5,
                                                         120-2, 120f, 125, 153, 154-67, 200-1, 234,
    307-8, 336t, 344t, 354t
                                                         239t, 244-5, 286-90, 293-4, 303-4, 311,
  see also just and fair
                                                         315-17, 323-4, 325b, 336t, 344t, 354t, 357, 367
  definition 12, 23-4
                                                      see also errors; pay-for-performance...;
accountable care organizations (ACOs),
                                                         preventable...
    definition 23-5, 113
                                                      definition 7-8, 11-12, 245, 357
```

Quality and Safety in Nursing: A Competency Approach to Improving Outcomes, Second Edition. Edited by Gwen Sherwood and Jane Barnsteiner.

© 2017 John Wiley & Sons, Inc. Published 2017 by John Wiley & Sons, Inc.



adverse reactions, definition 357 advocates 307-8 Affordable Care Act 2010 (ACA) 9, 22-6, 35, 37, 38, 39, 113, 118–19, 132, 174 anticipated effectiveness 39 background 22-6, 35, 37, 38, 39 critique 39 Agency for Healthcare Research and Quality (AHRQ) 10-11, 25-7, 31, 32, 34, 35-6, 76, 86, 90, 94, 111, 119-22, 132, 156, 157t, 160, 219, 220, 242-3, 251, 257, 263, 268, 303-4, 311, 357, 369 alliances 31, 32, 34, 35 definition 35, 219, 251, 262, 357 Hospital Survey of Patient Safety Culture 156-7, 157t quality improvement (QI) 10–11, 31, 34, 35, 111, 119-22, 242-3, 257 agenda-setting aspects, policies 21-2 AHIC see American Health Information Community AHRQ see Agency for Healthcare Research and Quality alarms 75, 131, 134t-7t, 159-60, 306b, 336t, 344t, 354t Alden, Kathryn R. 202, 233–52 allergy lists 188, 246 Alliance for Home Health Quality Innovation 34 Alliance for Pediatric Quality (APQ) 33 alliances 11, 30-41, 111 AHRQ 31, 32, 34, 35 background 30-41 CMS 31, 33, 35-6 federal agencies 35-6 ambulatory care, safety 32-3, 111, 158-9, 179t, 282-3 Ambulatory Care Quality Alliance (AQA) 32-3, 34, 111 American Academy of Ambulatory Care Nursing (AAACN) 282-3, 289 American Academy of Family Physicians 32, 111 American Association of Colleges of Nursing (AACN) xxiii, 15, 45f, 46-7, 48t, 50-2, 50t, 51-2, 55-6, 99, 154, 199-200, 201-2, 219, 260, 263, 268–9, 284–6, 293–4, 305, 310 - 11see also Quality and Safety Education for Nurses

definition 262-3 Essentials of Baccalaureate Education for *Professional Nursing Practice* 50–1, 260, 262 - 3American Association of Colleges of Osteopathic Medicine 268 American Association of Colleges of Pharmacy 99, 268 American Association of Critical-Care Nurses (AACN) 11, 50t, 73, 91, 99–100, 140, 163, 174-5, 176-84, 179t-83t, 187, 190-2, 219, 305, 310-11 AACN Standards for Establishing and Sustaining Healthy Work Environments 11, 91, 163, 305, 310-11 informatics 174-5, 176-84, 179t-83t, 187, 190-2, 191t-2t American Association of Health Plans 365 American College of Nurse Midwives 50t American College of Physicians 32-3, 111 American Dental Education Association 99, 268 American Health Information Community (AHIC), definition 357 American Heart Association 138-9 American Journal of Nursing 51, 55, 67, 301 American Medical Association (AMA) 27, 365 American Medical Informatics Association (AMIA) 186, 187 American Nurses Association (ANA) 9, 27–8, 31, 33, 36, 39, 50t, 55-6, 68, 73, 111, 115, 154, 163, 175, 176–86, 219 Code of Ethics 73 informatics 31, 175, 176-86 Magnet recognition program 9 NDNQI 9, 27-8, 115-16, 124 quality improvement (QI) 22, 27-8, 36, 39, 68, 73, 111, 115, 163 Scope and Standards of Practice 27–8, 68, 73, 163 American Nurses Credentialing Center (ANCC) 50t, 295 American Organization of Nurse Executives (AONE) 48t, 55-6, 304-5 The American Recovery and Reinvestment Act 2009 174, 187-8

see also HITECH Act



BSN see bachelor of science in nursing Building Relationships Across Interprofessional Domains (BRAID) 97 bullying problems 90-1, 161 bundled payments, quality improvement (QI) 113 business, legal, or quality cases for change (BLQ) 307-8

C-U-S words (concerned-uncomfortablesafety) 243

CAHPS see Consumer Assessment of Healthcare Providers and Systems

calendar uses, change management 308-9 call-out techniques, definition 102, 358

Canada 56, 267-8, 274-5, 321, 323-4

Canadian Interprofessional Health Collaborative Competency Framework 267-8

cancers 5b, 61, 70, 224-5, 246, 272b, 321

care coordination 8-9, 23-5, 26, 30-1, 39-41,

65-6, 92-3, 112-13, 117-19, 186-7, 189-92, 200-1, 237, 240t, 316-27, 355t, 358, 363, 365

see also coordination of care; interdisciplinary approaches

definitions 65-6, 187, 190, 358

care-delivery outcomes, definition 12, 26, 358

caregivers, definition 358

Carnegie National Study of Nursing Education report of 2010 207-8, 247

carriers, definition 358

case series, definition 358

Case Western Reserve University (CWRU) 48t, 55-6, 273b

case-control studies 94, 139-48, 199-210, 211-16, 270, 272b, 294, 358, 361-2

see also evidence-based...

construction method 211-16

definition 358

infections

education 199-210, 211-16

CAT see critically appraised topic

catheter-associated urinary tract infections

(CAUTIs) 120–2, 121f, 132, 306–8 catheters 12, 120-2, 121f, 132, 205b, 210b, 253,

258, 306-8 CAUTIs see catheter-associated urinary tract

CCC see Clinical Care Classification System

CCNE see Commission on Collegiate Nursing Education

CDCs see Centers for Disease Control and Prevention

Centers for Disease Control and Prevention (CDCs) 111

Centers for Medicare and Medicaid Services (CMS) 9, 11, 22–5, 26–7, 31, 33, 34, 39, 40b, 67, 68, 74, 111–13, 115–17, 118–19, 132, 154, 162, 163-4, 188, 257, 358

see also Children's Health Insurance Program; Medicaid; Medicare

alliances 31, 33, 35-6

background 22-5, 26-7, 31, 33, 34, 35, 39, 40b, 358

definition 35, 358

evidence-based practice 25, 132

informatics 9, 11, 188

Partnerships for Patients 24-5

patient and family-centered care (PFCC) 67, 68,

pay-for-performance (P4P) 9, 10–11, 23-5, 112-13

quality improvement (QI) 9, 11, 22–5, 31, 33, 34, 35-6, 39, 111-13, 115-17, 118-19, 257

readmissions 24-5, 112

safety 9, 11, 22–5, 31, 33, 34, 35–6, 39, 112–13, 154, 162, 163-4, 257

steering committee 35

central line-associated blood stream infection (see CLABSI) 24, 132

Cerbie, Elizabeth 15, 202, 221-32

Certificate Training Program (CTP) 272b

certification programs

quality improvement (QI) 31, 44f, 45–7, 49, 50t, 52b, 125, 236, 274-5

simulation of competencies 236

challenges in all settings xxiii, 3–16, 38–41, 40b, 111-12, 131-2, 158-63, 286-7, 301

champions 53-6, 275, 307-8, 322, 326, 345t

see also coaches; mentors; role models

change fatigue 8-9, 94, 161, 308-9

change management xxiii, xxiv, 4-16, 22-41, 54-6, 109-25, 122f, 145-6, 160, 165-7,

> 188-9, 267, 301-13, 317, 320b, 322, 335t, 343t, 353t, 365, 368

see also leadership; quality improvement



background xxiii, xxiv, 4-16, 22-41, 54-6, see also education; workplace... 109-25, 145-6, 160, 165-7, 188-9, 267, academic/clinical partnerships 15-16, 47-56, 147-8, 186-7, 201-2, 255, 301-11, 317, 322, 335t, 343t, 353t, 365, 368 creation and sustainment 12-16, 305-11 256-61, 295-7 driving forces for quality and safety 3-16, 30-1 failures 160, 310-11, 322, 325b learning 259-60 five levers for change 306-9, 307f Future of Nursing: Leading Change, Advancing Health (IOM) 12-13, 64, 85-6, 188-9, 311 head/heart/hand approach to change projects 309-10, 310f 295-7, 355t debriefings 8-9, 260-1 implementation factors 308-9, 310-11 IOM recommendations 10-11, 15-16 key people 307-9, 310 assignment 258 Kotter's eight steps model of change 305-7, 306t mindset changes 12–16 QSEN 200-16, 253-61 resistance to change 90-2, 146, 308-9 sacred cows 145, 146 safety 12-16, 160, 165-7 assignment 257-8 success assessments 308-11 change of shift reports, patient and familypractices) 260-1 risks and tensions 253-4 centered care (PFCC) 76, 161-2 check-back processes, definition 102, 358 236-7,253checklists/protocols, safety 8-9, 10-16, 159-62, 166b, 167b, 200-1, 237, 336t, 344t, 354t chemotherapy 61 146 - 7chief nursing officers (CNOs), roles 160-1, 305 Child Health Corporation of America 33 see also best practices Children's Health Insurance Program 23, 35 Children's Hospital of Philadelphia 91 definition 358 China 55, 56, 316, 317, 318, 323-4, 325b CISs see clinical information systems 161-2,203CLABSI (see central line associate blood stream infections), 24,132 (PFCC) 76, 161-2 clinical serendipity 309 Clancy, Thomas R. 15b, 173–95 clinical strategies CLARION student organization 101 classrooms 199-216 see also education informatics 185-92 Clinical Care Classification System (CCC), definition 182t, 358 76-7, 258-9 clinical information systems (CISs) 179t, 191t–2t safety 158-67, 257-8 see also informatics clinical trials 360, 361-2 clinical learning environments xxiv, 15-16, 47-56, 143, 147-8, 177f, 178f, 179t, 185-7, 188-9, 190-2, 200-16, 233, 236-7, 253-63, Services CNOs see chief nursing officers

295-7, 339-45, 355t

assessments/evaluations of student assignments 202, 254, 255, 256-61 awareness of quality and safety standards background 15-16, 200-16, 253-61, evidence/adaptation/innovation learning nursing work 255-6, 295-7 life-long learning attitudes 143, 177f, 178f, 179t, 188-9, 190-2, 260-1, 337t quality and safety standards awareness reflective practices (see reflective simulation of competencies 233, social learning theory 254–5 clinical nurse specialists (CNSs) 131, 134t–7t, clinical practice guidelines 358, 365 clinical rounds/change of shift reports 76, patient and family-centered care evidence-based practice 145-8, 257-8 patient and family-centered care (PFCC) quality improvement (QI) 124-5, 257-8 CMS see Centers for Medicare and Medicaid



 $\bigoplus$ 



coaches 165, 189, 190-2, 200-1, 202-16, 275,296-7see also champions; mentors; situated coaching background 202-5 questions 214-16 Cochrane Collaboration 89, 96-7, 358 definition 358 see also evidence-based... definition 358 collaboration xxiii, xxiv, 4–7, 5b, 13–16, 14b, 23-41, 47-56, 63b, 64-6, 85-108, 93t, 95-100, 97t, 111, 147-8, 158, 160-7, 166b, 174, 176, 186–9, 199–205, 207–8, 211–16, 223, 226-9, 231, 233-4, 234t, 237, 238t, 242-4, 243b, 257-61, 265-76, 293-7, 302-3, 305–11, 315–27, 333t, 341t, 350t–2t, 358, see also interdisciplinary approaches; narrative pedagogy; partnerships; patient-centered care; teams background 4, 5b, 6-7, 13-16, 14b, 23-41, 47-56, 63b, 64-6, 85-108, 97t, 111, 147-8, 158, 160–7, 166b, 176, 186–9, 199–205, 207-9, 211-16, 223, 226-9, 231, 233-4, 234t, 237, 238t, 242–4, 243b, 257–61, 265–76, 293-7, 333t, 341t, 350t-2t, 358 benefits 89, 266 definitions 14b, 86-9, 93t, 95, 242, 333t, 341t, 350t-2t, 358 education 13–16, 39, 47–56, 87, 92–4, 95–100, 97t, 199-205, 207-9, 211-16, 233-4, 234t, 237, 238t, 242–4, 257–61, 265–76 exemplary practices 13-16, 87-90, 92-3, 93t, 266-76, 333t, 341t, 350t-2t global perspectives on quality and safety 97–8, 321-2, 326-7Identifying and Spreading Practices to Enable Effective Interprofessional Collaboration (RWJF) 87-8, 89 informatics 176, 186-9 Interprofessional Education Collaborative (IPEC) 53–4, 99–100, 251, 268–9 nurse-physician collaboration 85, 87-9 organizational structures 87-8, 267-76 problems 89, 90-2, 360 QSEN 11, 13-16, 39, 47-56, 95-6, 99-103, 158, 199–205, 211–16, 233, 237, 238t, 242–4

safety 158, 160-7, 166b simulation of competencies 234t, 237, 238t, 242-4, 243b strategies for learning TWC 11, 100–3, 269–70, 333t, 341t, 350t-2t suggested learning experiences 101-3 surveys 87-9 teachers 97–103, 275, 295–7 training 87, 91, 92-4, 94t, 95-103 WHO guides/reports 95 Colorado evidence-based practice model 133 Commission on Collegiate Nursing Education (CCNE) 50t, 294-5 Commission on Systemic Operability, definition 358 commitments, motivations 11–12, 21, 39-41, 316-17 committees 35, 45–56, 45f, 67, 102, 124–5, 146–8, 165, 199, 310-11, 359 definition 359 evidence-based practice 124, 146-8 common strategies of alliances/collaborative initiatives, policies 37–8 communication 4–16, 26–41, 47–56, 68, 71–8, 85-103, 93t, 116b, 118t, 153-7, 161-7, 166b, 173-92, 177f, 178f, 179t-83t, 191t-2t, 200-1, 209–16, 221, 228, 242–3, 246, 266–76, 284–6, 285f, 290-3, 301-11, 322, 323-4, 325-7, 331-7, 339-45, 347-55, 359, 369 see also collaboration; connectivity; informatics; information technology; networks; teams Advancing Effective Communication... documents (Joint Commission) 68 background 4-16, 26-41, 47-56, 68, 71-8, 85-7, 89-103, 93t, 116b, 118t, 153-7, 161–7, 166b, 173–92, 177f, 178f, 179t–83t, 191t-2t, 200-1, 209-16, 221, 228, 242-3, 246, 266–76, 284–6, 285f, 290–3, 331–7, 339-45, 347-55 barriers 10–11, 39–41, 89, 153–5 C-U-S words (concerned-uncomfortablesafety) 243 change management 308-11 conflict resolution 92, 284-6, 290-3 definition 89-90, 93t, 359 failures 4–11, 89, 153–7, 161–2 handoff time 16, 90, 102, 161-3, 209-11, 210b



improvement methods 71–8, 89–90, 93t, 161 - 2Joint Commission 89 listening skills 77, 225–30 methods 77, 89-90 non-verbal communication 77 Toward Culturally Competent Care: A Toolbox for Teaching Communication Strategies (UCSF) 71-4 community strategies, policies 25-9, 40b, 41 Compare web sites, quality improvement (QI) 23, 118-19, 123-5 comparison intervention, PICOT questioning format 134t-7t, 138, 138f, 367 competencies xxiii, xxiv, 4, 5b, 6-16, 14b, 15b, 30, 39-40, 43-56, 61-78, 85-103, 109-25, 131-48, 153-67, 174-92, 199-216, 221-2, 230-1, 233-4, 237-47, 238t-40t, 263, 283-97, 284t, 304-5, 315-16, 317-21, 331-7, 339-45, 347-55 see also collaboration; evidence-based...; informatics; patient-centered...; prelicensure...; quality...; safety...; teams appendices 14, 39, 201-2, 331-7, 331t-7t, 339-45, 339t-45t, 347t-55t crosswalks 4, 176-84, 191t-2t definition 13-16, 39 global perspectives on quality and safety 315 - 27goals 13-16 transition-to-practice programs (TTPs) 283-6, 284t, 285f types xxiii, xxiv, 4, 5b, 6-7, 13-16, 14b, 15b, 30, 39-40, 61-78, 85-103, 109-25, 131-48, 153-67, 174-92, 199-216, 230, 233-4, 237–47, 263, 283–6, 284t, 285f, 290–7, 304–5, 317, 331-7, 339-45, 347-55 compliance issues, safety 73, 302-3 complications 24-5, 309-10, 364 see also misuse Comprehensive Primary Care Initiative (CPC) 112 computer skills see also information technology informatics 175-84, 179t-83t, 187, 337t, 345t, 354t, 355t computer trends 188-92

(CPOE) 179t-83t, 188-92, 246, 336t, 344t, 354t, 359 see also information technology definition 359 confidentiality 117-19, 183t, 185, 192t, 337t, 343t, 345t conflict resolution 91-2, 284-6, 290-3 Confusion Assessment Method (CAM) 144-5 Confusion Assessment Method for the Intensive Care Unit (CAM-ICU) 145 connectivity 320b, 359 see also communication; information technology; networks definition 359 constructive criticism using QSEN reflection, patient and family-centered care (PFCC) 77 constructivism 185-6 Consumer Assessment of Healthcare Providers and Systems (CAHPS) 67–8, 70, 116, 116b, 118t, 163, 359 definition 116, 116b, 359 consumer engagement xxiv, 11-12, 23-41, 63b, 65-78, 72t, 87-8, 95, 117-19, 160, 181t, 186-92, 321, 331t-2t, 339t-40t, 347t-9t, 359 see also patient... definition 65-6, 359 global perspectives on quality and safety 321 consumer-driven/directed care see also health insurance definition 359 contamination errors 286 continuous improvements 7-9, 54, 110-25, 132, 177f, 178f, 179t, 239t, 244–5, 334t, 335t, 340t, 342t, 343t, 352t, 353t, 355t see also quality... cooperative learning, interprofessional education (IPE) 270-1, 271b, 276 coordination of care 8–9, 23–5, 26, 30–1, 39–41, 65-6, 92-3, 112-13, 117-19, 186-7, 189-92, 200-1, 237, 240t, 316-27, 355t, 358, 359, 363, 365 see also care coordination definitions 65-6, 186-7, 190, 358, 359 Core Competencies to Carry Out Patient Safety Research (WHO) 324

computerized physician/provider order entry

core measures of quality see also quality definition 359 costs 4–5, 5b, 6–7, 9, 12, 23–5, 29, 110–13, 115-17, 124-5, 139, 206, 266, 297, 309-11, 369 litigation costs 297 return on investment (ROI) 297, 369 transition-to-practice programs (TTPs) 297 course sequencing maps 176-84 CPOE see computerized physician/provider order entry crew resource management (CRM) see also teams definition 94, 359 critical pedagogy, definition 207-8, 222-3, 225, 229 Critical Thinking Community 207-8 critical-analysis-and-synthesis process step, evidence-based practice 135t, 138-9, 142-8, 182t, 334t, 342t, 352t critically appraised topic (CAT), definition 359 Cronenwett, Linda R. xxiii, xxiv, 3–4, 11, 13, 14, 30, 39, 43-57, 95-6, 110, 123, 140, 153, 155, 158, 174-5, 201, 221, 230, 237, 242, 244, 245, 246, 254, 256, 315, 318-19 cross training, definition 94t Crossing the Quality Chasm (IOM) 3-5, 5b, 12-13, 27-8, 38, 62, 95, 114-15, 131-2, 148, 153, 363 crosswalks, competencies 4, 176-84, 191t-2t crucial conversations, conflict resolution 92 cultural competencies, definition 359 culture xxiv, 7, 8-9, 11-16, 61-4, 68, 71-8, 89, 147, 183t, 230–1, 242, 254, 303–5, 306b, 317, 321-2, 323-7, 339t-40t, 347t-9t, 359, 360,362-3blame cultures 8, 109, 156, 245, 336t, 344t definitions 8-9, 11-12, 153-4, 155-7, 158, global perspectives on quality and safety 317, 321-2, 323-7 patient and family-centered care (PFCC) 61-4, 68, 71-8, 72f, 72t culture of safety 7-9, 11-16, 29-30, 124, 153-67, 220, 245-6, 251, 263, 269-70, 303-5, 311, 317, 321-2, 323-7, 360 see also safety...

background 7-9, 11-16, 29-30, 124, 153-67, 245-6, 304, 360 creation methods 124, 154-67, 287, 293-4, 303-4,311curricula 164-7 definitions 8-9, 11-12, 153-4, 155-7, 158, 304, 360 education 153-4, 158, 160, 164-7 essential elements 7-9, 11-16, 155-67, 304 just and fair 8-9, 11-16, 155-7, 164, 220, 245, 251, 263, 303-4 leadership 155-7, 303-5, 317, 326-7 curricula 15-16, 45-56, 69-78, 142-3, 158, 164-7, 176-84, 177f, 178f, 186-7, 199, 221-2, 230, 231, 235-6, 255, 269-70, 275, 296, 320-2, 326, 347t-55t course sequencing maps 176-84 critique 230, 231 mind maps 176-84, 177f, 178f curriculum/course maps 176-84 cycle1(uc)c078, 1() 90uc



NDNQI 9, 28, 115-16, 124-5 nursing quality indicators 9, 27-8, 115-16, 124 Day, Lisa 15, 48t, 199-220, 253-63 deans, quality improvement (QI) 44-7, 124-5 death certificates, medical errors 11 debriefings 8-9, 94, 100-1, 102-3, 145-6, 202, 233, 239t, 240t, 244-5, 260-1, 266-7, 294 see also feedback loops clinical learning environments 8-9, 260-1 evidence-based practice 145-6 teams and collaboration 8-9, 94, 100-1, 102-3, 240t, 244-5, 260-1, 266-7 decision making 63b, 86-9, 95, 119-22, 131-4, 146-8, 161, 173, 174-93, 236, 246, 267-76, 295, 305, 334t, 342t, 352t, 360, 361, 368 see also evidence-based... definition 95, 360 decision support systems 119-22, 173, 174-93, 177f, 179t-83t, 246, 255t, 345t see also informatics dedicated education units (DEUs) 260-1 deductive reasoning 94t delegation processes 155, 284-6, 287, 360 see also assignment...; leadership definition 360 Delphi techniques appendices 201-2, 347-55, 347t-55t informatics 175, 176 knowledge, skills, and attitudes (KSAs) xxiv, 96, 142-3, 165, 175, 176, 201-2, 325-6, 347t-55t Deming quality method 114 Denmark 321 Department of Health and Human Services (HHS) 11, 23, 24-7, 35, 100, 112, 132, 159, 357, 360 definition 35, 360 design of studies 137-9, 360, 370 definition 360 develop-a-searchable-question process step, evidence-based practice 124, 134t, 138, 142-8, 182t, 257, 334t, 342t, 345t, 352t developing countries global perspectives on quality and safety 315 - 27water supplies 316 diagnoses 8, 158-9, 208-16, 357, 361 see also background questions; foreground questions safety 8, 158-9

didactic approaches 62, 69–75, 143–4, 158, 294 see also narrative pedagogy; teaching approaches evidence-based practice 143-4 patient and family-centered care (PFCC) 69-75 safety 158 Disch, Joanne 14b, 15, 46, 48t, 52, 55, 85–108, 242,301-13discharged patients 68, 89, 188, 301 disparities in health care 360, 363 see also health care definition 360 disruptive behaviors definition 90-2, 161, 360 policies 91, 161 diversity 68, 73, 183t, 230-1, 242, 339t, 347t-9t, 360 see also culture ...; respect definition 360 DNP see doctor of nursing practice doctor of nursing practice (DNP) 131, 134t-7t, 140-1, 146, 191t-2t, 200 Dolansky, Mary A. 14b, 55-6, 265-79 Donabedian framework of structure/process/ outcome measures 115, 115f driving forces for quality and safety 3-16, 21-41 drug misuse 3 Durham, Carol F. 48t, 202, 233-52 dyadic feedback 96 dynamic aspects, teams 92–3, 101–3, 266–7, 270-6, 333t, 341t, 350t-2t

EBN see evidence-based nursing education xxiii, xxiv, 12–16, 31, 39, 40b, 43–56, 62, 65–6, 68–78, 87, 92–4, 95–100, 122–5, 132, 153-4, 158, 160, 164-7, 174, 176-92, 199-220, 221-31, 233-47, 253-61, 265-79, 281-97, 310-11, 315-27, 367, 369, 370 see also clinical learning environments; interprofessional education; narrative pedagogy; Quality and Safety Education for Nurses; simulation...; teaching approaches; training; transition-to-practice... academic/clinical partnerships 15-16, 47-56, 147-8, 186-7, 201-2, 255, 256-61, 295-7 apprenticeships 205-7, 209-11, 216 assignments 184–5, 202, 254, 255, 256–61



education (cont'd)

Carnegie National Study of Nursing Education report of 2010 207-8, 247

collaboration 13–16, 39, 87, 92–4, 95–100, 97t, 199-205, 207-9, 211-16, 233-4, 234t, 237, 238t, 242-4, 257-61, 265-76

cooperative learning 270-1, 271b, 276

course sequencing maps 176-84

curricula 15-16, 45-56, 69-78, 142-3, 158, 164-7, 176-84, 186-7, 199, 221-2, 230, 231, 235-6, 255, 269-70, 275, 296, 320-2, 326, 347t-55t

evidence-based practice 13-16, 39, 45-56, 139, 140-8, 199-205, 211-16, 233-4, 237, 239t, 244, 257-8, 281-2

feedback loops 13, 184-5, 285f, 286-7, 293 global perspectives on quality and

safety 315-27

goals 13–16, 199–216, 220, 221–2, 230, 251, 253-4, 259, 263, 266-76, 315-16, 367

Healthcare Professions Education: A Bridge to Quality (IOM) 4, 5b, 6-7, 45-7, 132

importance xxiii, xxiv, 12–16, 31, 253–4, 315 - 27

informatics 39, 45-56, 174-5, 176-92, 199-205, 211-16, 233-4, 237, 240t, 246, 257-8, 337t, 345t, 355t

innovations 205-16, 258

integrative approaches 13–16, 199–216

interactive classrooms 199-216, 322

leadership 199-201, 283-6, 310-11, 322

life-long learning attitudes 143, 177f, 178f, 179t, 188-9, 190-2, 260-1, 337t, 355t

metacognition training 94t, 270

methods 13–16, 31, 47–56, 184–5, 199–216,

221-31, 233-47, 253-61, 265-76, 281-97

mind maps 176-84, 177f, 178f

online courses 123-5, 184, 187

paradigm changes 3-16, 201-16

patient and family-centered care (PFCC)

13–16, 39, 45–56, 62, 65–6, 68–78, 199–205, 211–16, 233–4, 235, 237, 238t, 241–2, 258 - 60

patient-centered care 13-16, 39, 62, 65-6, 68-78, 199-205, 211-16, 233-4, 235, 237, 238t, 241-2

problem-solving environments 206–16

quality improvement (QI) 6, 12–16, 39, 45–56, 122-5, 199-216, 233-5, 237, 239t, 244-5, 257-61, 267-76, 283-97

reflective practice 77, 96, 145-6, 214-16, 235, 245, 255, 260–1, 266, 270–6, 285f, 286–7, 293, 340t

safety 12–16, 39, 153–4, 158, 160, 164–7, 166b, 167b, 199–216, 233–5, 237, 240t, 245–6, 257-61, 267-76, 283-97

scholarships 12, 15–16

situated coaching 202-5, 208-16

subject-centered teaching/learning 206-8, 211 - 16

teachers 15–16, 97–103, 199–216, 275, 295–7 teams 13–16, 47–56, 87, 91, 92–4, 95–100, 97t, 199–205, 211–16, 233–4, 234t, 237, 238t, 242-4, 257-61, 265-76

train-the-trainer practices 45, 49, 53-6 transforming education to transform practice 15-16, 199-216

virtual learning 174, 181t-3t, 187, 274-5 educator development for IPE 98-103, 251, 275 effective care xxiv, 7-9, 16, 24-5, 61-2, 260, 360, 363, 369

definition 360

effectiveness, definition 7-9, 16, 24-5, 360 efficacy 24–5, 73, 111–15, 117–19, 361, 363 definition 361

EHRs/EMRs see Electronic Health (Medical) Records

Electronic Health (Medical) Records (EHRs/ EMRs) 29-30, 39-41, 112-13, 117-19, 160, 173-6, 177f, 178f, 179t-83t, 185-92, 202, 239t, 240t, 246, 255, 258, 337t, 345t, 355t, 361, 362

see also informatics; information technology definition 112-13, 174, 361

'Meaningful Use' of electronic health records 174

emails 89, 133, 181t, 187

eMeasures 29-30, 37

emergency departments (EDs) 3, 12, 204-5, 205b, 209-11, 210b, 225-7, 361

empowerment 12, 13, 156-67, 306-11, 306t, 359

equipment errors 7-8, 12, 154-5, 160

equity, STEEEP care acronym (safe, timely,

effective, equitable, economical, and patient centered) 4–11, 5b, 9, 29, 114–15, 158, 369





errors 3–7, 5b, 7–12, 14b, 15b, 21, 24–5, 40b, 46-7, 67, 75, 85-6, 89, 94, 109-10, 112-13, 120-2, 120f, 125, 153-67, 176, 200-1, 234, 239t, 244-6, 286-90, 293-4, 303-4, 311, 316–17, 321–4, 325b, 336t, 344t, 354t, 361,364-6see also adverse events; medical errors; safety... definitions 7–9, 11–12, 153–5, 163–4, 244–5, 336t, 344t, 354t, 361 feedback loops 94, 94t, 286-7, 293, 304 human factors 3-4, 5b, 7-8, 10-11, 153-5, 157-67, 233-4, 245-6 identification 5b, 6, 8–9, 10–11, 94, 121–2, 123-5, 153, 154-67, 176, 200-1, 244-6, 303-4, 321-6, 336t, 344t, 354t near misses 8, 12, 13, 29, 163–5, 166b, 167b, 189-90, 286-7, 365 second-victim impacts of errors 164 statistics 5b, 6, 11, 24–5, 46–7, 109–10, 120f temporary nurses 288–9 types 3-6, 5b, 7-9, 10-11, 24-5, 109-10, 120-2, 153-5, 157-9, 163-5, 200-1, 244-6, 286-90, 336t, 344t, 354t voluntary/mandatory error reporting systems 163-4, 284-6 Essentials of Baccalaureate Education for *Professional Nursing Practice* (AACN) 50–1, 260, 263 ethics 4, 14b, 69–70, 73–4, 142, 177f, 178f, 183t, 185, 192t, 203-6, 214-16, 266, 268-76, 295, 331t, 334t, 335t, 342t, 343t, 347t-9t, 352t, 353t see also value systems ethnicity 73, 89, 242, 275, 339t, 347t-9t, 359, 360,362-3Europe, global perspectives on quality and safety 317 evaluate-the-outcomes process step, evidencebased practice 137t, 139, 142-8, 182t, 334t, 342t, 352t event rates, definition 361 events 3–12, 5b, 21, 24–5, 40b, 46–7, 67, 85–6, 89-90, 98-9, 109-10, 112-13, 117, 120-2, 120f, 125, 153, 154–67, 200–1, 234, 239t, 286-7, 293-4, 303-4, 311, 315, 316-17, 323-4, 325b, 336t, 344t, 354t, 357, 367, 369 see also adverse...; sentinel... definitions 7-8, 11-12, 361, 369

evidence-based clinical practice guidelines 161, 315, 334t, 342t, 352T, 361 definition 361 evidence-based decision making 131-4, 146-8, 161, 334t, 342t, 352t, 361 see also decision analysis *Crossing the Quality Chasm* (IOM) 3–5, 5b, 12-13, 27-8, 38, 131-2, 148 definition 131-2, 361 evidence-based practice xxiii, xxiv, 4-7, 5b, 13–16, 14b, 39, 45–56, 64, 94, 115–17, 124, 131–51, 155, 158, 160–7, 174, 182t, 185–6, 199-205, 224-5, 233-4, 237, 239t, 244, 257-8, 281-2, 285f, 290-7, 304, 307-8, 315-17, 323-4, 327, 334t, 342t, 352t, 358, 360, 361-4, 367 academic/clinical partnerships 147–8, 257–8, 295 - 7barriers 10-11, 141-2 broadened scope perspectives 147–8 clinical staff teaching strategies 146-8, 257-8 clinical strategies 145-8, 257-8 CMS 25, 132 committees 124, 146-8 conclusions 148 critical-analysis-and-synthesis process step 135t, 138-9, 142-8, 182t, 334t, 342t, 352t databases 9, 115–17, 124, 135t–7t, 138–48, 179t, 284-6, 334t, 337t, 342t, 345t, 352t, 355t debriefings 145-6 definition 14b, 132-3, 244, 334t, 342t, 352t, 361 description 132-3 develop-a-searchable-question process step (see PICOT) 124, 134t, 138, 142-8, 182t, 185-6, 257, 334t, 342t, 345t, 352t didactic approaches 143-4 education 13-16, 39, 45-56, 139, 140-8, 199-205, 211-16, 233-4, 237, 239t, 244, 257 - 8,281 - 2evaluate-the-outcomes process step 137t, 139, 142-8, 182t, 334t, 342t, 352t the evidence 16, 140-2 generalizability of study findings 138-9, 361 journals 141-4, 145-8, 334t, 342t, 352t levels I to VII of evidence 138–9, 361–2 libraries 135t-7t, 138-48





evidence-based practice (cont'd)	experiential learning
models and processes 133-9, 134t-7t, 142-4,	see also Plan-Do-Study-Act cycle
146–8, 182t, 334t, 342t, 352t	definition 202, 271-2, 272b, 275, 335t, 343t
narrative pedagogy 224–5	expert teams 27, 48t, 50-6, 92-3, 133, 139, 148,
PICOT questioning format (see develop-a-	258, 268–9
searchable-question process step) 134t-7t,	see also teams
138, 138f	definition 92
Planned Action theoretical approach 133 projects 144, 147–8	extent concepts, transition-to-practice programs (TTPs) 282–3
QSEN (see Quality and Safety Education for	external validity of studies, definition 370
Nurses) 13–16, 39, 45–56, 132–3, 140–3,	external validity of studies, definition 570
148, 158, 199–205, 211–16, 233, 237, 239t,	f
244, 257–8	face-to-face interactions, teams 38–9, 270–6,
quality improvement (QI) 124–5	271b, 293–4
questions 134t–7t, 138–48, 138f	Facebook 75, 174
recommendations-for-practice process	facilitation 15, 234t, 296–7
step 136t–7t, 139, 142–8, 334t, 342t, 352t	see also mentors
reflective practices 145–6	facility designs, patient and family-centered care
role models 147–8	(PFCC) 76–7, 159–60, 167
sacred cows 145, 146	faculty development for modeling patient safety
search-for-evidence process step 124, 135t,	global perspectives on quality and
138, 141–8, 182t, 185–6, 334t, 342t,	safety 186–7, 322
345t, 352t	interprofessional education (IPE) 275
searchable questions 124, 134–48, 182t, 185–6,	simulation of competencies 237
225, 257, 334t, 342t, 345t, 352t	FAIECP model, interprofessional education
simulation of competencies 144–5, 146, 233,	(IPE) 267–8
237, 239t, 244	Failure Mode Effect Analysis (FMEA) 162, 166b,
skills lab strategies 144–5	200-1, 361
skills in students and new graduates 140–3,	see also errors
144–5, 283–6, 334t, 342t, 352t	definition 162, 361
teaching approaches 140-8, 257-8, 281-2	failures 3–12, 5b, 6–9, 24–5, 89, 109–10, 120–2,
technology uses 144, 145-6	153-5, 157-9, 162, 163-5, 200-1, 244-6,
time gaps 131–2	286-90, 310-11, 322, 325b, 336t, 344t,
transition-to-practice programs (TTPs) 281-2,	354t, 361
283–97, 284t, 285f, 290–7	see also errors; events; adverse events
types of evidence 139	change management 310-11, 322, 325b
validity of studies 117, 137t, 139	communication 4–11, 89, 153–5
web site access 144, 145	medical error types 3-4, 5b, 6-9, 24-5, 109-10,
evidence-based nursing (EBN), definition 133	120-2, 153-5, 157-9, 163-5, 200-1, 244-6,
exclusion criteria	286–90, 336t, 344t, 354t
see also inclusion	families 67, 95, 361
definition 361	team membership 67, 95
experiences 16, 69–71, 89, 221–32, 224b,	family-centered care 61-83, 95, 331t-2t,
233, 267, 271–2, 272b, 275, 317, 335t,	339t–40t, 347t–9t
343t, 353t	see also patient and family-centered care
narrative pedagogy 16, 69–71, 89, 221–32,	background 62–78
224b, 233, 267, 317	definitions 62–4



family-centered nursing rounds, definition 361 fatigue 8-9, 94, 161, 240t, 308-9 federal agencies 9, 10-11, 22-7, 31-5, 67, 68, 74, 76, 86, 90, 94, 111–13, 115–17, 118–22, 132, 154, 156, 157t, 160-4, 188, 219, 220, 242-3, 251, 257, 262, 268, 303-4, 311, 357-8, 369 see also Agency for Healthcare Research and Quality; Centers for Medicare and Medicaid Services; policies alliances 35-6 background 22-7, 31-5 feedback loops 8-9, 13, 67-8, 94, 94t, 102-3, 184-5, 259-60, 285f, 286-7, 293, 304 debriefings 8-9, 94, 100-1, 102-3, 145-6, 202, 233, 239t, 240t, 244-5, 260-1, 266-7,294dyadic feedback 96 education 13, 184-5, 285f, 286-7, 293 errors 94, 94t, 293, 304 feminist pedagogy, definition 222-3, 225, 229 fictional literature, narrative pedagogy 69-70 fidelity levels, simulation of competencies 16, 202, 235, 237, 242 films, narrative pedagogy 69-71 Finland 56, 320-1 fishbone diagrams 121-2, 122f, 301 five levers for change 306-9, 307f 'five whys' processes, fishbone diagrams 121–2 fluid intake 215-16 FMEA see Failure Mode Effect Analysis focus groups 281-2, 287 follow-up to error reporting 165-7, 287 Food and Drug Administration (FDA) 5b foreground questions see also diagnoses definition 357, 361 formal learning see also education definition 255 France 56 FreeMind 177f, 178f fully operational electronic health record systems see also information technology definition 361 Future of Nursing: Leading Change, Advancing Health (IOM) 12-13, 64, 85-6, 188-9, 311

generalizability of study findings 138-9, 361 definition 361 generative leaders see also leadership definition 302 Germany 325b Gibson, Rosemary 46, 51-2 global perspectives on quality and safety xxiv, 43, 56, 97-8, 286-7, 315-29 see also individual countries academic settings 320-2, 327 background xxiv, 43, 97-8, 286-7, 315-27 collaboration 97-8, 321-2, 326-7 culture 317, 321–2, 323–7 education 97-8, 315-27 faculty development for modeling patient safety 186-7, 322 globalization challenges 316-17 migration of nurses 317 mortality statistics 11, 109, 245-6, 316,323-4preventable adverse events 286-7, 316-17 QSEN 315-16, 317-21 reporting systems 323-6 research methods 323, 324–7 resources 324-7 summary 326-7 teams 97-8, 321-2, 323-4, 326-7 WHO guides/reports 10, 95, 316, 321-2, 324, 325-7, 325b workplace challenges 315, 316-17, 323-7 glossary 357-70 Gordon and Betty Moore Foundation 100, 187 graduate/advanced practice competencies xxiv, 49-56, 50t, 134t-7t, 139, 140-2, 199-200, 201, 223, 235-6, 237-47, 238t-40t, 253, 254-61, 315, 339-45, 339t-45t appendices 14, 39, 201, 339-45, 339t-45t background xxiv, 49-56, 50t, 140-2, 199-200, 201, 223, 235-6, 237-47, 238t-40t, 254-61, 315, 339-45, 339t-45t simulation of competencies 236, 237, 238t-40t groups 267-76, 271b, 302-11, 362, 369 see also teams definition 270, 362







H-CAHPS see Hospital Consumer Assessment of Healthcare Providers and Systems HACs see hospital-acquired... HAIs see hospital-acquired infections hand hygiene 12, 145, 246, 315, 325b handoff time 16, 90, 102, 154, 156, 161-3, 166b, 204-5, 205b, 208, 209-11, 210b, 228, 286-7, 325b, 362 see also transitions in care communication 16, 90, 102, 161-3, 209-11, 210b definition 90, 161-2, 362 safety 16, 161-3, 166b, 286-7 handovers see handoff time Haskell, Helen 311 Hassmiller, Susan 46, 52-3 The Hastings Center 69 head/heart/hand approach to change projects 309-10, 310f health care xxiii, xxiv, 3-16, 21-41, 40b, 111-12, 131-2, 158-63, 200-16, 286-7, 301, 316-27, 360, 362, 363 see also disparities ...; individual topics challenges in all settings xxiii, 3-16, 38-41, 40b, 111-12, 131-2, 158-63, 286-7, 301 critique xxiii, 3-16, 38-41, 111-12, 131-2, 301 integrative approaches 23-5 reforms 3-16, 5b, 37 health care associated harm, definition 362 Health Care Financing Administration (HCFA) 358 see also Centers for Medicare and Medicaid Services health coaching 189, 190-2 health information exchanges (HIEs) 174, 362 see also informatics; information technology definition 174, 362 health information technology (HIT) 10-11, 14-16, 117-19, 177-92, 362 see also informatics; information technology definition 117, 174, 362 health insurance 22-5, 32-3, 39, 111, 183t, 185, see also consumer-driven/directed care

The Health Insurance Portability and

183t, 185

Accountability Act 1996 (HIPAA) 174,

Health IT Policy Committee see also information technology definition 362 Health IT Standards Committee see also information technology definition 362 health literacy, definition 362 Health and Medicine Division of the National Academies of Science, Engineering and Medicine (HMD) 153-4, 165 see also Institute of Medicine Health Plan Employer Data and Information Set Measures (HEDISs), definition 36, 110-11, 362 health plans 13, 61-2, 110-11, 142-3, 153-4, 185, 255, 366, 368 see also report cards Health Professional Education in Patient Safety Survey 321 Health Professionals for a New Century... report 322 Health Research and Education Trust (HRET) 71 Healthcare Professions Education: A Bridge to Quality (IOM) 4, 5b, 45-7, 132 HEDISs see Health Plan Employer Data and Information Set Measures hermeneutic phenomenology 222, 229 heterogeneity of systematic reviews, definition 362 HHS see Department of Health and Human Services hierarchy of evidence see also evidence-based... definition 362 HIEs see health information exchanges high-reliability organizations (HROs) 7, 11–16, 35, 93t, 156-7, 158, 165, 303-4, 311, 362 see also systems background 11-16, 35, 93t, 156-7, 362 definition 11-12, 93t, 156-7, 362 quality improvement (QI) 7, 11-16, 35, 156-7, 158, 165 safety 7, 11-16, 35, 156-7, 158, 165 HIPAA see Health Insurance Portability and Accountability Act 1996 histograms, quality improvement (QI) 119-22, 120f







HIT see health information technology HITECH Act 117-19, 174, 187-8, 189-90 see also American Recovery and Reinvestment Act 2009 HIV/AIDS 5b, 270b HMD see Health and Medicine Division of the National Academies of Science, Engineering and Medicine holistic approaches 64, 302 leadership 302 home care 34, 39, 118, 159, 181t, 189–92 Home Health Compare web site 118 home-sensing devices 181t, 189-92 honesty 12-16 see also just and fair Hopkins evidence-based practice model 133, 143-4 Hospital Compare 23 Hospital Consumer Assessment of Healthcare Providers and Systems (H-CAHPS/CAHPS Hospital Survey) 67, 70, 116, 116b, 118t, 163, 316, 363 see also patient satisfaction definition 116b, 363 quality improvement (QI) 116, 116b, 118t Hospital Quality Alliance (HQA) 32, 34, 111 Hospital Survey of Patient Safety Culture (AHRQ) 156-7, 157t hospital-acquired infections (HAIs) 11, 23, 24–5, 132, 154, 315–17, 323–4 see also errors statistics 25 hospitality 47-9 hospitals 5b, 6-7, 38-41, 67, 70, 116, 116b, 118, 118t, 156-7, 157t, 163, 257-61, 282-97, 315-17, 323-4, 363 see also clinical learning environments; workplace... transition-to-practice programs 282-97 HQA see Hospital Quality Alliance HROs see high-reliability organizations human factors errors 3-4, 5b, 7-8, 10-11, 153-5, 157-67, 233-4, 245-6 leadership 302–11 safety 7-8, 10-11, 153-5, 157-67 human genomics 189

ICN see International Council of Nurses ICNP see International Classification for Nursing Practice ICUs see intensive care units ideas xxiv, 49-56, 302-11 identification of errors/problems 5b, 6, 8–9, 10-11, 94, 121-2, 123-5, 153, 154-67, 176, 200-1, 244-6, 303-4, 321-6, 336t, 344t, 354t see also root-cause analysis Identifying and Preventing Medication Errors (IOM) 5b, 6, 67, 246 Identifying and Spreading Practices to Enable Effective Interprofessional Collaboration (RWJF) 87-8, 89 IDM see informed decision-making IHI see Institute for Healthcare Improvement illness-centered medicine 64 immersion periods, transition-to-practice programs (TTPs) 294 implementation factors, change management 308-9, 310-11 Improve First projects (APQ) 33 ImproveCareNow 33 Improving Performance in Practice (IPIP), definition 363 **INACSL Standards of Best Practice:** Simulation 233-4, 234t, 235, 251, 263 incident characteristics, definition 363 incident types 109-10, 120-2, 153-5, 157-9, 163-5, 244-6, 286-7, 363 definition 363 inclusion criteria see also exclusion... definition 66-7, 363 indirect failures, definition 7-8, 154-5 inductive reasoning 94t informal learning see also clinical learning environments; education; workplace... definition 255 informatics xxiii, xxiv, 4, 5b, 6-7, 10-11, 15b, 29-30, 39-41, 45-56, 110, 112-13, 117-19, 132, 158, 173–95, 177f, 178f, 179t–83t, 199-205, 211-16, 233-4, 237, 240t, 246, 255, 257-8, 285f, 292-3, 315-16, 317, 337t, 345t, 355t



informatics (cont'd) AACN 174-5, 176-84, 179t-83t, 187, 190-2, 191t-2t academic/clinical partnerships 186-7 AMIA 186, 187 ANA 31, 175, 185-6 CMS 9, 11, 188 collaboration 176, 186-9 computer skills 175–84, 179t–83t, 187, 337t, 345t, 355t core phenomena 175, 337t, 345t, 355t curricula 176-84, 186-7 definition 15b, 29-30, 173-4, 175-6, 246, 337t, 345t, 355t Delphi techniques 175, 176 development of the QSEN competencies 13–16, 175-84, 179t-83t, 199-205, 211-16, 337t, 345t, 355t education 13-16, 39, 45-56, 174-5, 176-92, 199-205, 211-16, 233-4, 237, 240t, 246, 257-8, 337t, 345t, 355t Electronic Health (Medical) Records (EHRs/ EMRs) 29–30, 39–41, 112–13, 117–19, 160, 173-6, 177f, 178f, 179t-83t, 185-92, 202, 239t, 240t, 246, 255, 258, 337t, 345t, 355t, 361, 362 emerging trends 188-92 example 112-13, 173 Florence Nightingale 110, 173 Future of Nursing: Leading Change, Advancing Health (IOM) 188-9 health information exchanges (HIEs) 174, 362 HITECH Act 117-19, 174, 187-8, 189-90 IOM 4, 5b, 6-7, 45-7, 174, 188-9, 201 legislation 113, 117–19, 174–5, 176, 185 new technologies 10–11, 14–16, 23–5, 29–30, 39-41, 117-19, 180t-1t, 186-7, 188-92, 191t-2t, 240t, 246, 337t, 345t, 355t nursing practice implications 187–8 patient and family-centered care (PFCC) 176 policies 29-30, 190-2, 192t practice levels 175–6 QSEN 13-16, 39, 45-56, 158, 174-84, 179t-83t, 199-205, 211-16, 233, 237, 240t, 246,257-8quality improvement (QI) 29-30, 110, 112-13, 117–19, 125, 176

safety 29–30, 176, 188–92 simulation of competencies 237, 240t, 246 systems 7, 176 teaching approaches 176–92, 257–8 teams 176, 186-7 TIGER Initiative 30, 175, 176-84, 179t-83t, 187-8 information literacy education, assignments 184-5 information sharing 4–11, 31, 39–41, 40b, 47–56, 62-8, 72t, 160, 162-3, 173-92, 223-31, 267–76, 336t, 337t, 344t, 345t, 354t, 355t see also transparency safety 4-11, 31, 39-41, 160, 162-3, 176, 188-92, 336t, 337t, 344t, 345t information technology (IT) 10–11, 14–16, 23–5, 29-30, 33, 39-41, 75, 117-19, 144-6, 160, 173-92, 177f, 178f, 179t-83t, 307, 321, 336t, 337t, 344t, 345t, 354t, 355t, 358-9, 361-2,365see also informatics; Internet; intranets; networks evidence-based practice 144, 145-6 new technologies 10–11, 14–16, 23–5, 29–30, 39-41, 117-19, 180t-1t, 186-7, 188-92, 191t-2t, 240t, 246, 274-5, 336t, 337t, 344t, 345t, 354t, 355t informed decision-making (IDM) 67-8, 363 see also decision analysis; patient-centered care definition 363 injections 203-16 innovations 22-5, 44-56, 44f, 45f, 52b, 205-16, 252, 258, 263, 308–11, 322 see also change management; new technologies education 205-16, 258 inquiry mindset, questions 13 Inspector General 11 Institute for Healthcare Improvement (IHI) 9, 10, 25-6, 28-9, 48t, 49-51, 64, 74-5, 100, 102-3, 115, 119–22, 154, 163, 165, 219, 251, 263, 274-5, 324, 363 definition 9, 28–9, 65, 100, 251, 263, 274, 324, 363 goals 9, 25-6, 28-9, 65, 100, 251, 263, 274, 324, 363 Million Lives campaigns 9, 29 Open School 100, 102, 274-5



patient and family-centered care (PFCC) 28–9, 65,74-5quality improvement (QI) 9, 10, 28-9, 115, 119-22, 274-5 safety 9, 10, 28–9, 154, 163, 165, 274–5 triple aim approach 9, 25-6, 29, 115, 266 Institute of Medicine (IOM) xxiii, 3–16, 5b, 26, 29-30, 38, 44f, 45-7, 49, 52b, 53-4, 62, 67, 85-6, 95, 99, 114-15, 123-5, 131-2, 148, 153-4, 157-8, 159-61, 163-4, 173-4, 188-9, 199-202, 219, 233-4, 245-6, 251, 263, 279, 282-3, 304-5, 311, 315-18, 363, 367 see also competencies; Health and Medicine Division... change recommendations 10-11, 15-16 *Crossing the Quality Chasm* 3–5, 5b, 12–13, 27-8, 38, 62, 95, 114-15, 131-2, 148, 153 definition 3-16, 153-4, 199-200, 201, 251, 263, 363 evidence-based decision making 4, 5b, 45-7, 131-2, 148, 201 *Future of Nursing: Leading Change, Advancing* Health 12-13, 64, 85-6, 188-9, 311 goals 3-16, 29, 38, 45-7, 52b, 153-4, 199-200, 201, 251, 263, 363 Healthcare Professions Education: A Bridge to Quality 4, 5b, 45-7, 132 *Identifying and Preventing Medication* Errors 5b, 6, 67, 246 informatics 4, 5b, 6-7, 45-7, 174, 188-9, 201 Keeping Patients Safe: Transforming the Work Environment of Nurses 5b, 6, 160-1, 304-5 leadership 10-11, 304-5, 311 patient-centered care 4, 5b, 6–7, 45–7, 62, 67, 95, 201 quality improvement (QI) 3–16, 5b, 6, 26–7, 30, 45-56, 109-10, 114-15, 123-5, 201 renaming in 2016 153 safety 3-16, 5b, 30, 45-7, 109-10, 153-4, 157-8, 159-61, 163-4, 173-4, 201, 233-4, 245-6 simulation of competencies 233-5 STEEEP care acronym (safe, timely, effective,

equitable, economical, and patient

Ten New Rules 10, 85-6

centered) 4-11, 5b, 29, 114-15, 158, 369

*To Err Is Human* 3–4, 5b, 10–11, 16, 27–8, 38, 154, 233-4, 245-6 transition-to-practice programs (TTPs) 282-3 Institute for Patient and Family-Centered Care 62-4, 63b, 65-6, 74 Institute of Pediatric Nursing 34 **Institute for Safe Medication Practices** (ISMP) 219, 251, 263 integrative approaches education 13-16, 199-216 health care 23–5 integrative reviews see also systematic reviews definition 364 integrity 12-16, 230-1 see also just and fair intensive care units (ICUs) 68, 89, 122, 131, 134t-7t, 145, 181t, 190-2 interactive classrooms 199-216, 322 Interagency Working Group on Health Care Quality 23 interdependencies, teams 270-6, 271b interdisciplinary approaches xxiii, xxiv, 13–16, 31-42, 45-56, 86-103, 148, 162-3, 176, 201, 234t, 237, 238t, 242-4, 265-76, 358, 364 see also care coordination; collaboration; interprofessional... interdisciplinary teams see interprofessional teams internal validity of studies, definition 370 International Classification for Nursing Practice (ICNP), definition 182t, 363 International Classification for Patient Safety 325-6 International Confederation of Midwives 326 International Council of Nurses (ICN) 9, 321–2, 323 - 4,326International Nursing Association for Clinical Simulation and Learning (INACSL) 219, 233-4, 234t, 235, 251, 263 see also INACSL... International Pharmaceutical Federation 326 International Pharmaceutical Students Federation 326 International Society for Quality in Healthcare (ISQUA) 324 International Standards Organization (ISO) 114







Internet 89, 144, 145–6, 157t, 165, 174, 179t–83t,	relationships 97, 269–70, 270b
274–5, 317–19, 362	strategy designs 269–70, 269b
interoperability	success criteria 275–6
see also information technology; networks	summary 276
definition 364	teachers 98-103, 251, 275
interpersonal skills, teams 270-6, 271b	Team Strategies and Tools to Enhance
interpretation, narrative pedagogy 224,	Performance and Patient Safety
224b, 225–30	(TeamSTEPPS) 268
interpretive questioning 224, 224b, 226-7	transferred learning 273, 273b, 276
Interprofessional Education Collaborative	VA Centers of Excellence in Primary Care
(IPEC) 4, 53–4, 56, 99–100, 251, 268–9	Education 269-70, 269b-70b
interprofessional education (IPE) 4-16, 43, 44-56,	VAQS program 45f, 52–3, 274–5
96–100, 97t, 100, 234t, 237, 251, 265–76,	WHO 266, 267-8
293–4, 321–2, 339–45	Interprofessional Professionalism Collaborative
see also teams	(IPC) 100, 219
added value to quality and safety	interprofessional teams xxiii, xxiv, 13–16, 31–41,
learning 265–74, 276	44–7, 86–103, 97t, 148, 162–3, 176, 201, 234t,
assessments/evaluations of student	237, 238t, 242–4, 251, 265–79, 321–2, 326,
learning 273–4	341t, 350t–2t, 364
background 4–16, 44–56, 96–100, 97t, 100,	see also collaboration; teams
251, 265–76, 293–4, 321–2	background 13–16, 31–41, 44–7, 86, 201,
best-practice quality and safety IPE design	265–76, 364
strategies 267–74	definition 86, 265, 364
Canadian Interprofessional Health Collaborative	education 96–100, 97t, 234t, 237, 238t, 251,
Competency Framework 267–8	265–76, 321–2
champions/coaches/mentors 274–5	simulation of competencies 234t, 237, 238t, 242–4
cooperative learning 270–1, 271b, 276	suggested learning experiences 101–3
core competencies 268–76	interruptions/distractions, nurses 8–9, 12, 159–60
definition 265	intervention, PICOT questioning format 134t–7t,
educator development for IPE 98–103, 251, 275	138, 138f, 367
experiential learning 202, 271–2, 272b, 275,	Intranet of Things (IoT), definition 189
335t, 343t	intranets 179t, 187, 188–92
FAIECP model 267–8	background 188–92
frameworks 267	statistics 189
IHI Open School 274–5	IOM see Institute of Medicine
knowledge, skills, and attitudes	Iowa evidence-based practice model 133, 143–4
(KSAs) 4, 267–76	IPE see interprofessional education
learning with/from/about each other goals 266–7, 267b	IPIP see Improving Performance in Practice
models 267–74	Ironside, Pamela M. 15, 46–7, 48t, 51–2, 55, 202, 221–32
National Center for Interprofessional Practice	ISO see International Standards Organization
and Education 100, 251, 266, 274, 279	ISQUA see International Society for Quality in
	Healthcare
national training programs in quality and safety 274–6	1 icatificate
organizational structures 267–76	i
QSEN 265	J Japan 56, 114, 121, 320b
reflective practices 266, 270–6	Johnson, Jean 14b, 48t, 109–30
1011000110 PINCHOO 20012/0 0	,



Joint Commission 9, 10, 11, 26–7, 36, 67–8, 74, appendices 14, 39, 201–2, 331–7, 331t–7t, 75, 77, 89, 91, 111, 115–17, 154, 159, 161–7, 339t-45t, 347t-55t 199, 241, 252, 257, 297, 301, 303, 305, definitions xxiii, 4, 54-6, 199-202, 221-2, 307,310-11230-1, 238t-40t, 295, 315-16 Advancing Effective Communication... Delphi techniques xxiv, 96, 142-3, 165, 175, documents 68 176, 201-2, 325-6, 347t-55t communication 89 global perspectives on quality and safety definition 9, 36, 252 315-16, 317, 323-7 interprofessional education (IPE) 4, 267-76 disruptive behaviors 91, 161 goals 9, 11, 26–7, 36, 252 narrative pedagogy 204-16, 230-1 leadership 91, 301, 303, 305, 307, 310-11 new technologies 10–11, 14–16, 39–41, 180t-1t, 186-7, 188-92, 191t-2t, 240t, 246, National Patient Safety Goals (NPSGs) 9, 199, 257 274-5, 336t, 337t, 344t, 345t, 354t, 355t NPSG 199, 257 self concepts 94t, 96, 184–5, 235, 260–1, 269-70, 331t-2t, 339t, 342t, 347t-9t, 352t patient and family-centered care (PFCC) 9, 64, 67-8, 74, 75, 77, 241 simulation of competencies 233–5, 237–47, 238t-40t quality improvement (QI) 9, 10, 11, 36, 111, knowledge translation, definition 364 115-17, 257 Korea 55, 287, 316, 318, 320-2 safety 9, 10, 11, 36, 154, 159, 161-7, 257 Joint Practice Committees 102 Kotter's eight steps model of change 305–7, 306t Iordan 321-2 KSAs see knowledge, skills, and attitudes The Josiah Macy Jr Foundation 100 journal clubs, evidence-based practice 144, 146 journals 55, 141-4, 145-8, 334t, 342t, 352t Ladden, Maryjoan 48t, 50-2, 53-4 just and fair latent failures, definition 7-8, 154-5 see also accountabilities; honesty; integrity; leadership xxiii, xxiv, 7, 8–9, 10–11, 13, 15–16, respect; trust 38-41, 40b, 44-7, 55, 87-8, 91, 93t, 112-13, culture of safety 8-9, 11-16, 155-7, 164, 220, 147-8, 154-67, 188, 200-1, 267-76, 283-6, 245, 251, 263, 303-4 295, 301–13, 317, 322, 326–7 see also change management; policies k components 93t, 302 Keeping Patients Safe: Transforming the Work conclusions 311 Environment of Nurses (IOM) 5b, 6, 160-1, culture of safety 155-7, 303-5, 317, 326-7 304 - 5definitions 93t, 268, 301-4 Kidney Care Quality Alliance 34 education 199-201, 283-6, 310-11, 322 Kingdon's concepts, policies 21–2 education and practice strategies 310-11 Kleinman's Questions 77 evolution 110-11, 302 knowledge, skills, and attitudes (KSAs) xxiii, examples 306b 4–16, 30–1, 40b, 44–56, 69–78, 86–7, 92–6, expectations 303-4 123-5, 132-3, 139-43, 153-4, 158, 165, generative leaders 302 175-84, 179t-83t, 186-7, 188-92, 199-216, goals 302-11 221-2, 230-4, 237-47, 238t-40t, 259-61, holistic approaches 302 267-76, 295, 315-16, 317, 320b, 323-7, human factors 302-11 331t-7t, 339t-45t, 347t-55t IOM 10-11, 201, 304-5, 311 see also collaboration; evidence-based...; Joint Commission 91, 301, 303, 305, informatics; information...; patient-centered...; 307,310-11quality...; safety...; skills; teams mission 7, 303–11, 320b

0003036295.INDD 389 1/19/2017 1:32:41 PM



leadership (*cont'd*) maternity courses 236, 244 nurses xxiii, xxiv, 13, 40b, 112-13, 160-1, 188, 'Meaningful Use' of electronic health records 174 Measure Applications Partnership (MAP), 200-1, 301-11, 326-7 quality 38–41, 200–1, 301–11, 317, 326–7 definition 27 safety 8-9, 13, 38-41, 156-67, 200-1, 301-5, MedED Portal 279 311, 317, 326-7 Medicaid 9, 11, 22-5, 26-7, 31, 33, 34, 35-6, 39, 40b, 111-13, 115-17, 118-19, 163-4, 188, skills 283-6, 302-4, 308-9 talents 302-4, 308-9 257, 358, 367 see also Centers for Medicare and Medicaid vision 7, 110, 267, 303-11 lean production perspective 114 Services Lean Six Sigma quality method 114 background 22-7, 31, 35-6, 39 see also Six Sigma... medical errors 3-6, 5b, 7-9, 10-12, 14b, 15b, 21, 'learn by doing' model 271 24-5, 40b, 46-7, 67, 85-6, 94, 109-10, learning with/from/about each other goals 112-13, 120-2, 120f, 125, 153-67, 176, see also education; training 200-1, 234, 239t, 244-6, 286-90, 293-4, interprofessional education (IPE) 266-7, 267b 323-4, 325b, 336t, 344t, 354t, 364 learning-centered models, definition 206-7 see also errors; safety... legal cases for change 307-8 death certificates 11 legislation 9, 21-6, 35-6, 37, 38, 39, 113, 117-19, definitions 7-8, 11-12, 153-5, 163-4, 364 132, 174–5, 176, 183t, 185 Identifying and Preventing Medication Errors see also individual Acts; policies; regulations (IOM) 5b, 6, 67, 246 ACA 9, 22-6, 35, 37, 38, 39, 113, 118-19, statistics 3-4, 5b, 6, 11, 24-5, 46-7, 85-6, 132, 174 109–10, 117, 120, 120f, 125, 153–4, 245–6, background 21-5, 35-6, 113, 174-5, 176 288-9, 316, 323-4 types 22-5, 35, 113, 174 types 3-4, 5b, 6-9, 24-5, 109-10, 120-2, US 9, 22–5, 35–6, 113, 117–19, 132, 174–5, 153-5, 157-9, 163-5, 200-1, 244-6, 286-90, 176, 185 336t, 344t, 354t levels I to VII of evidence, definitions 138-9, Medical Subject Headings (MeSH), definition 364 361 - 2Medicare 9, 11, 22–5, 26–7, 31, 33, 34, 35–6, 39, libraries, evidence-based practice 135t-7t, 67, 68, 74, 111–13, 115–17, 118–19, 132, 154, 138-48 159, 163-4, 188, 257, 358, 367 life-long learning attitudes 143, 177f, 178f, 179t, see also Centers for Medicare and Medicaid 188-9, 190-2, 260-1, 337t, 355t Services line graphs, quality improvement (QI) background 22-5, 26-7, 31, 33, 34, 35-6, 39 119-22, 120f Medicare Modernization Act 2003 358 listening skills 47–8, 77, 225–30 medication 6, 24–5, 33, 67, 154, 159–61, 165–7, Listservs 174 202, 203-4, 246, 251, 263, 287 Logical Observation Identifiers Names and Codes medication errors 6, 8, 10-11, 24-5, 67, 154, (LOINC), definition 182t, 364 159-61, 165-7, 202, 246, 251, 263, 287 LOINC see Logical Observation Identifiers Names see also treatment... mental models, teams 86-7, 89-90, 93t, 267 and Codes Long-Term Quality Alliance 33–4 mentors 134t-7t, 142, 148, 274-5, 290-3, 294-7 see also champions; coaches; preceptors; m role models Magnet recognition program 9 meta-analyses 361-2, 364 MAP see Measure Applications Partnership see also evidence-based...; systematic reviews Massachusetts 114, 219, 303 definition 364



metacognition training, definition 94t, 270 methicillin-resistant Staphylococcus aureus (MRSA) 114, 257 micro-sensors 180t-1t, 186-7, 189-92 microsystems, definition 12, 86-7, 364 midwives 50t, 317, 321-2, 326 migration of nurses, global perspectives on quality and safety 317 Million Lives campaigns (IHI) 9, 29 mind maps 176-84, 177f, 178f mindset changes, quality and safety 12-16 mission 7, 86-7, 303-11, 320b misuse see also complications definition 364 mitigating factors, definition 364 models see also individual models evidence-based practice 133-9, 134t-7t, 142-4, 146-8 interprofessional education (IPE) 267-74 transition-to-practice programs (TTPs) 284–6, 285f models of care, definition 364 monitoring processes, quality improvement (QI) 7-9, 13, 119-22, 246, 257, 268-76, 336t, 344t, 354t Moore, Shirley M. 46, 48t, 52, 265-79 moral commitments, motivations 11-12, 39-41, 316-17 moral distress 74 see also ethics mortality statistics 3-4, 11, 24-5, 85-6, 109, 117, 125, 153-4, 245-6, 288-9, 316,323-4motivations 11–12, 21, 39–41, 316–17 multidisciplinary teams xxiii, xxiv, 38-42, 86-103,364see also inter...; teams definition 86, 364 multiviewpoint perspectives, narrative pedagogy 215, 222-3, 225-30, 231 mutual support needs, teams 90, 93t, 94-5, 267, 268-76 mutual trust needs, teams 4, 12-16, 47-9, 63b, 90, 93t, 94-5, 235, 267 My Gift of Grace card game 74

NANDA-I organization, definition 182t, 364 nano-technology 180t NAQC see Nursing Alliance for Quality Care narrative information 69-70, 89-90 narrative pedagogy xxiv, 16, 40b, 69-71, 89, 202, 204-16, 221-32, 233, 267, 317 see also didactic approaches art 69-70 background 69-70, 202, 204-16, 221-31, 267 conventional teaching approaches 222-3, 228 - 9,230cycles of interpretation 224, 224b, 225-30 definition 69-70, 222-3, 225, 226, 228 - 9,231evidence-based practice 224-5 experiences 16, 69-71, 89, 221-32, 224b, 233, 267, 317 fictional literature 69-70 films 69-71 interpretive questioning 224, 224b, 226-7 Kelly's story 221, 222 multiviewpoint perspectives 215, 222-3, 225 - 30, 231patient and family-centered care (PFCC) 69-70, 204-16, 223-4, 230-1 QSEN 221, 222, 230-1 respect 230-1 Shelly's story 225-7, 228, 229 summary 231 Theresa's story 227-9 National Association of Children's Hospitals and Related Institutions (NACHRI) 33 National Association for Healthcare Quality 125 National Business Coalition on Health's Valuebased Purchasing Council 111-12 National Center for Interprofessional Practice and Education 100, 219, 251, 266, 274, 279 National Committee for Quality Assurance (NCQA) 26-7, 36-7, 67, 110-11, 112-13,362see also Health Plan Employer Data and

Information Set Measures

National Committee on Vital and Health Statistics,

definition 36

definition 365

0003036295 INDD 391 1/19/2017 1:32:41 PM



National Council of State Boards of Nursing (NCSBN) 48t, 50-1, 55-6, 163, 165, 220, 233, 235-6, 281-9, 285f see also transition-to-practice programs simulation of competencies 165, 233, 235–6 National Database of Nursing Quality Indicators (NDNQI) 9, 28, 115-16, 124 definition 28 National Forum (IHI) 10, 15, 43, 100, 102, National Guidelines Clearinghouse, definition 365 national initiatives 43-57 see also Quality and Safety Education for Nurses National Institute of Health 26-7, 357 national interprofessional training programs in quality and safety 274–6 National League for Nursing (NLN) 46-7, 48t, 50-1, 50t, 154, 174-5, 220, 252, 263, 287, 292,294-7see also Quality and Safety Education for Nurses definition 263 national mandates see also organizational structures; policies; regulations quality and safety 9, 25–41, 154, 163–4, 336t, 344t, 354t National Patient Safety Foundation (NPSF) 6–7, 11–12, 154, 159, 162, 251, 263, 303 National Patient Safety Goals (NPSGs) (Joint Commission) 9, 199, 257 National Priorities Partnership 30-2 National Quality Forum (NQF) 10, 15, 25-8, 29-31, 33, 35, 43, 64, 67-8, 75, 111, 115–17, 365 background 25-8, 29-31, 35 definition 25-7 goals 25-8, 29-31, 35 patient and family-centered care (PFCC) 64, 67 - 8, 75, 111National Quality Strategy 25-6, 30-1 Nationwide Health Information Network (NHIN), definition 365 NCQA see National Committee for Quality Assurance NDNQI see National Database of Nursing Quality

**Indicators** 

near misses 8, 12, 13, 29, 163–5, 166b, 167b, 286-7, 289-90, 365 see also errors beneficial aspects 12, 13, 29 definition 8, 163-5, 365 Neonatal Resuscitation Program (NRP) 236 neonatology 73 networks 274-5, 309-11, 315-16, 320b, 358 see also communication; connectivity; information technology Commission on Systemic Operability 358 never events/serious reportable events see also errors definition 365 new technologies 10-11, 14-16, 23-5, 29-30, 39-41, 117-19, 180t-1t, 186-7, 188-92, 191t-2t, 240t, 246, 274-5, 336t, 337t, 344t, 345t, 354t, 355t see also micro-sensors; smart phones; social networks home-sensing devices 181t, 189-92 telehealth 180t-1t, 186-7, 190 NHIN see Nationwide Health Information Network Nightingale, Florence 110, 173 NLN see National League for Nursing 'no lift' policies 161 non-verbal communication 77 nonfederal agencies 9, 15, 31, 36–7, 44f, 45–7, 49, 50-6, 50t, 52b, 110-11, 163-4, 174-5, 252, 257-8, 282-3, 290, 294-5 see also accrediting organizations; policies background 36-7 standard-setting by nonfederal agencies 36-7 nonhospital sites, transition-to-practice programs (TTPs) 289-90 North Carolina Academy of Family Physicians 363 North Carolina Board of Nursing Just Culture 220, 251, 263 Norway 286 Notes on Hospitals (Nightingale) 110 'nothing about me without me' value, patientcentered care 78 NPs see nurse practitioners NPSF see National Patient Safety Foundation NPSGs see National Patient Safety Goals NQF see National Quality Forum



nuisance alarms 131, 134t-7t, 159-60, 306b, 336t, 344t nurse council meetings 102, 146-8, 311 nurse practitioners (NPs) 88, 112-13, 162, 303 nurse residency programs 45–7, 165, 282–97 see also transition-to-practice programs nurse-physician collaboration 85, 87-9 see also collaboration nurses see also individual topics ANA Code of Ethics 73 ANA Scope and Standards of Practice 27–8, 68, 73, 163 assessments/evaluations of student learning 199-216, 259-60, 273-4, 294 blame cultures 8, 109, 156, 245, 336t, 344t bullying problems 90–1, 161 definition 304-5 evidence-based practice 133-48 H-CAHPS survey questions 116b informatics 45-56, 173-92 inquiry mindset 13 interruptions/distractions 8–9, 12, 159–60 leadership xxiii, xxiv, 13, 40b, 112-13, 160-1, 188, 200-1, 301-11, 326-7 listening skills 47-8, 77, 225-30 migration 317 mindset changes 12-16 policies 21–41 policy influences 21-2, 39-41, 40b priorities 13, 200-1, 205 professional values 71-4 respect 12-16, 62-6, 72t, 230-1 responsibilities 3–16, 21–30, 39–41, 40b, 71–8, 85-93, 109-25, 147-8, 155-67, 187-8, 200–16, 230–1, 254–61, 266–76, 267b, 290–7, 301-4, 311, 317, 321-2, 331-7, 339-45, 347 - 55retention statistics 200, 288-90, 293-4 roles in quality and safety 3-16, 21-30, 39-41, 40b, 71-8, 85-90, 92-3, 109-25, 133-48, 153-67, 187-92, 200-16, 230-1, 242-3, 243b, 260-1, 266-76, 290-7, 304-5, 311, 321-7, 331-7, 339-45, 347-55 rotations of staff 159-61, 257-8, 294 satisfaction 4, 9, 94, 287, 293-7, 316-17 second-victim impacts of errors 164

stress 74, 94t, 287, 290-5 temporary nurses 288-9 transition-to-practice programs (TTPs) 165, 233, 254, 260, 281–300 turnover statistics 200, 288-90, 293-4 types 175-6, 242-3, 243b vacancies 120, 120f Nursing Alliance for Quality Care (NAQC) 11, 30-2, 33, 111nursing care plans 185, 255 nursing education uses, simulation of competencies 235-7 Nursing Home Compare web site 118 nursing homes 118, 121, 257, 289–90 Nursing Outcome Classification (NOC), definition 182t, 365 nursing quality indicators, national databases 9, 27-8, 115-16, 124 'nursing sensitive measures', quality improvement (QI) 115-17

Office of the National Coordinator for Health Information Technology (ONC) 117, 362, 365 see also information technology definition 117, 365 quality improvement (QI) 117 Office of Personnel Management 26–7 Ohio Organization of Nurse Executives 55 Oncology Nursing Certification Corporation 50t Oncology Nursing Society 73 online courses, education 123-5, 184, 187 Open School (IHI) 100, 102, 274-5 opinion leaders, definition 365 Oregon Consortium of Nurse Educators 220 organ transplantation 73 organizational structures 6-7, 8-9, 11-16, 22-41, 87–8, 93t, 141–2, 146–7, 154–5, 156–7, 267-76, 284-6, 285f, 292, 293-7, 303-4, 311, 362 see also policies collaboration 87-8, 267-76 high-reliability organizations (HROs) 7, 11-16, 35, 93t, 156-7, 158, 303-4, 311, 362 interprofessional education (IPE) 267-76

organizational values 72–3, 156–7



orientation	176, 199–205, 211–16, 223–4, 230–1, 233–4,
transition-to-practice programs	235, 237, 238t, 241–2, 241b, 258–60, 266, 276,
definition 282–3, 292	285f, 292–5, 331t–2t, 339t–40t, 347t–9t
outcomes xxiv, 7–9, 13–16, 23–6, 35t, 94, 110–25,	see also family-centered care; patient-
115f, 134t–7t, 138, 138f, 182t, 201, 244,	centered care
257–8, 309–11, 321–2, 335t, 343t, 353t, 358,	clinical rounds/change of shift
365, 367, 369	reports 76, 161–2
see also care-delivery; quality improvement	clinical strategies 76–7, 258–9
definitions 7–9, 358, 365	CMS 67, 68, 74, 112
PICOT questioning format 134t–7t, 138, 138f, 367	conclusions 78
outcomes management, definition 365	constructive criticism using QSEN
outcomes measurement 7–9, 13–16, 23–6, 94,	reflection 77
110-25, 137t, 201, 244, 309-10, 321-2, 335t,	cultural approaches 61-4, 68, 71-8, 72f, 72t
343t, 353t, 365	definition 14b, 61-6, 63b, 78, 237, 331t-2t,
definition 365	339t-40t, 347t-9t
outcomes research, definition 365	didactic strategies 69–75
outpatient clinics 7, 213, 213b	education 13–16, 39, 45–56, 62, 65–6, 68–78,
overuse care process, definition 365	199-205, 211-16, 233-4, 235, 237, 238t,
overview of the book xxiv	241–2, 258–60
	evidence of needs/wants 66-7, 70, 77
p	examples of engagement in action 74–5
P4P see pay-for-performance	facility designs 76-7, 159-60, 167
pain management 46-7, 66, 73-4, 116b, 207, 301	IHI 65, 74–5
palliative care 46–7, 272b, 318–19	informatics 176
Palmer's subject-centered teaching/learning,	Joint Commission 9, 64, 67–8, 74, 75, 77, 241
background 206-8	key concepts 61–6
paradigm changes, education 3-16, 201-16	narrative pedagogy 69–71, 204–16, 223–4,
partnerships xxiii, xxiv, 24–5, 31–41, 47–56,	230-1
61–78, 85–103, 111, 123–4, 134t–7t, 147–8,	national standards/regulations 67-8, 74-5
165, 186–7, 237, 255, 256–61, 295–7, 310–11,	NQF 64, 67-8, 75, 111
326–7, 366, 367	ostomy simulations 238t, 241–2, 241b
see also alliances; collaboration; patient-	patient values and preferences 65-6, 74-5, 77,
centered care	145, 237, 238t, 241–2, 331t–2t, 334t,
academic/clinical partnerships 15-16, 47-56,	339t-40t, 342t, 347t-9t, 352t
147-8, 186-7, 201-2, 255, 256-61, 295-7	Patient/Family Advisors 71
definition 366	Picker Institute 62, 63b, 76
evidence-based practice 147-8	Planetree 62, 63b, 66–7, 74–5, 76
quality improvement (QI) 24–5, 31–41, 123–5	QSEN 13-16, 39, 45-56, 61, 64, 75, 77, 158,
Partnerships for Patients 24–5	199-205, 211-16, 233, 237, 238t, 241-2,
patient activation	258-60
see also collaboration	safety 158, 159–62
definition 366	simulation of competencies 75, 233, 235, 237,
patient activism see consumer engagement	238t, 241–2, 241b
patient engagement see consumer engagement	simulations of family meetings 75, 233, 235
patient and family-centered care (PFCC) 4-16,	STEEEP care acronym (safe, timely, effective,
14b, 24–9, 31–41, 45–56, 61–83, 95, 110–13,	equitable, economical, and patient
114–15, 117–19, 132, 145, 158, 159–62, 174,	centered) 4–11, 5b, 29, 114–15, 158, 369

0003036295.INDD 394 1/19/2017 1:32:41 PM



surveys 67-8 teaching approaches 62, 68-78 team membership 67, 95 technology uses 75 Toward Culturally Competent Care: A Toolbox for Teaching Communication Strategies (UCSF) 71-4 value identification exercises 71–4 patient population, PICOT questioning format 134t-7t, 138, 138f, 367 Patient Protection and Affordable Care Act 2010 see Affordable Care Act 2010 (ACA) patient registries, definition 366 patient safety 3-6, 5b, 7-9, 10-16, 109-10, 112-13, 120-2, 153-67, 200-1, 244-6, 286-90, 320-7, 336t, 344t, 354t, 366, 369 see also safety... background 11-16, 153-67, 366 definition 153-4, 158, 366 error types 3–6, 5b, 7–9, 10–11, 109–10, 112-13, 120-2, 153-5, 157-9, 163-5, 200-1, 244-6, 286-90, 336t, 344t, 354t Patient Safety Education Project, definition 324 patient safety incidents, definition 366 Patient Safety in Nursing Education Questionnaire 320-1 patient satisfaction 4, 67-8, 94, 115-25, 116b, 163, 241-2, 306-9, 317, 366 see also Hospital Consumer Assessment of Healthcare Providers and Systems; patient and family-centered care definition 366 patient values and preferences 65-6, 74-5, 77, 142-3, 145, 237, 238t, 241-2, 331t-2t, 334t, 339t-40t, 342t, 347t-9t, 352t, 366 definition 65-6, 366 patient-centered care xxiii, xxiv, 4-16, 14b, 24-9, 32-41, 45-56, 61-83, 87-8, 95, 110-13, 114–15, 117–19, 132, 145, 158, 159–60, 174, 176, 199-205, 211-16, 233-4, 235, 237, 238t, 241-2, 258-9, 266, 276, 285f, 292-5, 304, 315–16, 317, 321, 331–2, 331t–2t, 339t–40t, 347t-9t, 363, 366, 367, 369 see also consumer...; partnerships; patient and family-centered care benefits 64

conclusions 78

*Crossing the Quality Chasm* (IOM) 3–5, 5b, 12-13, 27-8, 38, 62, 95, 114-15 definitions 14b, 61-6, 63b, 78, 95, 237, 331t-2t, 339t-40t, 347t-9t, 366 education 13–16, 39, 45–56, 62, 65–6, 68–78, 199-205, 211-16, 233-4, 235, 237, 238t, 241-2, 258-9 evidence of needs/wants 66-7, 70, 77 global perspectives on quality and safety 321 informatics 176 IOM 4, 5b, 6-7, 45-7, 62, 67, 95, 201 key concepts 61–6 national standards/regulations 67-8, 74-5 'nothing about me without me' value 78 policies 66-7 provider-centered care 62-4 safety 158, 159-60 simulation of competencies 75, 233, 235, 237, 238t, 241-2 STEEP care acronym (safe, timely, effective, equitable, economical, and patient centered) 4-11, 5b, 29, 114-15, 158, 369 team membership 67, 95 patient-centered environment of care, definition 366 patient-centered rounds, definition 366 patient-focused care, definition 64 Patient/Family Advisors 71 Patients for Patient Safety (PFPS/P4PS) 326 pay-for-performance (P4P) 9, 10–11, 12, 23–5, 31, 112-13, 125, 366 see also adverse events; value-based purchasing definition 9, 23, 112–13, 366 payers 9, 10-11, 12, 23-41, 112-13, 125, 366 see also purchasers definition 23, 366 PDSA see Plan-Do-Study-Act cycle pedagogies 16, 47-56, 201-16, 222-31 see also education; narrative pedagogy; teaching approaches conventional teaching critique 202-3, 222-3, 228 - 9,230signature pedagogies 202-5 types 222-3, 225 pediatrics 9, 23, 33, 34, 40b, 44–7, 50t, 55–6, 145, 224-5, 226, 236, 240t, 243-9, 272b, 294 peer reviews, safety 8-9, 167b, 293-4







performance measures 7–9, 10–11, 12, 14b, 23-41, 109-25, 163, 259-61, 287, 366, 367 see also quality improvement assessments/evaluations of student learning 199–216, 259–60, 273–4 definition 7-9, 114-15, 163, 366 pay-for-performance (P4P) 9, 10-11, 12, 23-5, 31, 112–13, 125, 366 Perioperative Nursing Data Set (PNDS), definition 182t, 367 person and family-centered care 64, 95 personal health records (PHRs) 173, 181t, 367 definition 367 PFCC see patient and family-centered care PFPS/P4PS see Patients for Patient Safety Pharmacy Quality Alliance 33 phenomenological pedagogy, definition 222–3, 225, 229 PHRs see personal health records physical comfort 66 Physician Compare web site 118-19 Physician Consortium for Performance Improvement (PCPI) 26–7 Physician Orders for Life-Sustaining Treatment (POLST) 74 Physician Quality Reporting Initiative (PQRI), definition 367 Physician Quality Reporting System 119, 367 physicians, nurse-physician collaboration 85, 87-9 Picker Institute, patient and family-centered care (PFCC) 62, 63b, 76 PICOT questioning format 134t-7t, 138, 138f, 367 definition 138, 138f, 367 evidence-based practice 134t-7t, 138, 138f Pilot Schools Learning Collaborative, QSEN xxiii, 44f, 49-51, 53-4, 201-2 Plan-Do-Study-Act cycle (PDSA) 121-2, 122f, 122t, 123-5, 315, 335t, 343t, 353t, 368 see also experiential learning Planetree Designation Self-Assessment Tool 76 patient and family-centered care (PFCC) 62, 63b, 66-7, 74-5, 76 Planned Action theoretical approach, evidence-

based practice 133

PNDS see Perioperative Nursing Data Set pneumonia 23, 24, 145 Pohl, Joanne 48t, 50-1 point-of-care reminders 181t-3t, 189 policies 3-4, 9, 10-11, 12, 21-42, 91, 111-16, 125, 161, 366, 370 see also accrediting organizations; federal agencies; legislation; national...; organizational structures; Quality and Safety Education for Nurses; regulations ACA 9, 22-6, 35, 37, 38, 39, 113, 118-19, 132, 174 agenda-setting aspects 21-2 alliances 11, 30–41, 111 background 21-41, 112-13, 174-5, 176 challenges in all settings xxiii, 3–16, 38–41, 40b, 111–12, 131–2, 158–63, 286–7, 301 common strategies of alliances/collaborative initiatives 37-8 community strategies 25-9, 40b, 41 contexts 21-2 definitions 21-2 disruptive behaviors 91, 161 error types 112–13, 154–5 IHI 9, 10, 25-6, 28-9, 48t, 49-51, 64, 74-5, 100, 102–3, 115, 119–22, 154, 163, 165, 219, 251, 263, 274-5, 324, 363 informatics 29-30, 190-2, 192t Joint Commission 9, 10, 11, 26–7, 36, 67–8, 74, 75, 77, 89, 91, 111, 115–17, 154, 159, 161–7, 199, 241, 252, 257, 297, 301, 303, 305, 307,310-11Kingdon's concepts 21–2 MAP 27 NAQC 11, 30-2, 33, 111 National Priorities Partnership 30–2 National Quality Strategy 25-6, 30-1 NDNQI 9, 28, 115–16, 124–5 NQF 10, 15, 25–7, 29–31, 43, 64, 67–8, 75, 111, 115-17, 365 nurses' influences 21-2, 39-41, 40b patient-centered care 66-7 pay-for-performance (P4P) 9, 10-11, 12, 23-5, 31, 112–13, 125, 366 politics 22, 37-42 problem formulations 22 process streams 22







quality improvement (QI) 9, 10–11, 12, 21–41, 111-16, 125, 366, 370 safety 9, 10-11, 12, 21-41, 111-16, 125, 366, 370 stakeholders 22-7, 30-41 Stand for Quality in Health Care reform efforts 37 standard-setting by nonfederal agencies 36-7 summary 41 TIGER Initiative 30, 175, 176-84, 179t-83t, 187-8 value-purchasing strategies 23-5, 111-13, 370 politics, policies 22, 37–42 positive-negative contingencies 302-3 postmodern pedagogy, definition 222-3, 225, 229 postsimulation activities, simulation of competencies 238t-40t, 241-7 PQRI see Physician Quality Reporting Initiative preceptors see also mentors success criteria 296-7 transition-to-practice programs (TTPs) 281-2, 288-97, 291t predictive analysis dashboards 190-1 prelicensure competencies xxiv, 13–16, 44f, 47-56, 95-6, 99, 131, 134t-7t, 140-2, 153-4, 176-84, 177f, 199-205, 211-16, 221, 233-4, 235-6, 237, 238t-40t, 242-3, 263, 282-97, 315,331-7see also competencies appendices 14, 39, 201–2, 331–7, 331t–7t background xxiv, 13-16, 47-56, 95-6, 99, 131, 134t-7t, 140-2, 153-4, 176-84, 177f, 199-205, 211-16, 221, 233-4, 235-6, 237, 238t-40t, 242-3, 263, 282-3, 315, 331-7 simulation of competencies 233-4, 235-6, 237, 238t-40t, 242-3 teamwork and collaboration (TWC) 11, 13–16, 39-40, 95-6, 99, 242-3, 333t presimulation activities, simulation of competencies 238t-40t, 241-7 Press Ganey 28, 115 pressure ulcers 9, 21, 29-30, 112, 121 prevalence in the population of interest, definition 367 preventable adverse events 3-12, 5b, 21, 24-5, 40b, 46-7, 85-6, 89, 109-10, 112-13, 120-2, 120f, 125, 153–67, 200–1, 234, 244–5, 286–7, 289-90, 293-4, 316-17, 336t, 344t, 354t, 367

see also adverse events definition 7-8, 11-12, 153-4, 367 global perspectives on quality and safety 286-7, 316-17 UK 316 US 3-12, 40b, 109-10, 112-13, 153-4, 286-7, 289-90, 316 preventable ulcers 9, 21, 112, 121, 306b priorities, nurses 13, 200-1, 205 privacy 183t, 185 problem formulations, policies 22 problem-based learning (PBL), definition 270 problem-solving environments, education 206-16 process improvements, definition 367 productive pairs, definition 367 professional values 71-4 prognoses 361 provider incentives, definition 367 provider-centered care, patient-centered care 62-4 psychological aspects, simulation of competencies 235 public reporting information 7–9, 10–11, 26–7, 29-30, 118-19, 118t, 123-5, 257-8, 367 definition 367 publication/reporting bias, definition 367 purchasers 4-5, 23-41, 111-13, 367, 370 see also payers definition 367

QASC see Quality Alliance Steering Committee QI see quality improvement QSEN see Quality and Safety Education for Nurses **QSEN** Institute at Case Western Reserve University School of Nursing xxiv, 48t, 55–6 QSEN National Expert Panel 50-6, 201-2, 219, 315-16 see also competencies qualitative studies 139-48, 281-97, 362 see also evidence-based... quality xxiii, xxiv, 3–16, 21–41, 43–56, 61–2, 109-30, 132, 148, 156-7, 174-5, 199-216, 233-4, 257-61, 267-76, 283-97, 301-11, 315-27, 359, 363, 366, 367-8 see also core measures...; global perspectives...; individual topics





quality (cont'd)
background xxiii, xxiv, 3-16, 43-56, 61-2,
109–25, 132, 156–7, 199–216, 267–76,
283-97, 301-11, 315-27, 359, 363,
366, 367–8
driving forces 3–16, 21–41
leadership 38–41, 200–1, 301–11, 317, 326–7
quality cases for change 307–8
Quality Alliance Steering Committee (QASC) 34
Quality by Design (Nelson et al) 309
quality of care
see also quality improvement; standard
definition 118–19, 289, 367
Quality Improvement Camp training 44–7
quality improvement consultants (QICs) 363
quality improvement (QI) xxiii, xxiv, 3–16, 5b,
14b, 21–41, 43–56, 98–9, 109–30, 132, 148,
165, 174–5, 176, 199–216, 233–5, 237, 239t,
244–5, 257–61, 266, 267–76, 270b, 283–97,
285f, 292-3, 301-11, 306b, 315-16, 317, 335t,
343t, 353t, 363, 366, 368, 370
see also change management; performance
accountable care organizations (ACOs) 23–5, 113
AHRQ 10–11, 31, 32, 34, 35, 111, 119–22,
242–3, 257, 268
alliances 11, 30–41, 111
ANA 27–8, 31, 33, 36, 39, 68, 73, 111, 115, 163
approaches and philosophies 114, 119–22,
267–74, 270b, 335t, 343t, 353t
AQA 32–3, 34, 111
brainstorming 121–2
bundled payments 113
certification programs 31, 44f, 45–7, 49, 50t,
52b, 125, 236, 274–5
clinical staff teaching strategies 124–5, 257–61
clinical strategies 124–5, 257–61
CMS 9, 11, 22–5, 31, 33, 34, 35–6, 39, 111–13,
115–17, 118–19, 257
Compare web sites 23, 118–19, 123–5
compelling case 4–11
Crossing the Quality Chasm (IOM) 3-5, 5b,
12–13, 27–8, 38, 114–15
dashboards 7–9, 13, 119–22, 190–1, 257–8,
335t, 343t, 353t
definition 6–9, 14b, 21, 39–40, 110, 119–20,
233–4, 244, 368

education 6, 12–16, 39, 45–56, 122–5, 199–216, 233-5, 237, 239t, 244-5, 257-61, 267-76, 283 - 97evidence-based practice 124-5 evolution and activities of QI organizations 110-11 fishbone diagrams 121-2, 122f, 301 Florence Nightingale 110, 173 H-CAHPS 116, 116b, 118t HEDISs 36, 110-11, 362 high-reliability organizations (HROs) 7, 11–16, 35, 156-7, 158, 165 histograms 119-22, 120f HQA 32, 34, 111 identification of errors/problems 5b, 6, 8-9, 10–11, 94, 121–2, 123–5, 153, 154–67, 176, 200-1, 244-5, 303-4, 321-6, 336t, 344t IHI 9, 10, 28–9, 115, 119–22, 274–5 informatics 29-30, 110, 112-13, 117-19, 125, 176 information technology (IT) 10-11, 14-16, 29-30, 33, 39-41, 117-19 IOM 3–16, 5b, 26–7, 30, 38, 45–7, 109–10, 114-15, 123-5, 201 ISO 114 Joint Commission 9, 10, 11, 36, 111, 115-17, 257 lean production perspective 114 line graphs 119-22, 120f mindset changes 12-16 monitoring processes 7-9, 13, 119-22, 246, 257, 268-76, 336t, 344t National Business Coalition on Health's Valuebased Purchasing Council 111-13 national mandates 9, 25-41, 154, 163-4, 336t, 344t, 354t National Quality Strategy 25-6, 30-1 NDNQI 9, 28, 115-16, 124-5 NQF 10, 15, 25–7, 29–31, 33, 43, 64, 67–8, 75, 111, 115–17, 365 nursing care quality measures 114–19 'nursing sensitive measures' 115–17 partnerships 24-5, 31-41, 123-5 pay-for-performance (P4P) 9, 10-11, 12, 23-5, 31, 112–13, 125, 366 Plan-Do-Study-Act cycle (PDSA) 121-2, 122f, 122t, 123-5, 315, 335t, 343t, 353t, 368







policies 9, 10–11, 12, 21–41, 111–16, 125, 366, 370 process 119-22, 244-5, 257-8, 335t, 343t, 353t progress improvement comparisons 10-11 publically reported measures and benchmarking 7-9, 10-11, 26-7, 29-30, 118-19, 118t, 123-5, 257-8 QSEN (see Quality and Safety Education for Nurses) 11, 13-16, 39, 45-56, 110, 123-5, 199–216, 233, 237, 239t, 244–5, 257–61 Rand reports 112, 303 report cards 13, 368 role models 110, 173, 275 run charts 119-22, 335t, 343t, 353t RWJF 43-4, 46, 111, 123 simulation of competencies 123-5, 202, 233, 235, 237, 239t, 244-5 Six Sigma quality method 109, 114, 368 Stand for Quality in Health Care reform efforts 37 structure/process/outcome measures 7-9, 115, 115f, 244, 335t, 343t, 353t teaching approaches 122–5, 257–61, 267–76 tools 13, 39–40, 109, 114, 119–22, 123–5, 257-8, 301, 315, 335t, 343t, 353t, 368 triple aim approach 9, 25–6, 29, 115, 266 value-based purchasing 23-5, 111-13, 370 variance analysis 14b quality indicators 304, 318–19, 368 definition 368 quality of life, definition 368 quality measures 23-41, 109-25, 163, 304, 316-17, 318-19, 368 definition 163, 368 Quality and Safety Education for Nurses (QSEN) xxiii, xxiv, 11–16, 30, 39–40, 43–57, 61, 64, 75–7, 95–6, 99–103, 110, 123–5, 132, 140-3, 148, 155, 158, 174-84, 179t-83t, 199–216, 220–2, 230–4, 238–47, 251, 253–61, 263, 278-9, 283-6, 315-16, 317-21, 367 see also competencies; education; quality...; safety... 2012–2017 developments 54–6 benefits xxiii, xxiv, 39, 199-202 clinical learning environments 200-16, 253-61 definition 11, 13–16, 39, 43–56, 44f, 45f, 199-202, 220, 221-2, 230, 251, 259, 263, 315-16, 367

132-3, 140-3, 148, 158, 199-205, 211-16, 233, 237, 239t, 244, 257-8 funding sources 43-4 future prospects 53–6 global perspectives on quality and safety 315-16, 317-21 goals 11, 13–16, 39, 43–56, 44f, 45f, 52b, 199–216, 220, 221–2, 230, 251, 259, 263, 315-16, 367 historical background xxiv, 43-56, 44f, 45f, 199, 315, 317-18 informatics 13–16, 39, 45–56, 158, 174–84, 179t-83t, 199-205, 211-16, 233, 237, 240t, 246,257-8International Task Force 319–20, 320b interprofessional education (IPE) 265 Learning Collaboration 143 narrative pedagogy 221, 222, 230-1 origins (2000–2005) 44–7 overview 43-5, 44f, 45f patient and family-centered care (PFCC) (see also person and family centered care) 13–16, 39, 45–56, 61, 64, 75, 77, 158, 199–205, 211-16, 233, 237, 238t, 241-2, 258-60 personnel 43-56, 48t, 50t Phase I (October 2005–March 2007) 43, 44f, 47-9,48tPhase II (April 2007-October 2008) 43, 44f, 48t, 49-51Phase III (2008-2012) 43, 45f, 51-6, 52b Pilot Schools Learning Collaborative xxiii, 44f, 49-51, 53-4, 201-2 popularity 43-4 quality improvement (QI) 11, 13–16, 39, 45–56, 110, 123-5, 199-205, 211-16, 233, 237, 239t, 244-5, 257-61 safety 12, 13–16, 39, 155, 158, 165, 199–216, 233, 237, 240t, 245-6, 257-61 simulation of competencies 202, 233–4, 237-47, 238t-40t steering committee 45-56, 45f teamwork and collaboration (TWC) 11, 13-16, 39-40, 47-56, 95-6, 99-103, 158, 199-205, 211-16, 233, 237, 238t, 242-4, 269-70, 333t, 341t, 350t-2t train-the-trainer practices 45, 49, 53-6

evidence-based practice 13–16, 39, 45–56,



Quality and Safety Education for Nurses (QSEN)	registered nurses (RNs)
(cont'd)	see also nurses
transition-to-practice programs (TTPs) 15–16,	definition 24, 200–1
283–6, 296	regulations 3–4, 6–7, 9, 16, 21–41, 67–8, 74–5,
web site access 15, 44f, 48t, 52–6, 165, 237, 251,	163–4, 174, 183t, 200–1, 285f, 307
258, 263, 278–9, 317–19	see also legislation; policies
quantitative studies 139–48, 364	background 21–41
see also evidence-based	reinforcement theory 185–6
questions 13, 134t–7t, 138f, 214–16, 224b, 226–7,	report cards
259–61, 357, 361, 367	see also health plans
see also background; foreground; PICOT	definition 13, 368
evidence-based practice 134t-7t, 138-48, 138f	The Report of the Mid Staffordshire NHS
inquiry mindset 13	Foundation Trust Public Inquiry 316
situated coaching 214–16	reporting systems, global perspectives on quality
	and safety 323–6
r	research methods, global perspectives on quality
Rand reports 112, 303	and safety 323, 324–7
randomized controlled clinical trials (RCTs)	research utilization 31, 133–48, 225, 244, 323–7,
138–48, 360, 361–2, 368	334t, 342t, 352t, 368
see also evidence-based	see also evidence-based
definition 138–9, 368	definition 133, 368
rapid-cycle change	resilience 12–16
see also change; quality improvement	see also high-reliability organizations
definition 368	resistance to change 90–2, 146, 308–9
RCA see root-cause analysis	respect 12–16, 62–6, 72t, 230–1, 267, 333t, 341t,
readmissions, CMS policies 24–5, 112	350t-2t
Reason's Adverse Event Trajectory 'Swiss cheese'	see also diversity
framework 7–8, 155, 155f	challenging situations 230–1
recommendations-for-practice process step,	narrative pedagogy 230–1
evidence-based practice 136t–7t, 139,	responsibilities, nurses 3–16, 21–30, 39–41, 40b,
142–8, 334t, 342t, 352t	71–8, 85–93, 109–25, 147–8, 155–67, 187–8, 200, 16, 220, 1, 254, 61, 266, 76, 267b, 200, 7
recovery designs, safety 160, 244–5	200–16, 230–1, 254–61, 266–76, 267b, 290–7,
red rules, definition 368	301–4, 311, 317, 321–2, 331–7, 339–45,
reflective practices 13–16, 77, 96, 145–6, 214–16,	347–55
235, 245, 255, 260–1, 266, 270–6, 285f, 286–7,	retention statistics, nurses 200, 288–90, 293–4
293, 340t	return on investment (ROI), definition 297, 369
see also self	RHIO see regional health information
action plans 215–16	organization
clinical learning environments 260–1	right care treatments, definition 369
definition 13, 214–15	risk management 6–7, 8–9, 11–16, 14b, 15b,
evidence-based practice 145–6	26, 40b, 73, 112–13, 117, 121–2, 154–67,
interprofessional education (IPE) 266, 270–6	189–92, 216, 234, 240t, 244–6, 323–7, 336t,
learning models 271	344t, 354t
patient and family-centered care (PFCC) 77	see also safety
situated coaching 214–16	Robert Wood Johnson Foundation (RWJF) xxiii,
reforms, health care 3–16, 5b, 37	31, 43–4, 46, 48t, 51–6, 87–8, 89, 100, 111,
regional health information organization (RHIO),	123, 143, 158, 188–9, 220, 251, 264, 363
definition 368	robotics 180t, 186



ROI see return on investment role models see also champions; mentors evidence-based practice 147-8 quality improvement (QI) 110, 173, 275 role plays 94, 102-3, 146, 166b, 211-12, 234-47 see also simulation of competencies root-cause analysis (RCA) 5b, 6–7, 8–9, 11–16, 121-2, 122f, 162, 166b, 200-1, 239t, 244-5, 306-9, 306b, 311, 335t, 336t, 343t, 344t, 353t, 354t, 369 see also identification of errors/problems definition 121, 162, 369 rotations of staff, safety 159-61, 257-8, 294 Rounding Scripts 76, 90, 102, 301 RSS feeds 174 run charts, quality improvement (QI) 119–22, 335t, 343t, 353t RWJF see Robert Wood Johnson Foundation sacred cows, evidence-based practice 145, 146 safe zones, definition 369 safety xxiii, xxiv, 3-16, 5b, 14b, 15b, 21-41, 43-56, 67-8, 111-13, 114-15, 117-19, 148, 153-71, 173-4, 176, 181t-3t, 189-92, 199-216, 233-47, 240t, 257-61, 265-76, 283-97, 301-11, 315-27, 336t, 337t, 344t, 345t, 354t, 360, 363, 366, 367, 369 see also culture of safety; global perspectives...; individual topics; patient... alarms 75, 131, 134t-7t, 159-60, 306b, 336t, 344t, 354t ambulatory care 32-3, 111, 158-9, 179t, 282-3 back-up facilities 160 challenges in all settings xxiii, 3–16, 38–41, 40b, 111-12, 131-2, 158-63, 286-7, 301 change management 12-16, 160, 165-7 checklists/protocols 8-9, 10-16, 159-62, 166b, 167b, 200-1, 237, 336t, 344t, 354t clinical strategies 158–67, 257–61 CMS 9, 11, 22–5, 31, 33, 34, 35–6, 39, 112–13,

154, 162, 163-4, 257

311, 336t, 344t, 354t

curricula 158, 164-7

compliance issues 73, 302–3

creation methods 154-67, 287, 293-4, 303-4,

compelling case 4-11

158, 234, 245, 286-7, 336t, 344t, 354t, 360, 366, 369 diagnoses 8, 158-9 driving forces 3-16, 21-41 education 12–16, 39, 153–4, 158, 160, 164–7, 166b, 167b, 199–216, 233–5, 237, 240t, 245-6, 257-61, 267-76, 283-97 error types 112–13, 153–5, 157–8, 163–5, 286 - 90essential elements 7–9, 11–16, 155–67, 304 Failure Mode Effect Analysis (FMEA) 162, 166b, 200-1, 361 follow-up to error reporting 165-7, 287 hand hygiene 12, 145, 246, 315, 325b handoff time 16, 161–3, 166b, 286–7 high-reliability organizations (HROs) 7, 11–16, 35, 156-7, 158, 165 HMD 153 home care 34, 159, 181t, 189–92 Hospital Survey of Patient Safety Culture (AHRQ) 156-7, 157t, 242-3, 268 human factors 7–8, 10–11, 153–5, 157–67 IHI 9, 10, 28–9, 154, 163, 165, 274–5 informatics 29-30, 176, 188-92 information sharing 4–11, 31, 39–41, 40b, 160, 162-3, 176, 188-92, 336t, 337t, 344t, 345t, 354t IOM 3–16, 5b, 30, 38, 45–7, 109–10, 153–4, 157-8, 159-61, 173-4, 201, 233-4, 245-6 IOM safety improvement guidelines 159-61, 173-4, 233-4, 245-6 Joint Commission 9, 10, 11, 36, 154, 159, 161-7,257Keeping Patients Safe: Transforming the Work *Environment of Nurses* 5b, 6, 160–1, 304–5 leadership 8-9, 13, 38-41, 156-67, 200-1, 301-5, 311, 317, 326-7 mindset changes 12–16 mortality statistics 3-4, 11, 24-5, 85-6, 109, 117, 125, 153-4, 245-6, 288-9, 316, 323-4 national mandates 9, 25–41, 154, 163–4, 336t, 344t, 354t patient and family-centered care (PFCC) 158, 159–62 peer reviews 8–9, 167b, 293–4 policies 9, 10–11, 12, 21–41, 111–16, 125,

definitions 7–9, 11–12, 14b, 15b, 21, 153–4,





366, 370

progress improvement comparisons 10-11 QSEN 11, 13-16, 39, 155, 158, 165, 199-216, 233, 237, 240t, 245-6, 257-61 Reason's Adverse Event Trajectory 'Swiss cheese' framework 7-8, 155, 155f recovery designs 160, 244-5 root-cause analysis (RCA) 5b, 6–7, 8–9, 11–16, 121-2, 122f, 162, 166b, 200-1, 239t, 244-5, 306-9, 306b, 311, 335t, 336t, 343t, 344t, 353t, 354t, 369 rotations of staff 159-61, 257-8, 294 RWJF 43-4, 46, 158 second-victim impacts of errors 164 'secret shoppers' 166b simplified processes 8-9, 12-16, 159-60 simulation of competencies 160, 165–7, 166b, 202, 233, 235, 237, 240t, 245-6 STEEEP care acronym (safe, timely, effective, equitable, economical, and patient centered) 4-11, 5b, 29, 114-15, 158, 369 summary 165-7 surveys 13, 156–7, 157t, 163, 286–7 systems 7, 11-16, 28-41, 154-67 teaching approaches 158, 160, 164-7, 166b, 167b, 257-61, 267-76, 286-7 Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) 94, 102, 160, 166b, 219, 220, 238t, 242-3, 252, 262, 268, 292-3, 324, 369 teams 94, 102, 158, 160, 161-7, 166b, 167b, 219, 220, 238t, 242-3, 252, 262, 265-76, 292-3, 324, 369 temporary nurses 288-9pp,



simplified processes, safety 8-9, 12-16, 159-60 simulation of competencies xxiv, 16, 47-56, 75, 94, 102–3, 123–5, 144–5, 146, 160, 165–7, 202, 209-12, 233-52, 238t-40t, 253, 263, 286,290-3see also role plays background 16, 75, 123-5, 144-5, 146, 160, 165-7, 166b, 202, 209-12, 233-47, 238t-40t, 253, 263, 286, 290-3 benefits 16, 235 certification programs 236 clinical learning environments 233, 236-7, 253 collaboration 234t, 237, 238t, 242-4, 243b conclusions 246-7 definition 16, 233-5 design/selection criteria 234 evidence-based practice 144–5, 146, 233, 237, 239t, 244 faculty development for modeling patient safety 237 fidelity levels 16, 202, 235, 237, 242 graduate/advanced practice competencies 236, 237, 238t-40t **INACSL Standards of Best Practice:** Simulation 233-4, 234t, 235, 251, 263 informatics 237, 240t, 246 interprofessional teams 234t, 237, 238t, 242-4 IOM 233-5 knowledge, skills, and attitudes (KSAs) 233–5, 237-47, 238t-40t NCSBN 165, 233, 235-6 nursing education uses 235-7 overview 234-5 patient and family-centered care (PFCC) 75, 233, 235, 237, 238t, 241–2, 241b postsimulation activities 238t-40t, 241-7 prelicensure competencies 233-4, 235-6, 237, 238t-40t, 242-3 presimulation activities 238t-40t, 241-7 psychological aspects 235 QSEN 202, 233-4, 237-47, 238t-40t quality improvement (QI) 123-5, 202, 233, 235, 237, 239t, 244-5 safety 160, 165-7, 166b, 202, 233, 235, 237, 240t, 245-6 self-efficacy improvements 235 skills 233-5, 237-47, 238t-40t

teams 234t, 237, 238t, 242-4, 243b transition-to-practice programs (TTPs) 286 types 234-5 usage statistics 233 Simulation Innovation Resource Center (SIRC) 220, 252, 264 Singh, Mamta 14b, 265-79 SIRC see Simulation Innovation Resource Center situated coaching 202-5, 208-16 see also coaches; signature pedagogies definition 202-3 questions 214-16 reflective practices 214-16 unfolding clinical narratives 208–11 situation, background, assessment, recommendation communication framework (SBAR), definition 89–90, 102, 161–2, 166b, 238t, 240t, 369 Six Sigma quality method 109, 114, 368 skilled nursing facilities (SNFs) 159 skills 4–16, 40b, 44–56, 77, 123–5, 139, 140–3, 144-5, 175-84, 179t-83t, 199-216, 222-31, 233-4, 235, 253-61, 267-76, 283-97, 302-4, 308-9, 321-2, 331t-7t, 339t-45t, 347t-55t see also competencies; knowledge, skills, and attitudes evidence-based practice and students/ graduates 140-3, 144-5, 283-6 interpersonal skills 270-6, 271b interprofessional education (IPE) 4, 267–76 leadership 13, 283-6, 302-4, 308-9 simulation of competencies 233-5, 237-47, 238t-40t skills lab strategies, evidence-based practice 144-5 sleep deprivation 124 smart phones 179t, 186-7, 188-92 Smith, Elain 48t, 49 SNOMED-CT see Systematized Nomenclature of Medicine Clinical Terms social learning theory, clinical learning environments 254-5 social networks 174, 180t, 187, 189-92 see also Facebook; LinkedIn; Twitter socialization methods 207-8 sodium restriction 211-12 SPEACS-2 training program 77



Spector, Nancy 281-300 The Spirit Catches You and You Fall Down (Fadiman) 77 spirituality 63b, 73-4, 76 sponsors 307-8 spreadsheet skills 179t, 185, 187 staff nurse council meetings 102, 146-8, 311 staff nurses 102, 146-8, 175-6, 311 Staff Work-Arounds assignments 258-9 stakeholders, policies 22-7, 30-41 Stand for Quality in Health Care reform efforts 37 standard of care 114, 153-67, 233-4, 369 see also quality... definition 369 STAR evidence-based practice model 133, 143-4 STEEP care acronym (safe, timely, effective, equitable, economical, and patient centered), definition 4-11, 5b, 29, 114-15, 158, 369 strategies of alliances/collaborative initiatives, policies 37-8 strategies for learning TWC 11, 100-3, 269-70, 333t, 341t, 350t-2t stress 21, 74, 94t, 207, 287, 290-5 stress-exposure training 94t, 287, 290-3 definition 94t structure/process/outcome measures, quality improvement (QI) 7-9, 115, 115f, 244, 335t, 343t, 353t subject-centered teaching/learning, background 206-8, 211-16 success assessments, change management 308-11 Sullivan's apprenticeship model 206-7, 209-11, 216 surveys 49, 67–8, 87–9, 156–7, 163, 281–2, 320-2, 359, 363CAHPS 67, 70, 116, 116b, 118t, 163, 359 collaboration 87-9 Hospital Survey of Patient Safety Culture (AHRQ) 156-7, 157t, 242-3 patient and family-centered care (PFCC) 67-8 safety 13, 156–7, 157t, 163, 286–7 transition-to-practice programs (TTPs) 281-2, 284-6 Sweden 43, 55, 56, 316, 318-19, 320b synergy xxiii, 86-103

see also collaboration; teams

systematic reviews 139–48, 287–97, 323, 360, 361-2, 367, 369 see also evidence-based...; integrative reviews; meta-analyses definition 369 publication/reporting bias 367 transition-to-practice programs (TTPs) 287-97 Systematized Nomenclature of Medicine Clinical Terms (SNOMED-CT), definition 182t, 369 systems xxiii, xxiv, 7–16, 15b, 28–41, 110, 154–67, 176, 183t, 186, 199-216, 302-3, 315-16, 369 see also high-reliability organizations background xxiii, xxiv, 7, 11-16, 15b, 28-41, 154, 176, 199–216, 302–3, 315–16, 369 challenges in all settings xxiii, 3-16, 38-41, 40b, 111-12, 131-2, 158-63, 286-7, 301 definitions 7, 11–12, 15b, 28–9, 183t, 186, 369 informatics 176 safety 7, 11-16, 28-41, 154-67 systems design life cycle (SDLC) 183t, 186 talents, leadership 302-4, 308-9 task force 67, 319-20, 320b, 369 see also groups definition 319-20, 320b, 369 task trainers 234-5 see also simulation of competencies teachers, interprofessional education (IPE) 98-103, 251, 275 teaching approaches xxiv, 13-16, 31, 62, 68-78, 97-100, 122-5, 140-8, 158, 160, 164-7, 176-92, 199-216, 221-31, 233-47, 253-61, 265-76

see also clinical learning environments; didactic...; education; narrative pedagogy; simulation...; training conventional teaching critique 202-3, 222-3, 228 - 9,230evidence-based practice 140-8, 257-8, 281-2

informatics 176-92, 257-8 patient and family-centered care (PFCC) 62, 68-78 quality improvement (QI) 122-5, 257-61, 267 - 76

267-76,286-7subject-centered teaching/learning 206-8, 211-16

safety 158, 160, 164-7, 166b, 167b, 257-61,

0003036295.INDD 404 1/19/2017 1:32:42 PM



Toward Culturally Competent Care: A Toolbox for Teaching Communication Strategies (UCSF) 71-4 team coordination training, definition 94t team self-correction training, definition 94t Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) 94, 102, 160, 166b, 219, 220, 238t, 242-3, 252, 262, 268, 292-3, 324, 369 definition 94, 220, 324, 369 team-based learning (TBL), definition 270 teams xxiii, xxiv, 4-7, 5b, 13-16, 14b, 39-40, 47-56, 85-108, 97t, 155, 158, 160, 161, 174, 176, 186-7, 199-201, 228-9, 233-4, 234t, 237, 238t, 242-4, 243b, 257-61, 265-79, 267b, 284-97, 285f, 301-11, 317-27, 333t, 341t, 350t-2t, 359, 360, 362, 363-4, 367, 369 see also collaboration; crew resource management; groups; interprofessional...; multidisciplinary... adaptability needs 90-2, 93t, 101-3, 258 bullying problems 90–1, 161 conclusions 103 conflict resolution 91-2, 284-6, 290-3 cooperative learning 270-1, 271b, 276 debriefings 8-9, 94, 100-1, 102-3, 240t, 244-5, 260-1,266-7definitions 14b, 86-7, 92, 93t, 242-3, 265-76, 333t, 341t, 350t-2t, 369 disruptive behaviors 90-2, 161, 360 dynamic aspects 92-3, 101-3, 266-7, 270-6, 333t, 341t, 350t-2t education 13-16, 39-40, 87, 91, 92-4, 95-100, 97t, 199-205, 211-16, 233-4, 234t, 237, 238t, 242-4, 257-61, 265-76 exemplary practices 13–16, 87–90, 92–3, 93t, 266-76, 333t, 341t, 350t-2t expert teams 92-3 face-to-face interactions 38-9, 270-6, 271b, 293-4 global perspectives on quality and safety 97-8, 321-2, 323-4, 326-7 informatics 176, 186-7 interdependencies 270-6, 271b interpersonal skills 270-6, 271b Interprofessional Education Collaborative (IPEC) 53-4, 99-100, 251

mental models 86-7, 89-90, 93t, 267 mutual support needs 90, 93t, 94-5, 267, 268-76 mutual trust needs 4, 12–16, 47–9, 63b, 90, 93t, 94-5, 235, 267 patients/families as team members 67, 95 problems 89, 90-2, 155, 360 QSEN 11, 13-16, 39, 47-56, 95-6, 99-103, 158, 233, 237, 238t, 242-4 safety 94, 102, 158, 160, 161-7, 166b, 167b, 219, 220, 238t, 242-3, 252, 262, 265-76, 292-3, 324, 369 self concepts 94t, 96 simulation of competencies 234t, 237, 238t, 242-4, 243b strategies for learning TWC 11, 100-3, 269-70, 333t, 341t, 350t-2t suggested learning experiences 101-3 teachers 97–103, 275, 295–7 TeamSTEPPS training program 94, 102, 160, 166b, 219, 220, 238t, 242-3, 252, 262, 268, 292-3, 324, 369 training 87, 91, 92-4, 94t, 95-103 teamwork 4, 5b, 6-7, 13-16, 14b, 39-40, 47-56, 86–103, 93t, 154–7, 158, 199–205, 211–16, 233-4, 265-76, 284-6, 290-3, 304-11, 333t, 341t, 350t-2t, 369 background 4, 5b, 6-7, 13-16, 14b, 39-40, 47-56, 86-103, 154-7, 199-205, 211-16, 233-4, 265-76, 284-6, 290-3, 333t, 341t, 350t-2t, 369 components 92-3, 93t, 266-7, 333t, 341t, 350t-2t definitions 14b, 86-7, 333t, 341t, 350t-2t, 369 QSEN 11, 13–16, 39–40, 47–56, 95–6, 99–103, 158, 233, 333t, 341t, 350t-2t technical failures, definition 7–8, 154–5 technology uses 10-11, 14-16, 23-5, 29-30, 33, 39-41, 75, 117-19, 144, 145-6, 160, 173-92, 177f, 178f, 179t–83t, 186–7, 188–92, 191t–2t, 240t, 246, 274-5, 336t, 337t, 344t, 345t, 354t, 355t see also informatics; information technology evidence-based practice 144, 145-6 new technologies 10-11, 14-16, 23-5, 29-30, 39-41, 117-19, 180t-1t, 186-7, 188-92, 191t-2t, 240t, 246, 274-5, 336t, 337t, 344t, 345t, 354t, 355t



telehealth 180t-1t, 186-7, 190 telemedicine, definition 190 'Tell Me More' approach 77 temporary nurses 288-9 Ten New Rules (IOM) 10, 85–6 text messages 89 throughput, definition 369 TIGER Initiative 30, 175, 176-84, 179t-83t, 187 - 8definition 30 time, PICOT questioning format 134t-7t, 138, 138f, 367 time gaps, evidence-based practice 131-2 time management skills 207-8 *To Err Is Human* (IOM) 3–4, 5b, 10–11, 16, 27–8, 38, 154, 233-4, 245-6 quality improvement (QI) 13, 39-40, 109, 114, 119-22, 123-5, 257-8, 301, 315, 335t, 343t, 353t, 368 Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) 94, 102, 160, 166b, 219, 220, 238t, 242-3, 252, 262, 268, 292-3, 324, 369 TOPS see Triad for Optimal Patient Safety Total Quality Management 114 Toward Culturally Competent Care: A Toolbox for Teaching Communication Strategies (UCSF) 71-4 Tracey, Mary Fran 14b, 131-51 train-the-trainer practices 45, 49, 53-6 training xxiii, xxiv, 77, 86-7, 91, 92-4, 94t, 95-103, 160, 166b, 219, 220, 233-47, 238t, 242-3, 252, 262, 265-76, 292-3, 303-4, 316-27, 369-70 see also education collaboration 87, 91, 92-4, 94t, 95-103 metacognition training 94t, 270 SPEACS-2 training program 77 strategies for learning TWC 100-3, 269-70 teams 87, 91, 92-4, 94t, 95-103 TeamSTEPPS program 94, 102, 160, 166b, 219, 220, 238t, 242-3, 252, 262, 268, 292-3, 324, 369 **TOPS 370** transferred learning, interprofessional education

(IPE) 273, 273b, 276

Transforming Care at the Bedside (TCAB) 46 transforming education to transform practice 15-16, 199-216 see also education transgender 68 transition-to-practice programs (TTPs) 15–16, 50-1, 165, 200-1, 233, 254, 260, 281-300 see also clinical learning environments; workplace challenges accrediting organizations 282-3, 290, 294-5 ANCC accreditation standards 295 Anderson, Hair, and Todero study (2012) 290-3, 291t background 15–16, 50–1, 200–1, 281–97, 284t, 285f benefits 281-2, 293-7 CCNE accreditation standards 294-5 competencies 283-6, 284t, 285f, 290-7 conclusions 297 costs 297 definitions 281-3, 295 evidence-based practice 281-2, 283-97, 284t, 285f, 290-7 extent statistics 282-3 immersion periods 294 implications for educators and practice partners 295-7 IOM 282-3 models 201-2, 284-6, 285f nonhospital sites 289-90 preceptors 281-2, 288-97, 291t QSEN 15-16, 283-6, 296 retention/turnover statistics 200, 288-90, 293-4 safety 15-16, 189-97, 286-7, 289-97 simulation of competencies 286 Spector et al study (2015) 281-2, 285-6, 290, 293 standardized TTP programs 290-7 studies 287-97 support benefits 281-2, 290-3, 295-7 surveys 281-2, 284-6 systematic reviews 287-97 temporary nurses 288-9 UHC/AACN residency program 284-6, 293 - 4Versant program 284, 294



transitions in care University of Pennsylvania 48t, 55 see also handoff time safety 161-2, 286-7 translational research see also evidence-based practice definition 132-3, 369 transparency 4-11, 23-41, 156-7, 162-3, 235, 370 see also information sharing definition 162, 370 safety 23-5, 31-41, 162-3 treatment errors 6, 8, 67, 154, 159-61, 165-7, 202, 246, 251, 263, 287 see also medication... definition 8 Triad for Optimal Patient Safety (TOPS), definition 370 triple aim approach, quality improvement (QI) 9, 25-6, 29, 115, 266 trust 4, 12-16, 47-9, 63b, 90, 93t, 94-5, 235, 267 see also just and fair TTP see transition-to-practice programs turnover statistics, nurses 200, 288-90, 293-4 Twitter 174 UHC see University HealthSystem Consortium global perspectives on quality and safety 56, 316-17, 320-2, 323-4 preventable adverse events 316 Ulrich, Beth 281-300 underuse case service, definition 370 Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (IOM) 363 University of Arizona evidence-based practice model 133, 143-4 University of California, San Francisco (UCSF) 48t, 71–2 University HealthSystem Consortium (UHC) 284-6, 293-4 University of Kansas 48t University of Minnesota 48t, 97-8, 100-2, 186, 187 University of Missouri 102 University of North Carolina (UNC) 45-7, 45f,

University of Washington 48t URAC see Utilization Review Accreditation Commission US see also individual topics ACA 9, 22-6, 35, 37, 38, 39, 113, 132, 174 Agency for International Development (USAID) 97 challenges in all settings xxiii, 3–16, 38–41, 40b, 111–12, 131–2, 158–63, 286–7, 301 CMS 9, 11, 22–5, 26–7, 31, 33, 34, 35–6, 39, 67, 68, 74, 111–13, 115–17, 118–19, 132, 154, 162, 163–4, 188, 257, 358 critique xxiii, 3-16, 38-41, 111-12, 131-2, 301 Department of Defense 94, 220, 242, 252, 268, 369 diversity 73-4 federal agencies 9, 10–11, 22–7, 31–5, 67, 68, 74, 76, 86, 90, 94, 111–13, 115–17, 118–22, 132, 154, 156, 157t, 160-4, 188, 219, 220, 242-3, 251, 257, 262, 268, 303-4, 311, 357 - 8,369global perspectives on quality and safety 56, 97-8, 316-18, 321-2, 323-4 interprofessional education (IPE) 265-76 legislation 9, 22–5, 35–6, 113, 117–19, 132, 174-5, 176, 185 National Quality Strategy 25-6, 30-1 nonfederal agencies 9, 15, 31, 36–7, 44f, 45–7, 49, 50-6, 50t, 52b, 110-11, 163-4, 174-5, 252, 257-8, 282-3, 290, 294-5 nurse-physician collaboration 87-9 policies 21-41 preventable adverse events 3–6, 7–8, 40b, 109–10, 112–13, 153–4, 286–7, 289–90, 293-4, 316 quality improvement (QI) 56, 109-25 safety 56, 153–67 simulation usage 233-4 transition-to-practice programs (TTPs) 281–97 Veterans Association (VA) 269-70, 269b-70b, 274-5 user-centered designs, patient safety 159, 167 Utilization Review Accreditation Commission

(URAC) 36-8

48t, 55



VA see Veterans Association... vacancies, nurses 120, 120f validity of studies definition 117, 139, 370 evidence-based practice 137t, 139 value identification exercises, patient and familycentered care (PFCC) 71-4 value systems xxiii, xxiv, 6-7, 61-2, 65-6, 69-70, 71-4, 72f, 72t, 77, 95, 183t, 203-4, 206, 214-16, 268-76, 316-17, 331t, 334t, 335t, 339t-40t, 342t, 343t, 347t-9t, 352t, 353t, 354t, 355t, 366 see also ethics; quality...; safety... background 6-7, 71-4, 77 value-based purchasing see also pay-for-performance quality improvement (QI) 23-5, 111-13, 370 value-purchasing strategies 23-5, 111-13, 370 see also quality... definition 23, 111-12, 370 variance analysis, quality improvement (QI) 14b Versant National Database 284, 294 Veterans Association (VA) 45f, 52-3, 55-6, 269-70, 269b-70b, 274-5 Centers of Excellence in Primary Care Education 269-70, 269b-70b VAQS program 45f, 52–3, 274–5 Victoria Commission of Hospital Improvement 317 vigilance needs, safety 7, 8-9, 159-60, 336t, 344t, 354t violation, definition 370 virtual ambulatory care 38, 190 virtual learning 174, 181t–3t, 187, 274–5 virtual reality 234-5 see also simulation of competencies vision 7, 110, 267, 303-11 visitation rights 74-5 Visiting Nurse Associations 34 voluntary learning experiences 102 voluntary/mandatory error reporting

systems 163-4, 284-6

Walton, Mary K. 14b, 61-83 Warren, Judith J. 30, 48t, 173–95 web site access 12-13, 15, 26, 44f, 48t, 52-6, 118-19, 157t, 165, 174, 179t-83t, 185, 233-4, 237, 245, 251-2, 257-8, 262-3, 268, 274-5, 278-9, 317-19 WHO see World Health Organization work environments, safety 8–9, 12, 159–61, 257 - 61work flows 183t, 187, 335t, 343t, 353t, 370 definition 183t, 370 work interruptions/distractions, safety 8-9, 12, 159 - 60workplace challenges xxiv, 12, 39–41, 40b, 90–2, 94, 159-61, 163-4, 166b, 167b, 185-6, 200-1, 233, 236-7, 253-63, 286-7, 315, 316-17, 323-7,360see also clinical learning environments; transition-to-practice programs bullying problems 90–1, 161 clinical learning environments xxiv, 185–6, 200, 233, 236-7, 253-63, 295-7 disruptive behaviors 90-2, 161, 360 global perspectives on quality and safety 286–7, 315, 316–17, 323–7 safety 8–9, 12, 39–41, 40b, 159–61, 163–4, 166b, 167b, 257–61, 286–7 satisfaction 4, 9, 94, 287, 293-7, 316-17 stress 74, 94t, 287, 290-5 workshops 186–7 World Alliance for Patient Safety 325b, 326 World Dental Federation 326 World Health Assembly 326 World Health Organization (WHO) 10, 95, 266, 267-8, 316, 321-2, 324, 325-7, 325b World Medical Association 326 wrong-site surgery errors 153-4

Yelp 119

