

2024 VIZIENT CONNECTIONS SUMMIT

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REFLECTION

REFLECT | ADAPT | EVOLVE

Building a Learning Health System: Nursing Quality

Saima Awan, MBA, LSSBB, Lead Clinical Operations and Business Analytics

Lisa Streeter, MSN, RN, NPD-BC, CPHQ, Director, Nursing Quality & Magnet Program

Michael O'Keefe, CPHQ, CPPS, Senior Director, Quality Assurance & Regulatory Compliance

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Learning Objectives

- Discuss select principles used to assess organizational areas where a learning health system can be built.
- Describe the key elements required to successfully build a learning health system.

Building a Learning Health System: Nursing Quality

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Dana-Farber Cancer Institute



We are an acute care hospital/dedicated cancer center providing world class inpatient and outpatient care to patients. Our care settings include:

Ambulatory

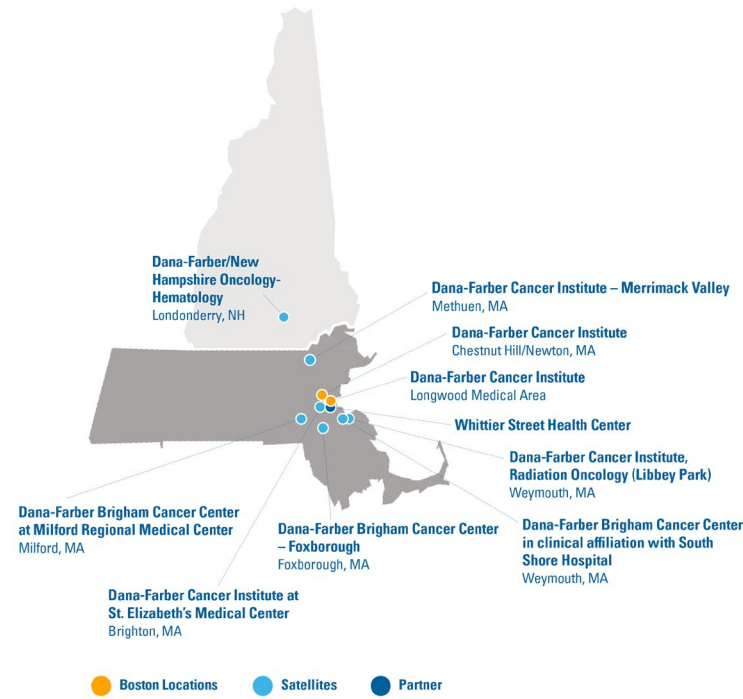
- Adult care
 - Longwood: exam, infusion, imaging, radiation, lab
 - Chestnut Hill: exam, infusion, imaging, lab
 - 6 satellite locations (provider-based hospital outpatient)
- Pediatric care at Longwood: exam and infusion

Inpatient

- 30 licensed adult beds (co-located with Brigham & Women's Hospital)

Designations, Accreditations, and Achievements

- NCI-Designated Comprehensive Cancer Center
- 5-time Magnet Designated Hospital
- Commission on Cancer Accredited Program
- USNWR #4 Adult and #2 Pediatric Cancer Hospital



FY2023 Statistics	
Adult & Pediatric Infusion Visits	217,279
Adult & Pediatric Outpatient MD Visits	384,094
New Patients	31,627
Adult Inpatient Discharges	1,300
Total employees	7,191

Burning Platform: Practice Compliance



Pain
Assess/Reassess

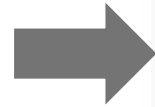
Blood
Administration

Initial
Assessment

Patient
Identification

Chemo Safe
Handling/PPE

Nursing Practice Audit Workflow - Prior State



Nurse Audits Database Structure

Site Databases

- JFC
- LONDONDERRY
- MILFORD
- SO SHORE
- ST ELIZABETH'S
- YAWKEY-Q2 (Audit 3 only)
- YAWKEY-Q3 (Audit 3 only)
- YAWKEY-Q6
- YAWKEY-Q7
- YAWKEY-Q8
- YAWKEY-Q9
- YAWKEY-S0
- YAWKEY-S1

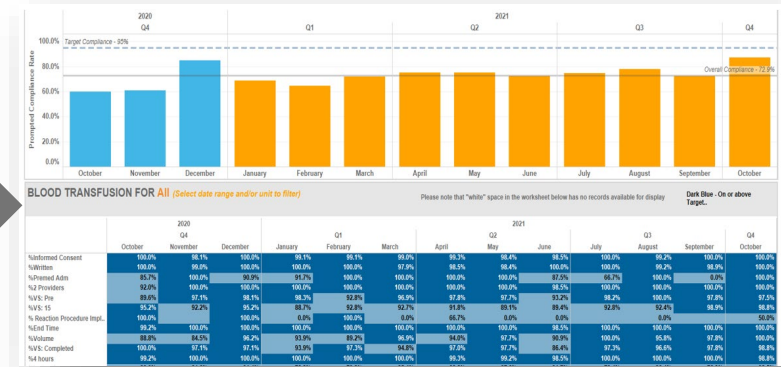
Linked site tables

Master Database

- JFC
- LONDONDERRY
- MILFORD
- SO SHORE
- ST ELIZABETH'S
- YAWKEY-Q2 (Audit 3 only)
- YAWKEY-Q3 (Audit 3 only)
- YAWKEY-Q6
- YAWKEY-Q7
- YAWKEY-Q8
- YAWKEY-Q9
- YAWKEY-S0
- YAWKEY-S1

New records in site added to master

- AUDIT 1 MASTER
- AUDIT 2 MASTER
- AUDIT 3 MASTER
- AUDIT 4 MASTER
- AUDIT 5 MASTER



Some questions did not reflect current policy

Data entry forms non-standardized

Many data points entered not exported to dashboard

REFLECTION

Nursing Quality Goals for Project



Sunset historical
database



Leverage systems
and documentation



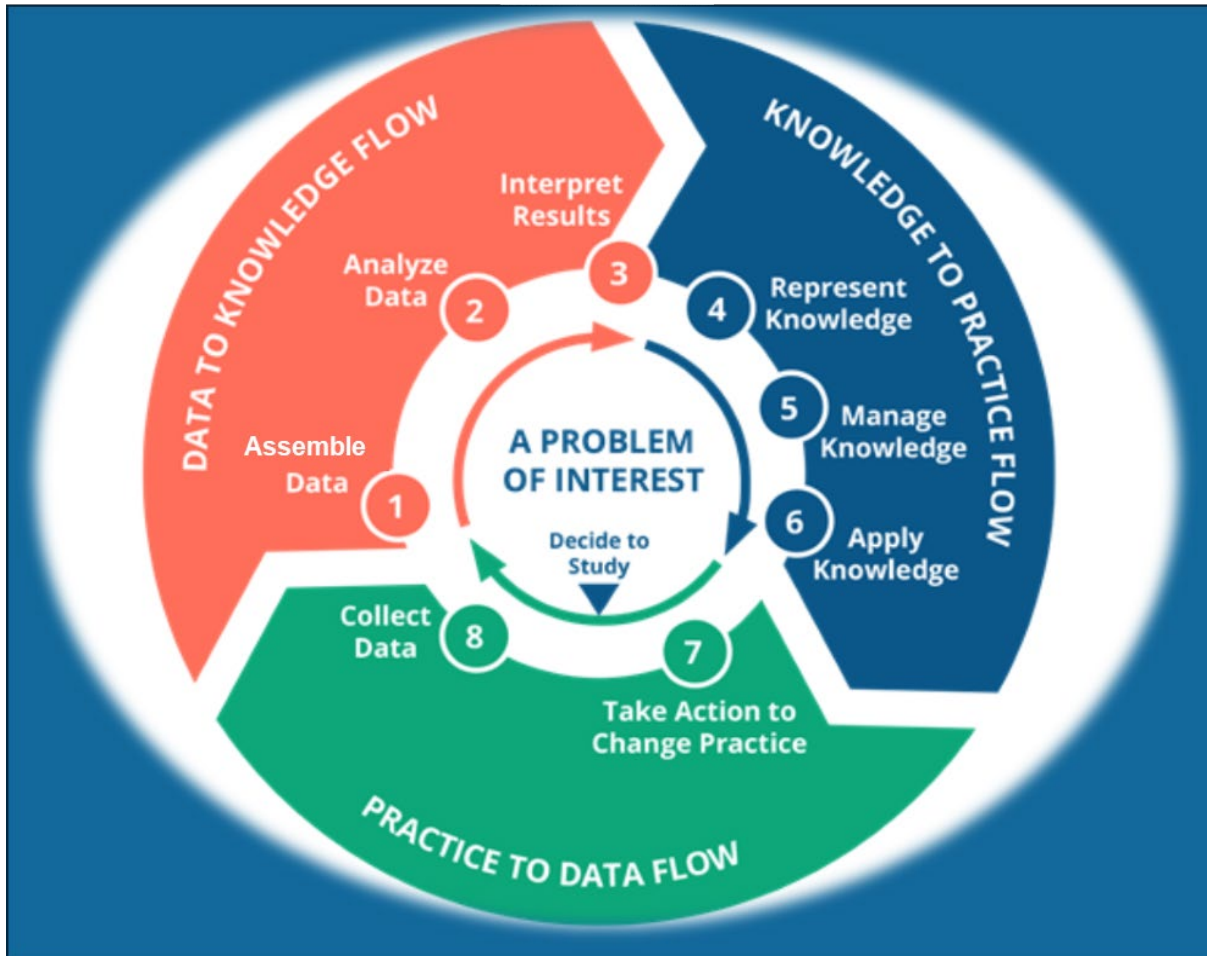
Analyze full
compliance



Optimize scope of
nursing practice



Methodology: Building a Learning Health System



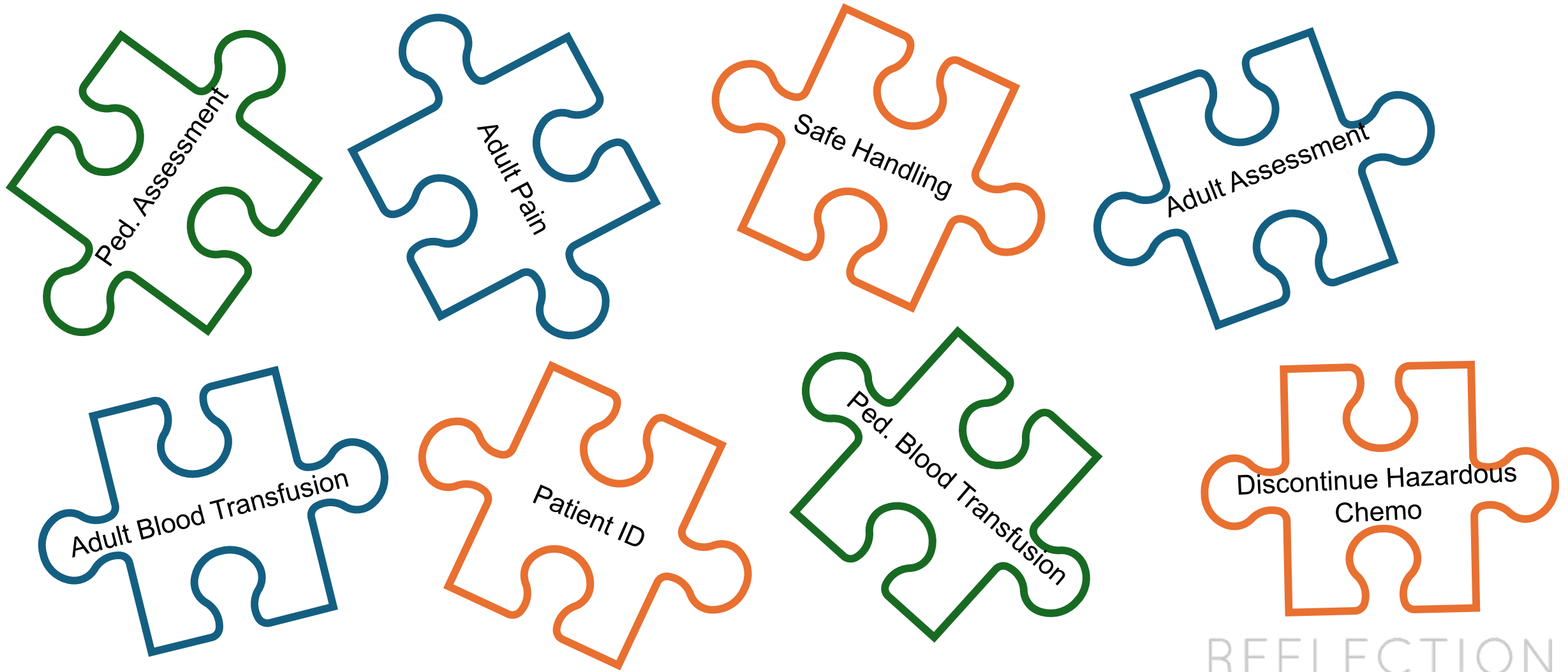
- Cyclical model illustrating a continuous improvement framework
- Flynn et al. model published is the best alignment to the principles used in this project
- As part of growth, this model can also evolve to include additional layers, such as:
 - Operational research
 - Advanced analytics (i.e., predictive models)
 - Generative AI

Sources: <https://learninghealthcareproject.org/technical-building-blocks/>

Flynn AJ, Friedman CP, Boisvert P, Landis-Lewis Z, Lagoze C. The Knowledge Object Reference Ontology (KORO): A formalism to support management and sharing of computable biomedical knowledge for learning health systems. *Learn Health Sys.* 2018; 2:e10054. <https://doi.org/10.1002/lrh2.10054>

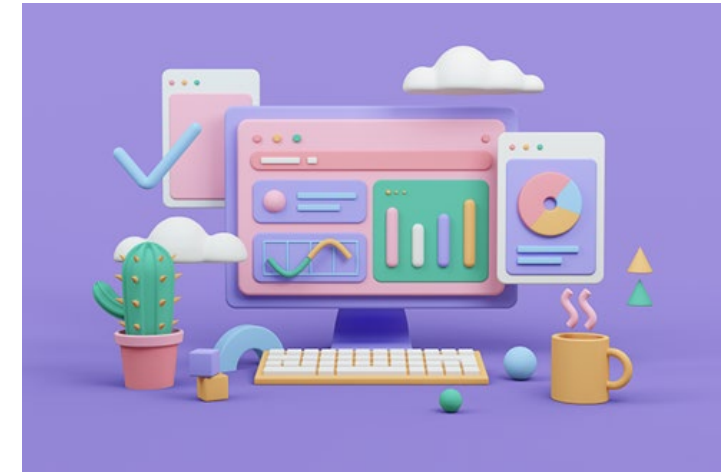
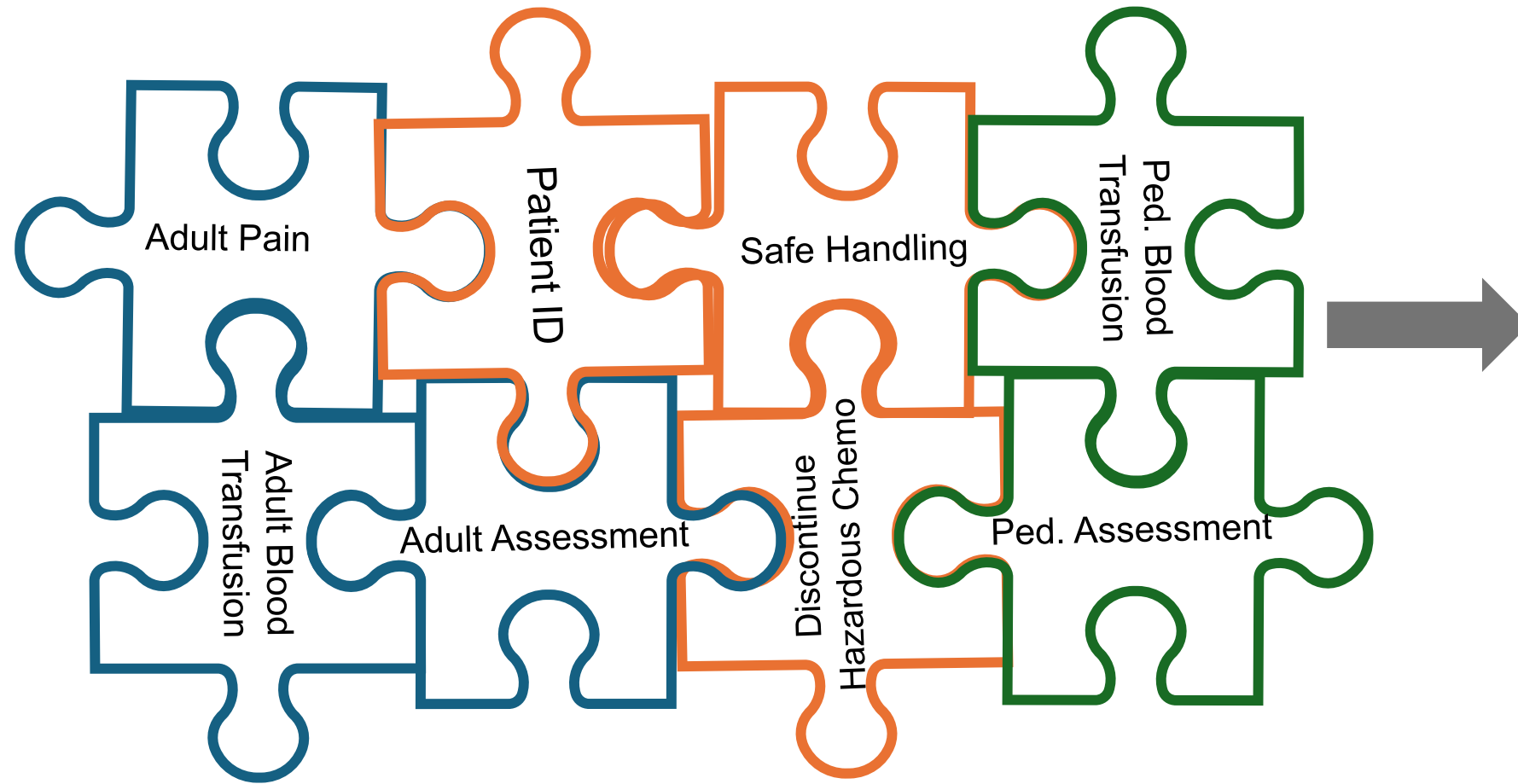
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Strategy: The Big Picture for Change



REFLECTION

Vision: Nursing Compliance Dashboard



REFLECTION

Nursing Compliance: A Learning Health System Roadmap



Observational Audits

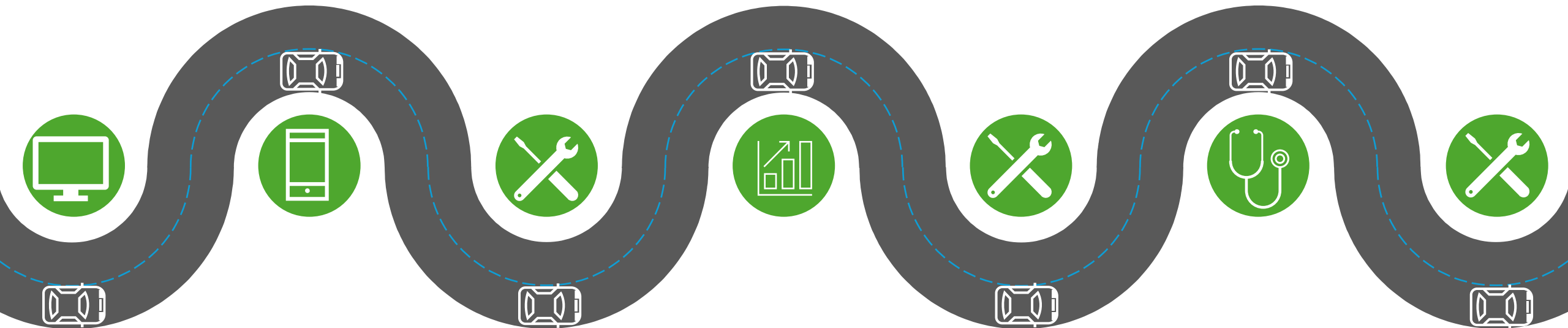
- Database development
- Tablet implementation

Observational Audits

- Data integration
- Dashboard

Pediatrics Electronic Health Record (EHR)

- Data Ingestion
- Dashboard



EHR dashboards

- Compliance Audits
- Dashboard

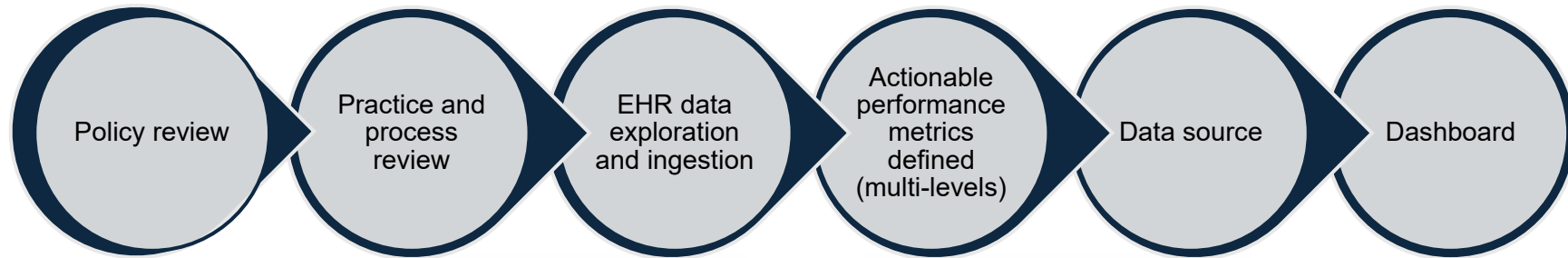
Maintenance and Enhancements

Maintenance and Enhancements

Maintenance and Enhancements

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Workstream 1: Electronic Health Record



Outpatient Nursing Clinical Practice Manual

Manuals / Outpatient Nursing Clinical Practice Manual

Filter Show 25

Showing 1 to 15 of 15 entries

Name	Filter Column

BLD-102 Nursing Action in Blood Transfusion Reaction (BLD-102)

Manuals / Outpatient Nursing Clinical Practice Manual / Blood (BLD)

Keywords: transfusion reaction, blood transfusion reaction, reaction, patient reaction, pnc reaction

Description: To provide guidelines for nursing interventions in suspected or actual blood transfusion reactions. NCIT: A transfusion reaction may consist of any or all of the following symptoms: CH along with used for transfusion, erythema, rashes, vomiting, hypotension, hypertension, shock, pruritis, urticaria, rash, unexplained onset of febrile (rising from source site, febrile)

Related Documents: BLD-100 Administration of Blood Products

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Nursing and Patient Care Services
Outpatient Nursing Clinical Practice Manual

Policy Name: Nursing Action in Blood Transfusion Reactions

Policy Number: BLD-102

Contact person(s): Unit Based Clinical Specialist

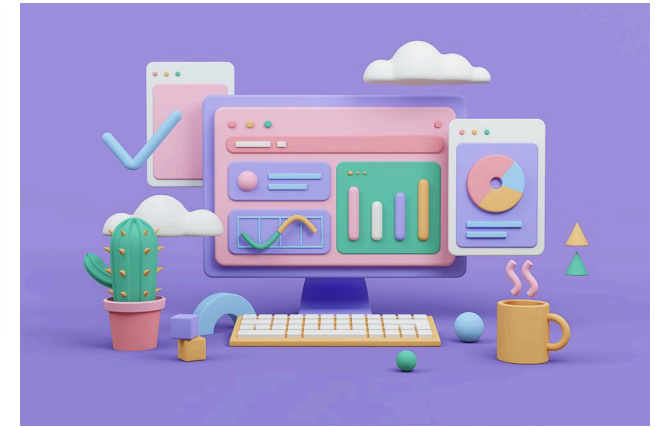
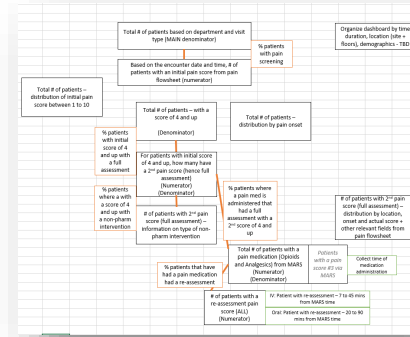
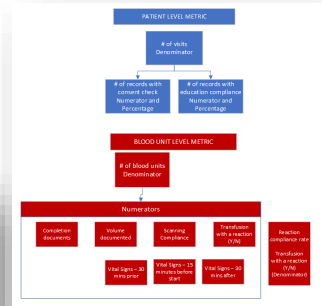
Effective Date: 09/01/2022

Approved by: Nursing Policy and Procedures Committee (CPC) Nursing Council

Approval Approved for: RN

Location(s) Approved for: DFC Adult Outpatient Units and Satellite

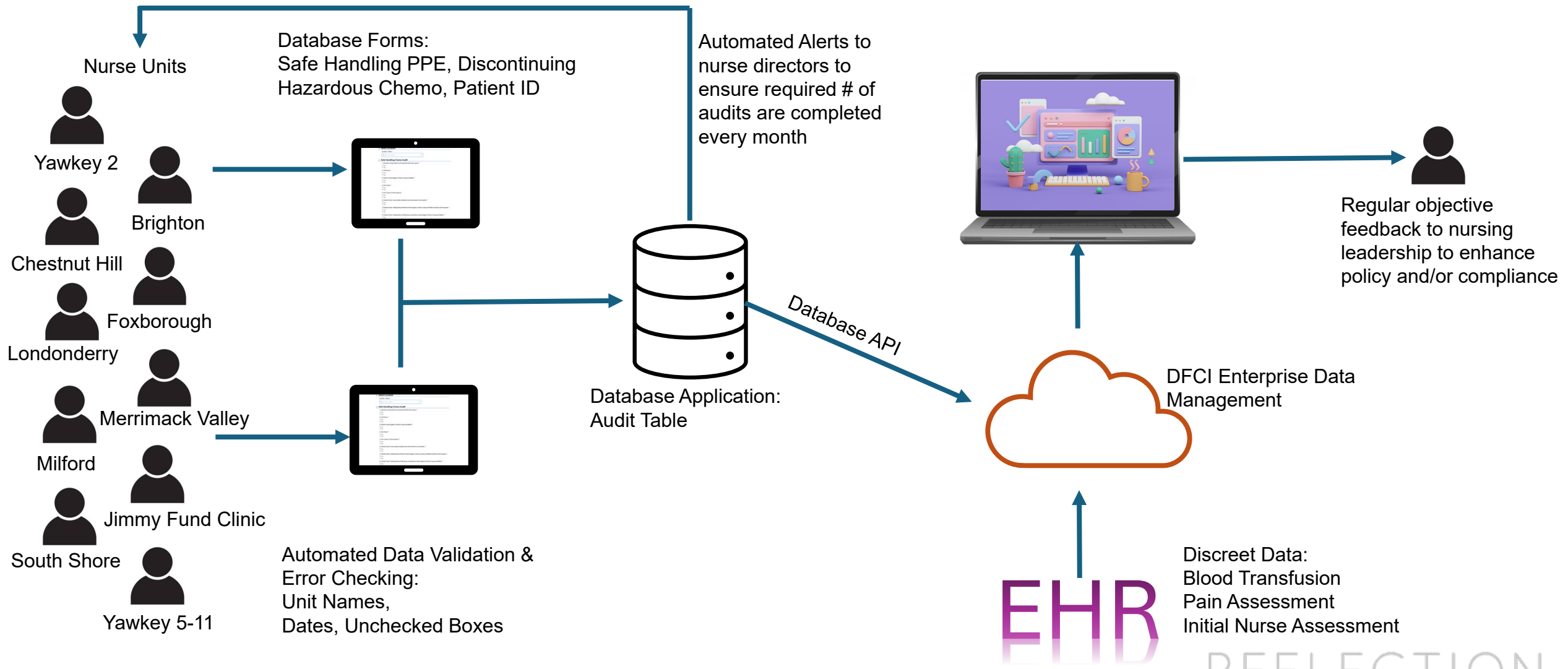
Keywords: transfusion reaction, blood transfusion reaction, reaction, platelet



Question	Flavorbeat Measure #
1. How often do you use the patient assessment tool?	20200001
2. How often do you use the patient assessment tool?	20200002
3. How often do you use the patient assessment tool?	20200003
4. How often do you use the patient assessment tool?	20200004
5. How often do you use the patient assessment tool?	20200005
6. How often do you use the patient assessment tool?	20200006
7. How often do you use the patient assessment tool?	20200007
8. How often do you use the patient assessment tool?	20200008
9. How often do you use the patient assessment tool?	20200009
10. How often do you use the patient assessment tool?	20200010
11. How often do you use the patient assessment tool?	20200011
12. How often do you use the patient assessment tool?	20200012
13. How often do you use the patient assessment tool?	20200013
14. How often do you use the patient assessment tool?	20200014
15. How often do you use the patient assessment tool?	20200015
16. How often do you use the patient assessment tool?	20200016
17. How often do you use the patient assessment tool?	20200017
18. How often do you use the patient assessment tool?	20200018
19. How often do you use the patient assessment tool?	20200019
20. How often do you use the patient assessment tool?	20200020

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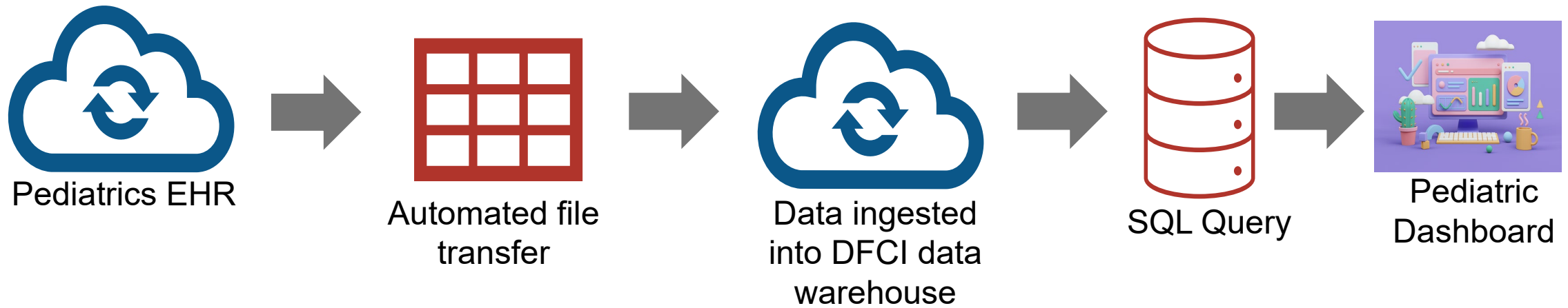
Workstream 2: Observational Audits



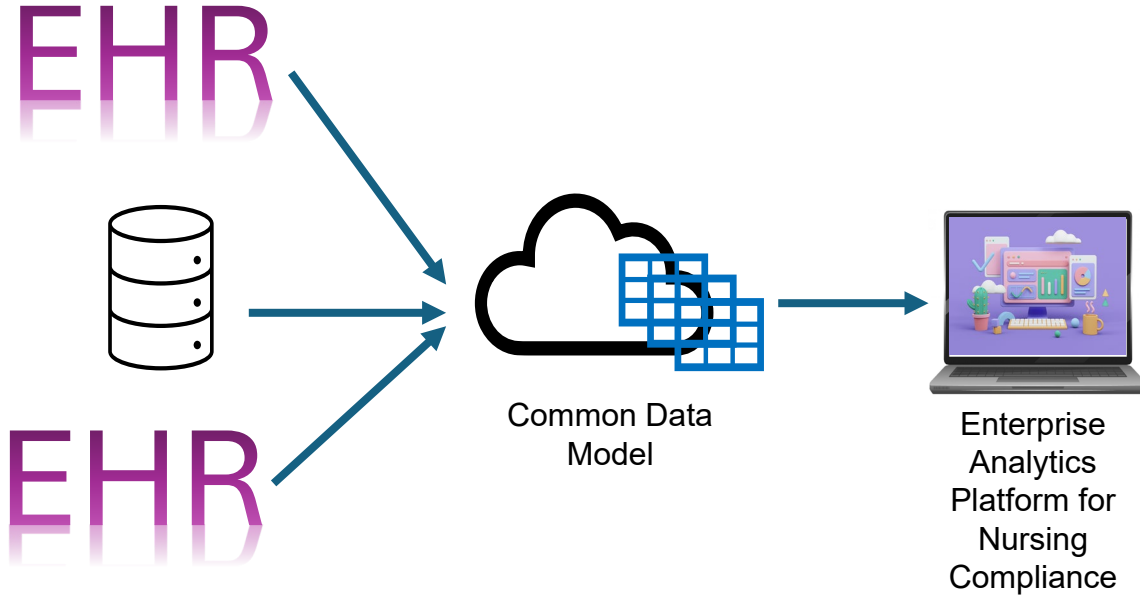
API – Application Programming Interface; DFCI - Dana-Farber Cancer Institute



Workstream 3: Pediatrics Data Integration



Overall Infrastructure



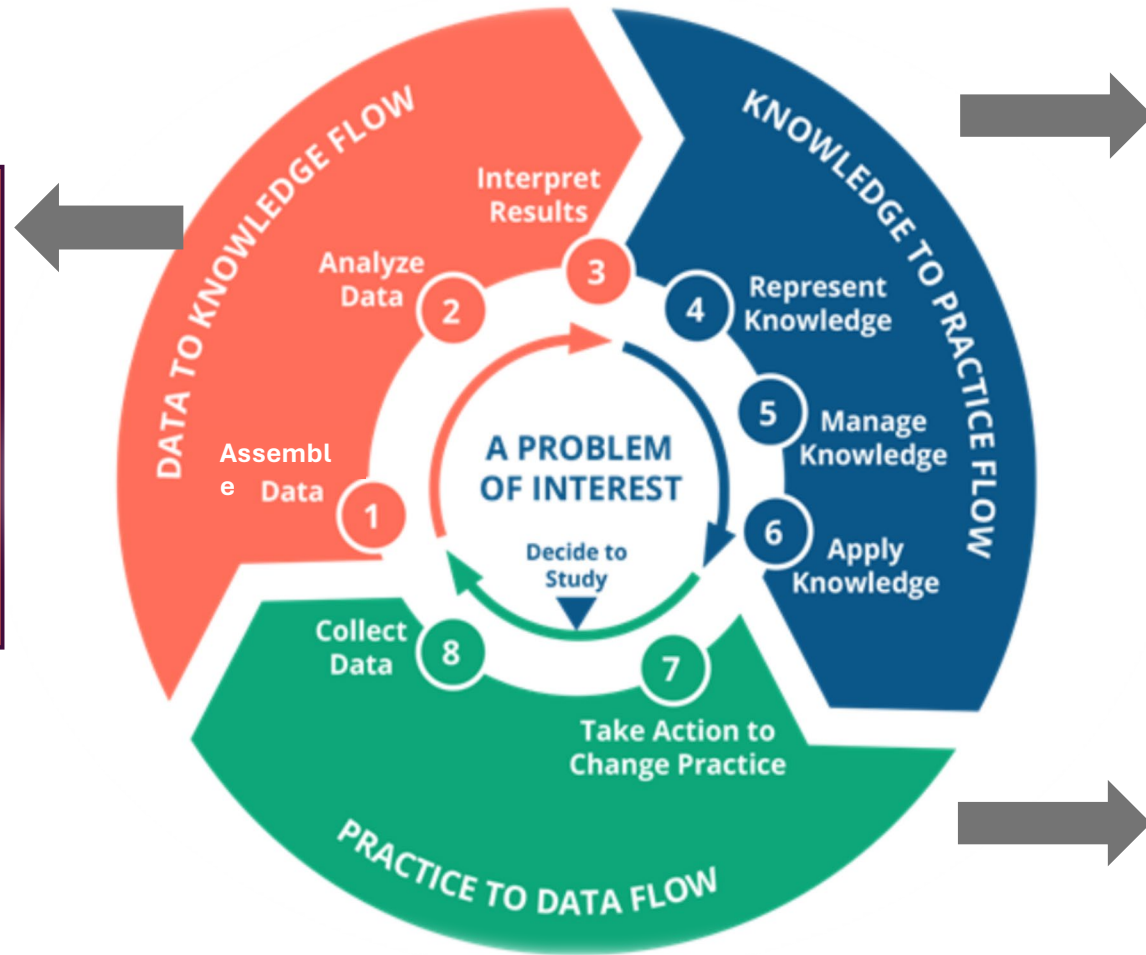
- Consider best practice for product management
- Significantly larger patient sample size and real-time data
- Tool provides actionable metrics at both aggregated and patient level, which is used to identify and conduct quality improvement initiatives
- Our project is uniquely innovative as it is the first in measuring every aspect of nursing quality in such detail.
- Our learning health system is cyclical in nature, where the metrics are presented in detail and are easy to use in pinpointing areas for improvement. These same measures are used to assess if the initiative has resulted in an improvement and to measure that improvement.
- Proactive vs. reactive
- Foundational work for future innovation



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A Learning Health System in Action*

1. Integrate data from systems
2. Understand workflows and develop metrics
3. Develop dashboards and provide key performance indicators at aggregate level and patient and nurse level (actionable)



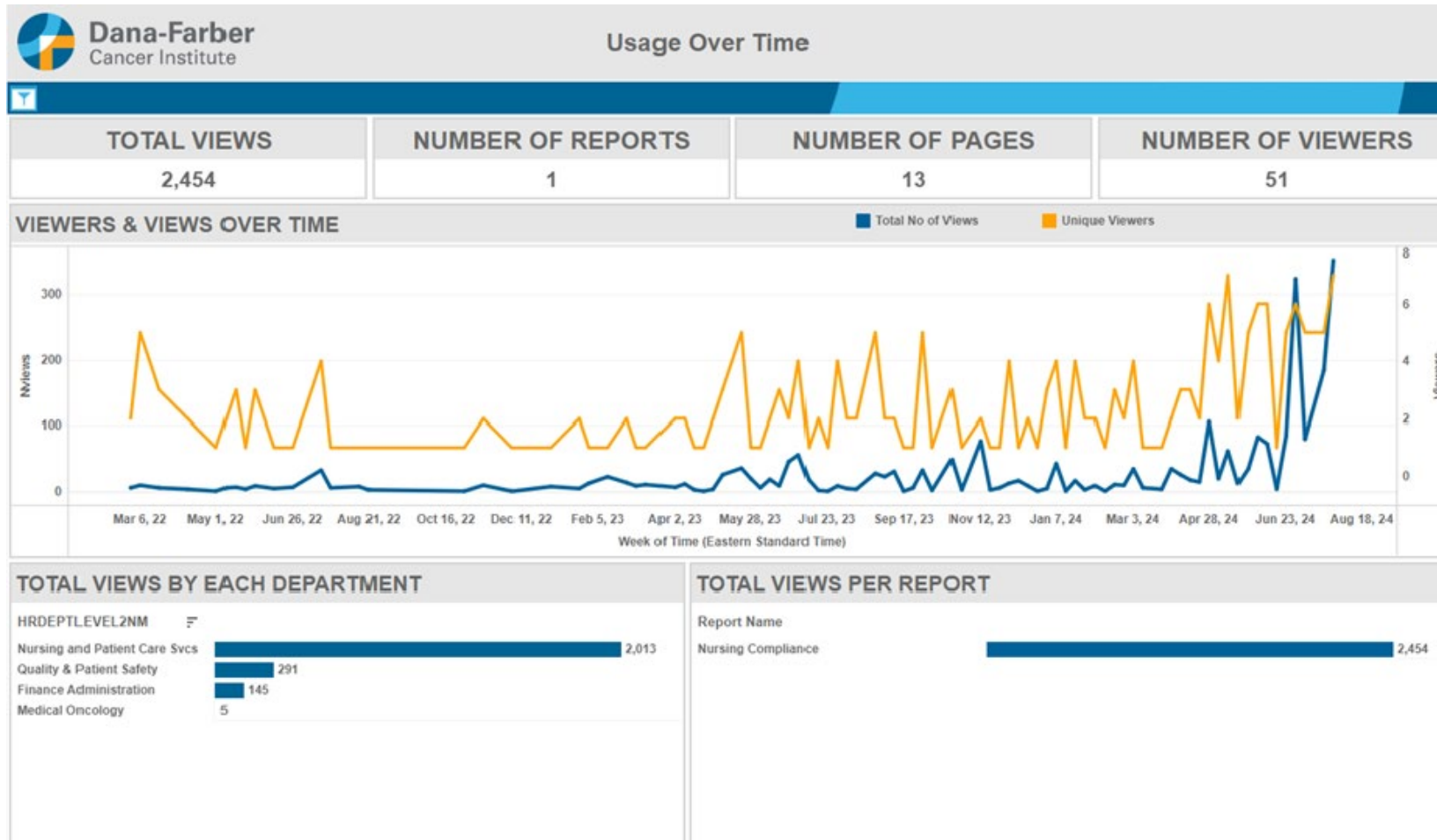
4. Present dashboard results monthly at various staff and leadership meetings, workgroups, and unit level
5. Use data to inform areas for improvement
6. Plan quality improvement and education initiatives

7. Implement quality improvement and education initiatives
8. Monitor metrics on dashboard post practice change and assess impact / improvement

REFLECTION

*Sources: <https://learninghealthcareproject.org/technical-building-blocks/>
 A. J. Flynn, C. P. Friedman, P. Boisvert, Z. Landis-Lewis, and C. Lagoze, "The Knowledge Object Reference Ontology (KORO): A formalism to support management and sharing of computable biomedical knowledge for learning health systems," Wiley Online Library, 2018. [Online]. Available: <https://pubmed.ncbi.nlm.nih.gov/31245583/>

Staff Engagement (Weekly)



Clinical Outcomes – Blood Transfusion Vital Signs

Dashboard go live July 2021

July '21 to June '22

Institution



July '22 to June '23

Institution

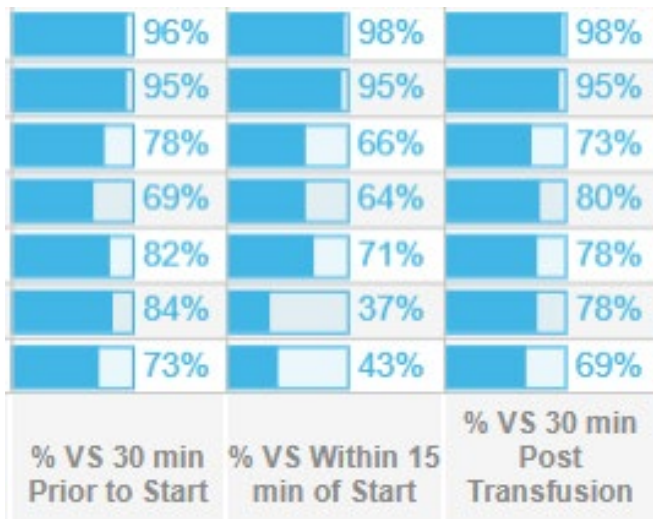


July '23 to June '24

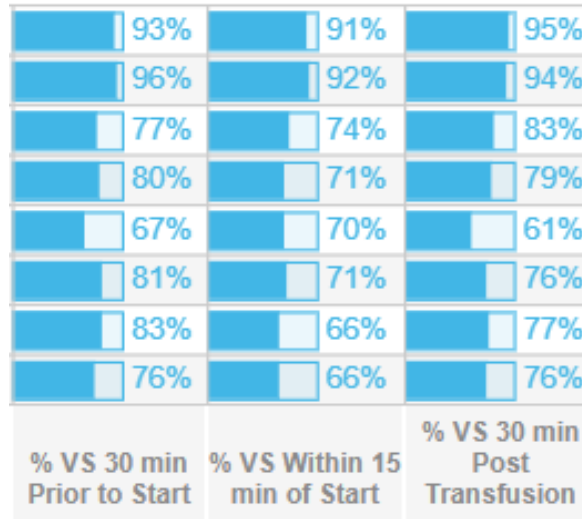
Institution



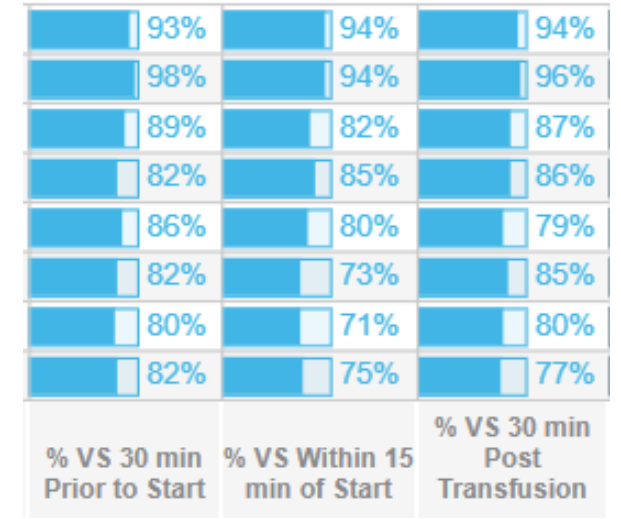
Locations



Locations

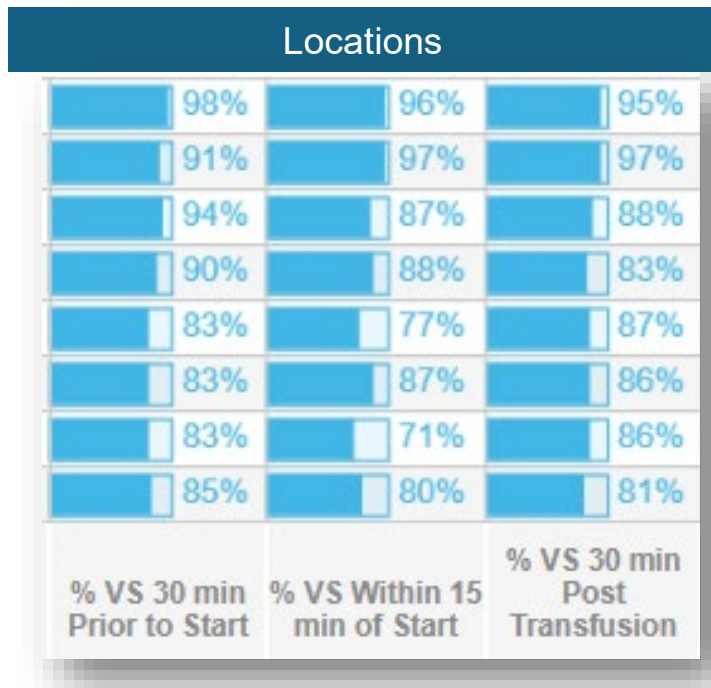
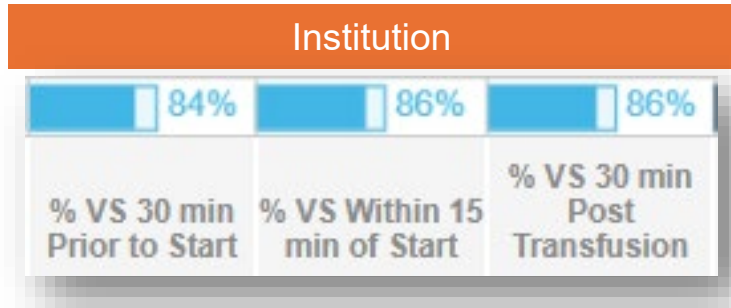


Locations



Clinical Outcomes – Blood Transfusion Vital Signs

Latest quarter (April to June 2024)



- Incremental quality improvement over the years with a real-time learning health system suite of tools
- Policy, process, education accountability with the Blood Transfusion working group that conducted quality improvement projects with nursing leadership and frontline
- Significant improvement in clinical outcomes for vital signs documentation in alignment with policy

Learning Health System Impact on Practice, Quality and Patient Care

- Strengthened our data driven culture
- Savings in time and dollars
- Improved data availability, integrity, and reliability
- Value-added quality improvement initiatives
- Infrastructure for advanced analytics and Generative AI
- Efficient quality reporting – regulatory and accreditation (i.e., TJC, ANCC Magnet)

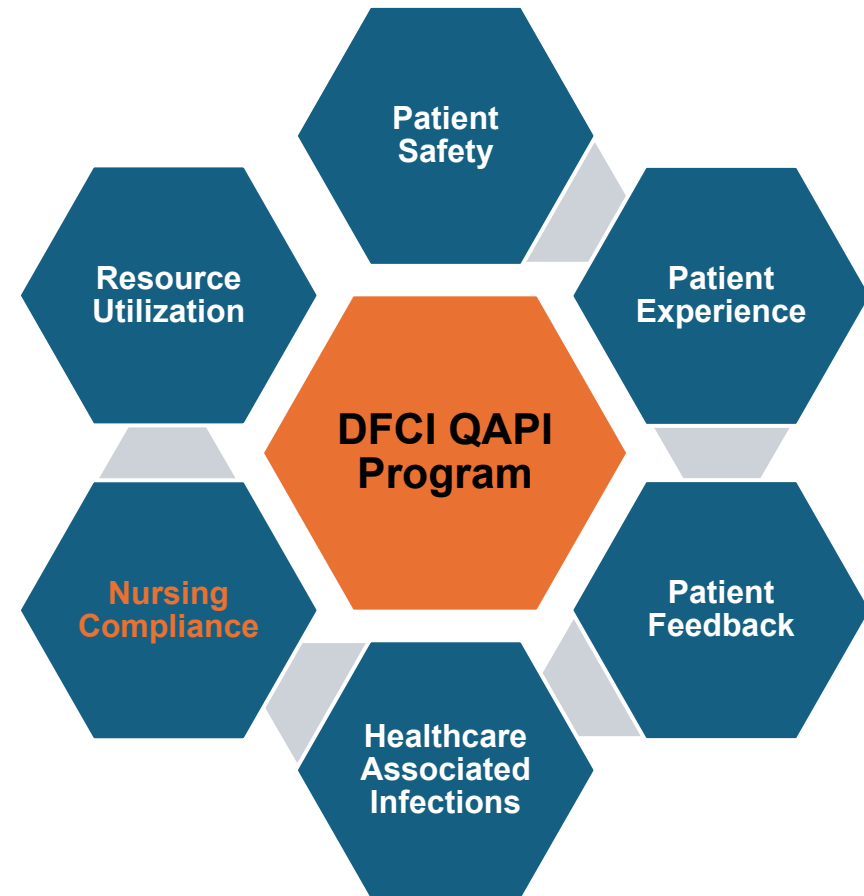


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Quality Assurance and Performance Improvement

Learning Health System Benefits:

- Alignment with data automation across our QAPI program
- Focus on high-risk areas
- Proactive risk identification
- Measurement capability for quality improvement

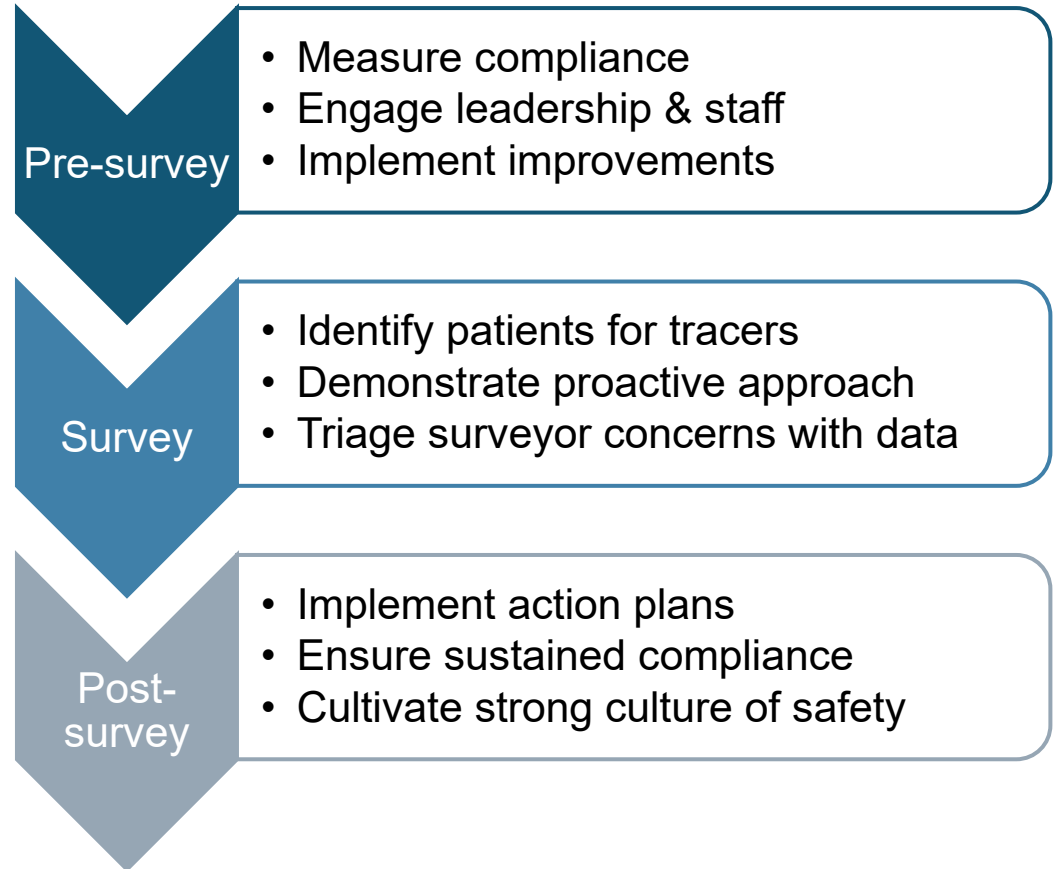


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Continuous Regulatory Readiness

High-Risk Areas:

- Procedures
- Suicide Prevention
- High-Level Disinfection
- Blood Transfusion
- Pain Assessment
- Initial Nursing Assessment
- Restraint Utilization

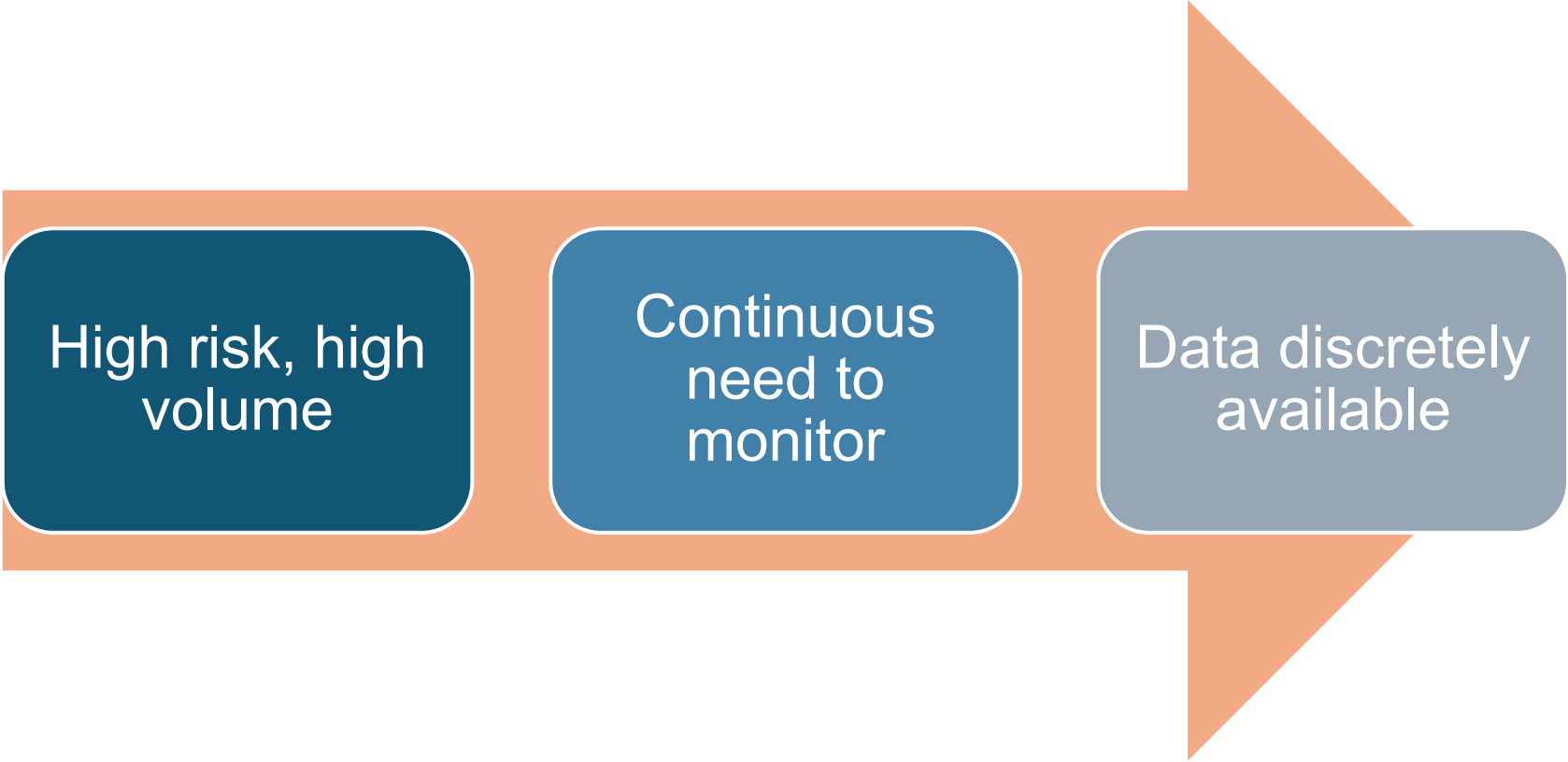


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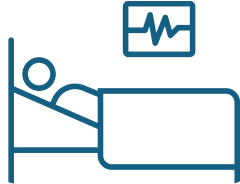
Lessons Learned

- Take time to understand the practice and process flow and have well defined business requirements
- Plan for enhancements in your project plan
- Constantly learning
- Have a well-planned quality assurance plan to match data to practice
- Have right stakeholders at the table
- Various levels
- Front line clinician observation

Key Takeaways



Future Areas for Consideration



Restraints



Vein Assessment



Procedure Documentation



Suicide Risk Assessment

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Questions?



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