

**Clinical Decisions,
Ethical Challenges**



22nd March 2007

**Clinical governance & education
to change behaviour & improve
patient outcomes**

Mary Bridgid Naylor

RN, SCM, B.App.Sc, M.Hlth. Ed.



SYDNEY WEST
Area Health Service

Change Champions
Cairns, Queensland, Australia

Aim of the session

- Demonstrate how **Sydney West Area Health Service** developed the Graduate Certificate in Specialty Nursing (GCSN) course
- Explain how complex skills for **clinical governance** are developed in the GCSN course
- Link clinical governance to **changed behaviour** enhanced **ethical decision making** & improved **patient outcomes**.



Development of the GCSN course

- **Changes to the NSW Higher Education Act 2001** paved the way for the Area Health Service to become a provider of postgraduate education.
- **Educators in SWAHS** developed the GCSN course **accredited** by the **NSW Department of Education & Training** in **2003 & 2006**.



Scope of GCSN specialty subjects delivered



There are twelve specialty subjects & offered in:

- **2004 - 4** (Perioperative, Rehabilitation, Renal & Surgical)
- **2005 - 6** (Cardiac, Intensive Care, Perioperative, Rehabilitation, Renal & Surgical)
- **2006 - 10** (Acute Care, Cancer, Cardiovascular, Child & Family Health, Emergency, Intensive Care, Perioperative, Renal, Surgical & Trauma)
- **2007 - 9** (Acute Care, Cancer, Cardiovascular, Child & Family Health, Emergency, Intensive Care, Perioperative, Rehabilitation & Trauma).



Interwoven role of the RN in the 21st century



In 2007 the RN needs to understand the:

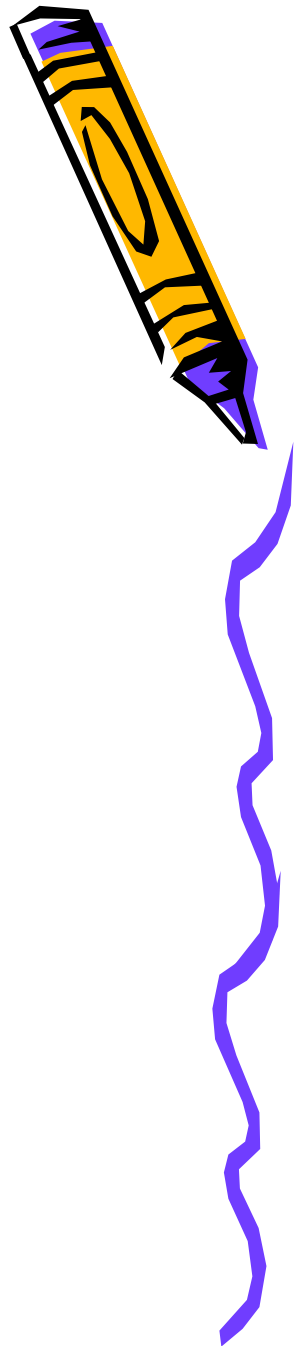
- dynamic environment of contemporary health systems
- &
- social, political & economic factors driving change in the workplace



Ethics in nursing

“Nursing offers many different insights into ethical foundations of health care & contributes to a more sophisticated model of bioethics”

(Kerridge, Lowe, McPhee, 2005)

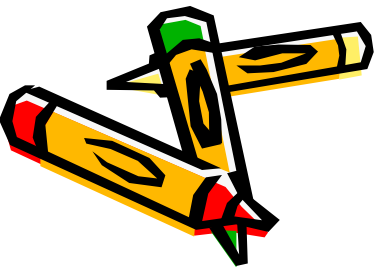


Aims of the GCSN Program



SWAHS GCSN course aims to:

- Foster **clinical leadership & governance**
- Advance **specialty nursing knowledge**
- Enhance **critical thinking**
- Develop **advanced specialty nursing skills**



GCSN subjects



The GCSN course comprises:

2 Core subjects *Contemporary Approaches to Specialty Nursing Practice I & II*

&

2 Specialty subjects *Specialty Nursing Practice I & II* with clinical competency requirements



Contemporary Approaches to Specialty Nursing Practice I

Focus on:

- **clinical leadership**
- **clinical governance**
- **professional development**
- **conceptual framework for EBP**



Leadership

- **Clinical leadership** is a mandate for all nurses in the clinical setting irrespective of their designation (Daly, Speedy & Jackson, 2003).
- **Clinical leaders are role models** who are willing to explore new perspectives & are creative and innovative in the development and application of new procedures (Loeb & Kindle 1999).

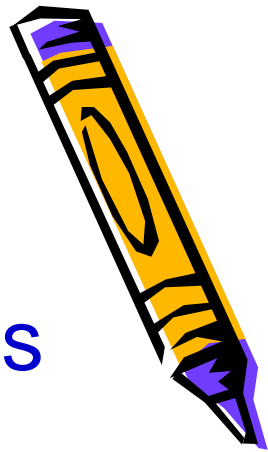


Clinical Governance

The concept of clinical governance is **relatively new for nurses** at the **‘point of care’** in the NSW healthcare system.

CG is “the framework through which health organisations are accountable for continuously improving the quality of their services & safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish”

(NHS 1998) The new NHS: Modern & Dependable



Clinical governance & NSW Health

- Clinical governance was formulated to manage the quality of health care services in 1999

NSW Health 2003, The Clinician's Toolkit – For improving patient care cited NHS 1998, The new HHS: Modern and dependable.

- In 2004, the NSW government invested \$55 million in frontline clinical care & enhancement funds were made available to Area Health Services to expand existing resources & support clinical staff

NSW Patient Safety & Clinical Quality Program, NSW Health 2005



Clinical Governance & Relationships = safe culture



“The importance of **clinical governance** is now internationally recognised, as is the crucial need for **strong relationships** between medical, nursing & allied health staff & management to build a **safe culture**”

Patient Safety and Clinical Quality Program Report, 2003-4



Contemporary Approaches to Specialty Nursing Practice II

Focus on:

- nursing relationships
- legal & ethical issues
- models of care
- teaching & learning in the clinical setting



Specialty Nursing Practice 1 & 2

Focus is on:

- **holistic nursing care**
- **specialisation**
- **nursing management of patient care**
- **nursing interventions**
- **reflective practice**
- **education**
- **other topics**



Two main elements of clinical governance

The **Area Health Service & clinicians** are the two main elements of clinical governance to improve:

- individual performance,
- systems,
- standards and quality of care.

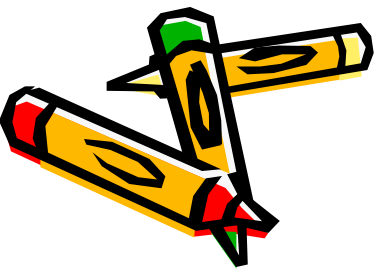
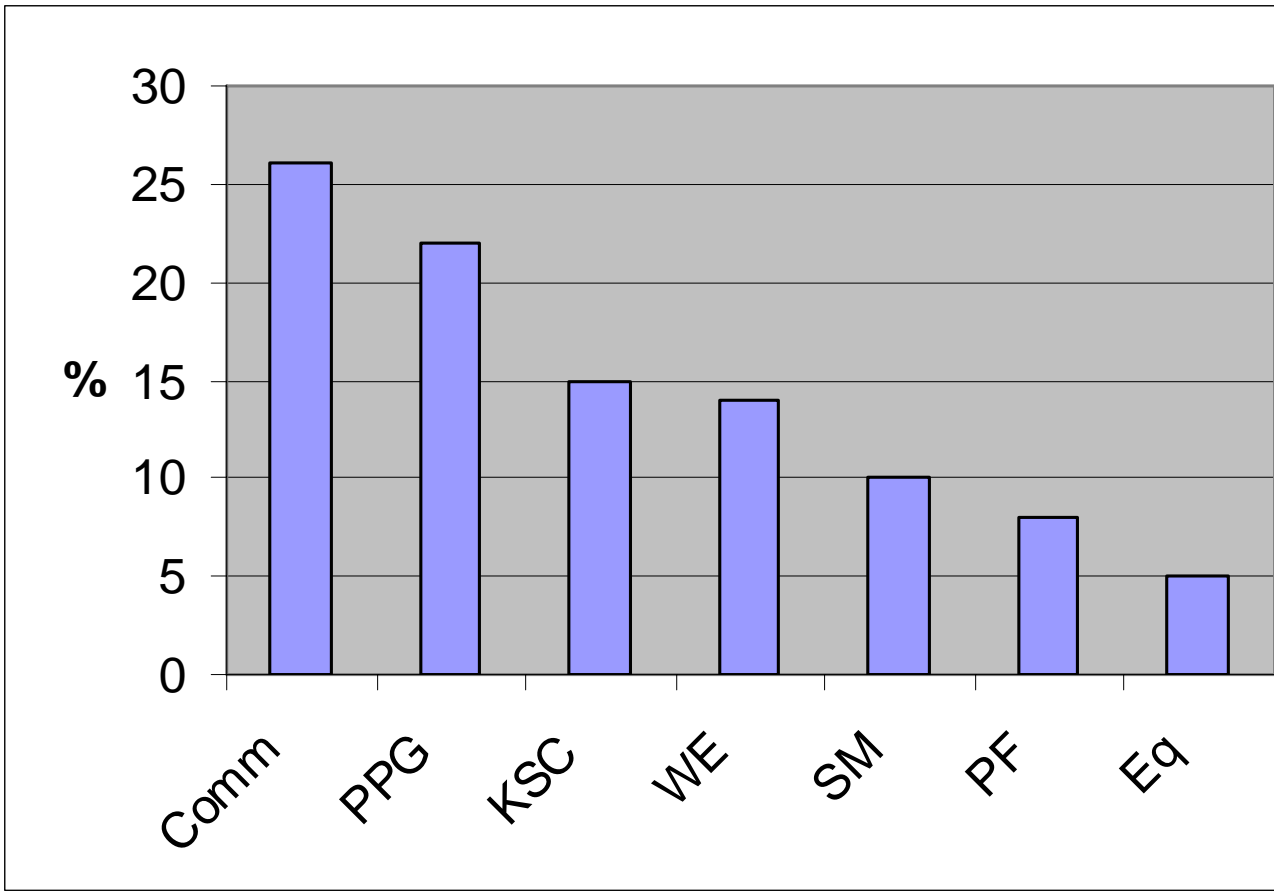
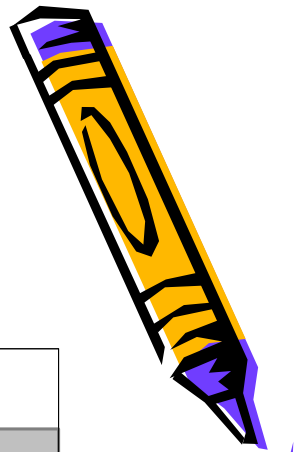


Root Cause Analysis & causal factors for serious incidents

- 26% - Communication written & verbal
- 22% - Policies, procedures & guidelines
- 15% - Knowledge, skills & competence
- 14% - Work environment & scheduling
- 10% - Safety mechanisms
- 8% - Patient factors
- 5% - Equipment



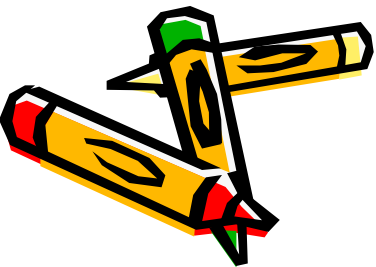
Causal Factors For Serious Incidents 03/04



3 Key components to improve quality of care

- **Develop knowledge and skills** for understanding human performance, the systems of care & minimising and dealing with error
- **Apply methods to identify, measure & analyse problems** with care delivery
- **Act upon that information** to improve both the individual & the systematic aspects of care delivery

Ref: NSW Health (2003) The Clinicians Toolkit – For improving patient care



Patient safety framework

Nurses say – “we can be part of the solution”

- Communicate effectively
- Identify, prevent & manage adverse events & near misses
- Use evidence & information
- Work safely
- Be ethical
- Continue learning
- Specific issues - wrong site, procedure, Rx & medication safety

National Patient Safety Education Framework (2005)



How are skills for clinical governance & ethical decision making developed ?

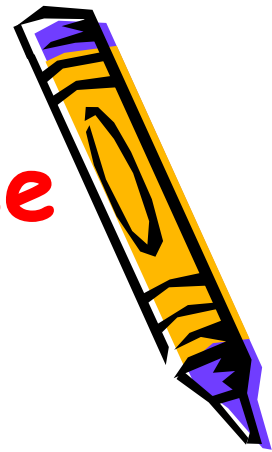


Risk management skills are developed by:

- weaving the **philosophy** through the objectives, content & assessment items
- developing a **holistic approach** to caring for patients' body, mind & spirit
- enhancing **specialty** knowledge, skills & confidence
- advancing communication skills for therapeutic **interprofessional relationships**

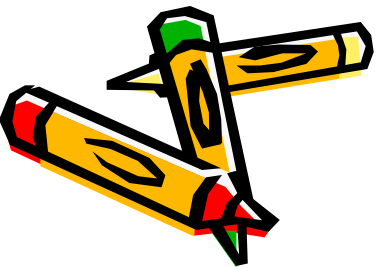


Graduates of the GCSN course



For optimum patient outcomes graduates:

- apply the **principles of clinical governance**
- improve **therapeutic relationships, communication & clinical practices**
- review /or develop **protocols, guidelines &/or policies**



Clinical governance & education

change behaviour & improve patient outcomes

& clinical leadership is the vehicle

for driving change



My research

The project aims to consider the **concept of clinical governance** & its implication for **improved health care delivery & management**.

The **specific aim** is to assess clinical governance & its implication in two ways:

1. as an **overall framework** to improve health delivery & patient outcomes;
2. as a **managerial approach** shaping clinical nursing practice.



SUMMARY



- I have demonstrated how **SWAHS** developed the Graduate Certificate in Specialty Nursing (GCSN) course
- I have explained how:
 - complex skills **for clinical governance** are developed in the GCSN course &
 - knowledge & clinical leadership enhances specialty nurses' ability for **ethical decision making** &
 - risk management improves **patient outcomes**.



GCSN course structure



Four subjects & 24 credit points

Mode of study

- Combination of face to face, distance or online & directed self learning

Study days

- Max of 10 over 2 semesters

Assignments

- 2 for each subject +
competency assessments x 2

Cost

- \$1250 for SWAHS employees or \$1500



References

Daly, J., Speedy, S., & Jackson, D. (2003). *Nursing leadership*. Sydney: Churchill Livingstone

Kerridge, I., Lowe, M. & McPhee, J. (2005). *Ethics & law for the health professions*. The Federation Press. Sydney

Loeb & Kindle (1999). *Leadership for dummies*. Philadelphia, PA.: John Wiley & Sons

NHS (1998) *The new NHS: Modern & dependable, cited in NSW Health 2003, The clinician's toolkit – For improving patient care cited NHS*

NSW Patient Safety & Clinical Quality Program, NSW Health 2005 Patient Safety and Clinical Quality Program Report, 2003-2004



THANK U

QUESTIONS ???

(02) 9840 3626

