

Beacon Collaborative  
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## PREVENTING ADVERSE EVENTS

### The Rapid Response Team and RN Professional Role

## A Case Study of San Francisco General Hospital

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# Program Objectives

- Describe the O'Rourke Professional Practice Model™ as the foundation for daily clinical practice accountability and responsibility.
- Describe the O'Rourke Patient Care Model™ and role of individual practitioners and the organization in ensuring the consistent focus of clinical practice on patient safety.
- Articulate Role Competence and related decision-making practice of Registered Nurses.
- Describe the impact of professional role practice on medical surgical nursing units on incidence of code blue calls.

# Professional Model

The professional role is a self directed, self regulated , autonomous decision maker responsible for ensuring that role and standards based practice is thriving at the point of care.

# Professional Model

We are given powerful decision authority  
over the health and welfare of others  
based on the belief that ...  
we use a substantial amount of scientific  
knowledge & technical skill to guide our  
practice ...and  
we will uphold our commitment to monitor &  
evaluate our practice to a set of standards.

Maria W. O'Rourke (1976)

# Professional Model

The professional role is a key decision maker responsible for the management of patients' condition across the LOS and driver behind ensuring the quality of practice

# O'Rourke Professional Role Behavior Categories™

1. Role-based Self Direction & Decision Authority
  - Use rigorous decision process guided by science, theory, practical knowledge and experience
2. Role based and Evidence-based Practice
  - Use science-based inquiry
  - Apply theoretical knowledge
  - Use research knowledge & skill

# O'Rourke Professional Role Behavior Categories™

## 3. Role-based Transfer of Knowledge

- Use knowledge to achieve greater impact on those served
- Engage in therapeutic communication

## 4. Role-based Provision of Care

- Skilled application of knowledge in the practice situation
- Introduction of new learning through teaching
- Application of practical knowledge

# Professional Role Capacity is the basis of All Functional Roles

# ***Functional Role Accountability***

We are accountable for...

– Providing care using our role to guide practice...

Clinical Function

– Teaching the role to help others learn the practice...Education Function

– Managing the role to ensure the practice standard is upheld... Management Function

– Doing research about the role, the practice and related outcomes... Research Function

# The Professional Model

As members of a profession, we are obligated to build organizations that ensure role and standards based practice is alive and well at the point of care and to develop a workforce capable of producing the work needed to serve the clients.

Irrespective of one's functional role,  
be it staff RN, educator, manager, researcher or  
administrator.....

leadership at the point of care is a generic professional  
role obligation for which we are accountable  
at the point of

Maria O'Rourke 2001

***Complex Work ....  
Generates Complex Role  
Demands***

# Professional Role-Based Practice™

## Transforming Practice at the Point of Care

### *Core Professional Role Competencies*

- 1. EXERCISE *Decision Making Authority* that ensures role and standards based practice**
- 2. CONTROL the *Recovery Process* from one's discipline specific perspective**
- 3. CONTROL *Care Coordination* from one's discipline specific perspective**

**Professional Role-Based Practice™**  
**Transforming Practice at the Point of Care**  
*Core Professional Role Competencies*

- 4. ACT** in a manner that *promotes dialogue, open communication & positive interdisciplinary working relationships*
  
- 5. ENSURE** *coordination, integration & management* of pertinent information
  
- 6. PREVENT** any *interference with the transfer of information*

**Professional Role-Based Practice™**  
**Transforming Practice at the Point of Care**  
*Core Professional Role Competencies*

- 7. DIRECT and MANAGE *clinical situations* in a THERAPEUTIC manner**
- 8. MONITOR & EVALUATE *role and standards* based practice**
- 9. MEASURE *professional role expertise & role-based practice* excellence**

**Professional Role-Based Practice™**  
**Transforming Practice at the Point of Care**  
*Core Professional Role Competencies*

- 11. LINK *professional role competency with patient outcomes***
- 12. INSPIRE others to *transform care***
- 13. TRANSFORM the *practice culture***

# O'Rourke Professional Model

Professional role competence requires the adoption and enactment of professional role expectations based on the consistent and complete application of the O'Rourke Model of the Professional Role and its 9-step decision-making process by all functional roles

Professional role competence is a key variable that has an impact on quality care and patient safety.



# ***AIM***

**Prevent adverse patient events by increasing professional role competence and related decision-making practice of Registered Nurses**

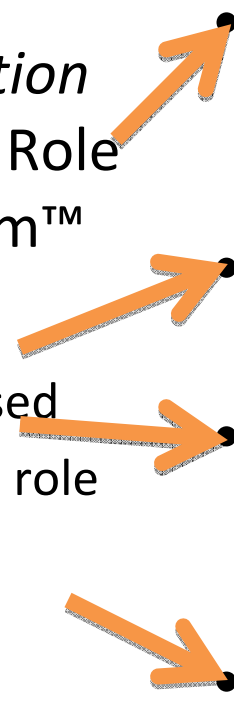
- Develop and sustain a role and standards based RN workforce.
- Clarify RN role as a pivotal decision maker within the interdisciplinary team.
- Evaluate professional role competence and related decision-making practice of the RN.

***GOAL***

# Implement O'Rourke Program

**Hardwire into Organization**  
O'Rourke Professional Role  
Development Program™

a data-driven, evidence-based  
approach to professional role  
development.



**Use as** a key strategy for developing a professional role-based RN workforce.

**Use to** develop a Critical Mass through the PRDG™.

**Use for** focused development of Charge Nurses and MERT Team.

**Use to** support the prevention of adverse events using a role-based decision-oriented approach.

# ***BACKGROUND***

# Key Barriers to Role-Based Practice

- Inconsistent understanding of the professional RN role results in practice variations :
  - Transfer of knowledge of the patient condition during shift report and within the interdisciplinary team.
  - Charge RN as a key point-of-care leader.
  - Evidence-based practice for rigorous decision making.
  - Use of MERT.
  - Self-directed decision-making authority of MERT RN.
- Lack of systematic evaluation of professional role competence.
- Variation in application of scope and standards of practice related to independent and dependent nursing practice.

# ***TOOLS***

# O'Rourke Professional Role Development and Socialization Program™

## Key Principles

- The Professional RN is a pivotal decision-maker on the interdisciplinary team.
- Management of the patient's condition is a generic professional RN role responsibility.
- Quality of care is dependent on consistent & complete application of the professional RN role decision-making process.
- As a key decision-maker in the public's best interest, RNs have a social contract to consistently apply their role responsibility & authority.
- Ability to meet and uphold the nursing standard of practice is influenced by individual RNs' understanding, adoption and application of the professional role.
- Generic professional role is composed of four overlapping role components: Practitioner, Scientist, Leader & Transferor of Knowledge.
- Professional role competency is measurable.

***ROLLOUT***

# Organizational Rollout 2006-2007

- Three in-depth roll-out development courses with leadership:
  - Charge RNs, Preceptors, CNS, Managers, Directors
- Train-the trainers program for 14 SFGH trainers
- Development of 1 day basic role development course
  - Focused on preceptors and new graduates
  - Offered monthly
  - Initial focus on medical-surgical units
  - > 350 staff trained

# MERT

## ➤ **Develop the MERT RNs**

- **Define the MERT RN with role based focus**
  - **Prevent adverse events through decision making**
- **Role Development class – 1 day**
- **Application of role competency to MERTs**
  - ~ **Assist with analysis & application of role behaviors to clinical situations**
  - ~ **Use of role focused language**

## ➤ **Ensure consistent approach to support med/surg RNs**

- **Use of 9 step decision making process**

# Goals for MERT Focus on Unit Z Med/Surg

- Improve Transfer of knowledge of the patient condition
  - Focus on comprehensive assessment, evaluation, plan of care, stability
- Charge RN as a key point-of-care leader
- Evidence-based practice for rigorous decision making
- MERT RN models self-directed decision-making authority
  - During MERT, re-hash of MERT, during shift rounds,

# MERT Focus on Unit Z Med/Surg

## The Process –

### Training

- Professional role workshop: 3 day / 1 day
- MERT RN –three role development sessions-meetings with MERT Team
- Unit Z med/surg RN staff leaders 1 day retreat

### Development

- MERT and Unit Z med/surg RN staff complete PRDG assessments and reconciliation process
- Unit Z RNs 1-day with MERT RN
- MERT RN mentoring of Unit Z RN charge nurses. “Living the 9-step decision-making model”
- Follow-up meeting with MERT/Unit Z to evaluate role development process
- Mentoring MERT RNs in role based concepts and tools

### Monitoring

- Unit Z inter-shift report audits
- Unit Z MERTs, Codes

O'Rourke  
Professional Role Development Guide™ (PRDG)

# ***Results***

# ***CONCLUSIONS***

# Lessons Learned

- Use of a data-driven, evidenced-based professional development system ensures focused attention to help RNs improve their decision-making practice.
- Use of role competency data generated from the online O'Rourke Professional Role Development Guide™ (PRDG) with a novice to advanced scale helped
  - decrease educational redundancy and
  - increase opportunity to improve decision-making skill.
- Senior leadership involvement in implementation strategy was essential to ensure commitment to change sustainability.

# Lessons Learned

- Use of the O'Rourke Inter-Shift report audit process designed to monitor the quality of the patient handoff focused RN attention on the changing condition of the patient and level of stability.
- Role-based RNs on the MERT provided key, just-in-time role development coaching.
- Use of PRDG™ profiles helped RNs more effectively use their role to prevent adverse events by focusing attention on a nine step rigorous decision making process in which critical thinking is imbedded.
- Role competency helps clarify RN role autonomy and decision-making, two variables important to management of patient stabilization and safety.

# ***Med/Surg & MERT RNs***

- ***"I now see the difference between caring for my patients with a professional role-based focus instead of a task-based focus."***
- ***"I now fully understand the role and responsibility of the Charge Nurse."***
- ***"The role of the MERT is to help the nurses see the big picture and this program gives us the tools and language to do that."***