Nurse Driven Protocols in the Emergency Department

WebQuest Description: ENA position statement in 2015 states, “Early implementation of protocols has been reported to decrease patient length of stay in the emergency department by making diagnostic test results available early, improving patient time to care, and bed availability. Using protocols has also been shown to facilitate the early treatment of pain and decrease delays in critical interventions, such as antibiotic administration for patients with pneumonia and thrombolytic therapy for patients with acute myocardial infarction (ENA, 2015).”

Grade Level: College / Adult
Curriculum: Professional Skills
Keywords: Emergency Department Crowding, Nurse Driven Protocols, Throughput, Emergency Department Flow, Evidenced Based Practice.

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Introduction

Emergency Department crowding has become a national epidemic. Emergency Department crowding is when available Emergency Department resources are less than the demand for services. When Emergency Department (ED) crowding occurs it has been shown to cause increased medical errors and increased mortality. Organizational involvement has increased the understanding and need for change. Some of the organizations concerned with ED crowding are the Robert Woods Johnson Foundation, Institute for Healthcare Improvement and Joint Commission. ED crowding is not a new concept it has been studied the last 20 years. This webquest will help the student decide if nurse driven protocols in the ED and triage, which is an evidenced based approach according to literature, helps decrease wait times and increase throughput and result in better patient outcomes.

Tasks

The task for this quest is for you to use the Web to formulate a position either for or against the use of nurse driven protocols in the Emergency Department. Using your research findings you will write a two-three page paper defending your position. Then you will discuss and review your findings in a group setting.

Process

In Phase 1 and Phase 2 you will be working individually in this quest. Phase 3 we will then have a group discussion of your findings and your position on the use of Nurse Driven Protocols in the Emergency Department Phase 1: Please read the three Internet resources listed below using the internet or Excelsior College Library. Blackmore, A. R. (2016). Developing, Implementing, and Evaluating a Nurse-Driven Rapid Reversal Protocol for Patients With Traumatic Intracerebral Hemorrhage in the Presence of Preinjury Warfarin. Journal Of Trauma Nursing, 23(3), 138-143. doi:10.1097/JTN.0000000000000201 http://touroscholar.touro.edu/cgi/viewcontent.cgi?article=1001&context=tcomm_pubs https://www.ena.org/docs/default-source/resource-library/practice-resources/position-statements/useofprotocolsined.pdf?sfvrsn=43f282ab_6 Phase 2: Search the Internet for two additional resources that address the use of nurse Driven protocols in the Emergency Department and patient outcomes and write your paper regarding what position you take on use of nurse driven protocols. Write a position paper regarding the use of nurse driven protocols in the Emergency Department. Your paper should be at least two to three pages in length (not including the Title Page or Reference List) and in APA format. It will include an introduction that overviews and defines Simple Triage and Rapid Treatment (nurse driven protocols), a section that compares and contrasts the pros and cons of nurse driven protocols in the emergency department and patient outcomes. Lastly a section that defends your position regarding the dilemma, and a conclusion that addresses the effect and implications this dilemma has on patient outcomes. To help grading and to make sure all elements are addressed, you should set your paper up using section titles that correspond to the required information listed. Your paper should include the following sections: (Note: These sections may also be used as an outline to help you build your paper). Title Introduction, Nurse Driven Protocols and Patient outcomes in the Emergency Department Position, Conclusion, Implications The reference list and all in-text citations must be correctly formatted according to APA 6th Edition Guidelines (see Attachment 1). You must cite the works, ideas, and philosophies from at least five resources (the three assigned Internet resources and at least two additional resources). These references should include scholarly works written by well-regarded authors and researchers. You may not cite websites such as WiseGeek and Wikipedia, and other similar sources; as these are the modern-day equivalent to writing a report out of an encyclopedia. Phase 3: Group discussion on findings and the general position of the class on the use of nurse driven protocols in the Emergency Department.

Evaluation
### Conclusion

Protocols that were initiated by RNs before patients were treated by a physician or NP showed evidence that targeting specific patient groups with carefully written protocols can result in improved time to test or medication and, in some cases, reduce ED length of stay. A cooperative and collaborative interdisciplinary group is essential to success. Literature shows positive end results and can happen when nurse driven protocols are used appropriately. Examples are patients scenarios below:

- In pregnant patients experiencing vaginal bleeding, the protocol reduced median ED length of stay by 232 minutes.
- In patients with a suspected hip fracture, the protocol reduced median ED length of stay by 224 minutes.
- In patients presenting with ischemic chest pain, the chest pain protocol decreased time to troponin levels by 79 minutes.
- In patients presenting with pain or fever, protocols decreased median time to acetaminophen by 186 minutes.
- In patients presenting with suspected hip fracture, the protocol reduced median ED length of stay by 224 minutes.
- In patients with a suspected hip fracture, the protocol reduced median ED length of stay by 224 minutes.

The implications for nursing are that appraisals of evidence lead to better practice decisions, protocols can provide greater nursing autonomy and satisfaction, and protocols are able to increase the facilitation of patient care in the emergency department. We as nurses have a duty to remain life long learners and develope practices that will provide our patients better outcomes. We can accomplish this through research, evidence based practice and the desire to be life long learners.

### Teacher Page

Webquest Focus: This WebQuest focuses on how nurse driven protocols in the emergency department can affect patient outcomes. It investigates the dilemmas of choosing who gets treatment first and who has to wait on a physician to look at them before providing orders for treatment; often the decision can determine life or death.

**Standards**

Objectives/Goals: I would recommend using this webquest for emergency department internships. This way, the students will have good background knowledge of the evidence based practice behind nurse driven protocols and they should be able to takeautile it in practice. Students will review standard triage processes and how they differ. Students will discover the differences and effects of nurse driven protocols in the emergency department on patient outcomes. Students will address their own position on the use of nurse driven protocols compared to the current standard. Students will discuss in a group setting and find a class consensus on a position.

**Resources:** Prerequisite Skills: Computer use with the Internet Time Required: 14 days - Assignment will be completed outside of class. Technology Needs/Materials Needed: Students will be working alone for most of the assignment, it is necessary for each student to have a computer, or access to a computer.

**Credits**

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### Table: Assessment Rubric

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 0</th>
<th>Developing 1</th>
<th>Very Good 2</th>
<th>Exemplary 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citations (3-0 Points) (In-Text and Reference List)</strong></td>
<td>APA format is not used and/or nearly all citations contain APA formatting errors</td>
<td>Citations are mostly inaccurate and contain multiple APA formatting errors</td>
<td>Citations are mostly accurate and contain very few APA formatting errors</td>
<td>Citations are accurate and contain essentially no APA formatting errors</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Grammar and Mechanics (3-0 Points)</strong></td>
<td>Grammatical, spelling, and punctuation errors are numerous and substantially detract from the paper and substantially impede clarity of meaning. Paper demonstrates completely ineffectual sentence structure, word choice, and paragraph form</td>
<td>Grammatical, spelling, and punctuation errors are numerous and interfere with the reading of the paper and impede clarity of meaning. Paper demonstrates poor sentence structure, word choice, and paragraph form</td>
<td>Grammatical, spelling, and punctuation errors are minimal and do not detract from the paper. Paper demonstrates somewhat skillful sentence structure, word choice, and paragraph form</td>
<td>Paper is essentially free of grammatical, spelling, and punctuation errors. Paper demonstrates skillful sentence structure, word choice, and paragraph form</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Organization of Ideas (3-0 Points)</strong></td>
<td>Paper: is not focused on question/task provides a completely unclear and/or completely inappropriate introduction and conclusion presents ideas that are unsequenced contains a completely illogical flow of ideas contains completely unclear and/or completely inappropriate transitions</td>
<td>Paper: provides a weak focus on question/task provides a weak and/or inappropriate introduction and conclusion presents ideas that are inappropriately sequenced contains an illogical flow of ideas contains unclear and/or inappropriate transitions</td>
<td>Paper: is somewhat focused on question/task provides a somewhat clear and appropriate introduction and conclusion presents ideas that are somewhat sequenced contains a somewhat logical flow of ideas contains somewhat clear and appropriate transitions</td>
<td>Paper: is accurately focused on question/task provides a clear and appropriate introduction and conclusion presents ideas that are appropriately sequenced contains a logical flow of ideas contains clear and appropriate transitions</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Development of Ideas (3-0 Points)</strong></td>
<td>Ideas are presented in a completely unacceptable manner, and demonstrate no synthesis, reflection, or critical thinking</td>
<td>Ideas are illogical, and/or incomplete, unclear, and demonstrate weak synthesis, reflection, and critical thinking</td>
<td>Ideas are somewhat logical, and/or somewhat complete, not clearly stated, and demonstrate limited synthesis, reflection, and critical thinking</td>
<td>Ideas are logical and complete, are clearly stated, and demonstrate a high degree of synthesis, reflection, and critical thinking</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Total Score** 100%
Credits: The resources and web links included on this website are external websites and I would like to thank them for creating such useful WebPages. Shutterfly for images and google images. Â Excelsior College Library

Other
This webquest is geared towards a student centered learning activity. Although articles were listed to review it still has the students research on there own. The amount of articles regarding this subject are plenty. The time the student spends researching allows them to become more confident and independent in the own learning. The group discussion allows communication, argumentation and problem solving and allows the students to bring forth their prior knowledge to share.