

## MINC Quarterly Report August 2013

Date: (original) 9/18/12 –revised 8/1/13  
Month/Day/Year

Name of Administrator: Whitney, Randy, RN, BSN, MSA  
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Magnet Hospital: Beaumont Health System, Royal Oak

**Instructions:** For each area, please list the objectives you delineated on your November 2012 Action Plan and provide an update on your activities since **May 15 – August 1<sup>st</sup>** to achieve your aims. Add as many additional rows as needed to fully reflect your quarterly report activities.

**Due Date/Submission Instructions: August 2, 2013**

Submit all plans electronically via email to: [sesmith@hsc.wvu.edu](mailto:sesmith@hsc.wvu.edu)

**Personal Development**

Not applicable-Please specify why not: \_\_\_\_\_  
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Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Both dyad members to complete <i>Six Weeks to Genomic Awareness</i> module (Michigan Public Health Training Center)	Self-paced, online course	COMPLETED	Both dyad members completed Six Weeks to Genomic Awareness module	
Both dyad members will assess/select instructional material (G2C2, G3C.org) to create Beaumont Health System’s (BHS’)	Review online resources (i.e. G2C2, G3C) Review <i>Genetic &amp; Genomic Competencies for Graduate Nurses</i>	COMPLETED	Both dyad members reviewed instructional material (G2C2, G3C, <i>Genetic &amp; Genomic Competencies for Graduate Nurses</i> , <i>Essentials of Genetic &amp; Genomic Nursing</i> :	

planned education interventions	<p>Review <i>Essentials of Genetic &amp; Genomic Nursing: Competencies, Curricula Guidelines, &amp; Outcome Indicators, 2<sup>nd</sup> Edition</i>, Appendix A</p> <p>Literature review</p> <p>Investigate other online (reliable) resources</p>		<p><i>Competencies, Curricula Guidelines, &amp; Outcome Indicators</i>, literature review) &amp; created interventional interventions</p>	
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### Genetic/genomic in Practice Assessment

Not applicable-Please specify why not: \_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Increase nurses genetics/genomic literacy, interest and awareness through monthly or bi-monthly e-mails entitled <i>DNA Today: Genetic/genomic in Nursing</i>	<p>Dyad educator to e-mail attention-grabbing facts (brief) about genetic/genomic to nurses @ BHS on a monthly basis</p> <p>Tentative topics will include (but not limited to)</p> <ul style="list-style-type: none"> <li>cancer genetics, genetics/genomics nursing,</li> <li>Pharmacogenetics, ethical/legal issues &amp; family-history taking</li> </ul>	e-mails sent on 12/1, 1/1, 2/1, 3/1, 4/1, 5/1 6/7 & 7/1	<p>December 2012-<i>Family Health History</i></p> <p>January 2013- <i>The Top Ten Genetic Findings of 2012</i></p> <p>February 2013-<i>National Wear Red Day/Genetics &amp; Heart Disease</i></p> <p>March 2013-<i>Colorectal Cancer &amp; Genetics</i></p> <p>April 2013-<i>Pharmacogenomics</i></p> <p>May 2013-<i>Stroke Awareness month/CVA risk &amp; genetics</i></p>	<p>June 2013-Announcing launch of online Genetics/Genomics module</p> <p>July 2013-<i>Genetics &amp; Skin Cancer (summer theme)</i></p>
<p>Examine current and potential future pharmacogenomics practice @ BHS</p> <p>Identify content experts for nursing genetic/genomic education: pharmacogenetics/pharmacy</p>	Dyad to consult with pharmacy director(s), pharmacists—identify content expert	COMPLETED	Pharmacy unable to participate in project at this time due to impending hospital merger, CVA & JC re- accreditation visits	We plan on implementing some type of genetics/genomics nursing program upon conclusion of the study. Pharmacy content experts will be identified/contacted at a later date as to have a better clarification of their exact role.
Identify content experts for nursing genetic/genomic education: genetic counselors	<p>Dyad educator to consult with genetic counselor &amp;/or geneticists @ BHS</p> <p>*genetics counselor later declined role as content expert due to conflicting priorities within the department. Unable to participate/assist at this time</p>	COMPLETED	Genetic Counselor stated she will be able to assist with project &/or ongoing (nursing) genetics program in future. Pending approval from Genetics Department.	<p>As above—will recontact again once objectives of the genetics/genomics nursing program are identified/decided upon &amp; approved.</p> <p>*no final timeline for pending approval set yet</p>


**Policy Genetic/Genomic Content Assessment**

Not applicable-Please specify why not: \_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Assess current policies related to genetic/genomic at BHS	<p>Policy review (none found upon review)</p> <p>Contact both Clinical Nurse Specialist of Accreditation/Quality Department &amp; Nurse Educator of Research Institute to verify findings (no current genetic/genomic policies @ BHS)</p>	<p>9.20.12</p> <p>9.20.12</p>	<p>Policy review—none for inpatient nursing. Research Institute has specific policies pertaining to genetic testing/tissue samples/storage etc. (after completion of MINC project, changes to EPIC will be discussed/evaluated for feasibility). Policy revision deferred to that time to reflect changes &amp; RN responsibilities.</p> <p>Accreditation/Quality &amp; Safety CNS confirmed absence of policies related to genetics/genomics (inpatient corporate nursing policies)</p>	<p>Beaumont is participating in the MINC EPIC users group.</p> <p>*see also long-term goals (p. 11)</p>

**Staff Genetic/Genomic Knowledge Needs Assessment**

Not applicable-Please specify why not: \_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Reassess genetic/genomic knowledge needs of staff due to low response rate of baseline MINC Survey of Practicing Nurses	One focus group comprised of Dyad Educator & staff nurses to interview nurses on nursing units hospital-wide. *added due to low response rate of initial MINC survey (17.8%) <ul style="list-style-type: none"> <li>• Will be assessing baseline genetic/genomic knowledge &amp; preferred method for genetic/genomic educational intervention of inpatient RN staff</li> <li>• Goal: determine whether or not information obtained from interviews is consistent with findings from initial MINC survey. *if so, dyad will assume that the findings of initial MINC survey representative of our nurses (low response rate)</li> </ul>	11/8/12-completed	Baseline survey could not be assumed to be representative of facility's nursing staff. Focus group findings were conducted September-November 2012 & were consistent of baseline MINC survey from July 2012.	

### Staff Development

Not applicable-Please specify why not: \_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13
Dyad educator will develop genetic/genomic class content to be presented @ GN Residency classes: <ul style="list-style-type: none"> <li>• Introduction to Genetics/Genomics</li> <li>• Pedigrees</li> <li>• Pharmacogenomics</li> <li>• Cancer Genetics/Ethical Issues in Genetics</li> </ul>	Dyad to discuss with CNS lead of <i>GN Residency Program</i> . <ul style="list-style-type: none"> <li>• After meeting, it was decided that a brief presentation on basic genetic/genomics nursing can be added to the GN Residency class curriculum</li> <li>• GNs attend monthly/class content changes monthly.</li> </ul>	<b>Sept 2012-ongoing</b>  Presentations during GN Residency lectures:		



<ul style="list-style-type: none"> <li>• Distinguish terms genetics &amp; genomics</li> <li>• Describe basic patterns of inheritance <ul style="list-style-type: none"> <li>-autosomal dominant</li> <li>-autosomal recessive</li> <li>-x-linked recessive</li> <li>-x-linked dominant</li> </ul> </li> <li>• Demonstrate how genetic mutations occur</li> </ul> <p>2) Genetics/Genomics: Pedigrees</p> <ul style="list-style-type: none"> <li>• Describe how pedigrees are used in family history-taking</li> <li>• Draw family pedigree (3 generation)</li> </ul> <p>3)*Genetics/Genomics: Pharmacogenetics</p>	<p>genetics/genomics (slide contains excerpts)</p> <p>Compare/contrast both terms on slide/discussed</p> <p>Incorporated diagrams from National Cancer Institute &amp; US Library of Medicine for each pattern of inheritance</p> <p>Case study: sickle-cell anemia</p> <p>You Tube Video: BRCA mutation</p> <p>YourFamilyHealth History.Pedigree.pp.pdf (from G2C2)</p> <p>GNs will draw 3 generation pedigree</p> <p>Power point presentation describing pharmacogenetics</p> <ul style="list-style-type: none"> <li>• Case-studies (Coumadin)</li> <li>• Pharmacogenetics.Your Doctor's New Genetic Tools.mht <i>Pharmacogenetics &amp; Medical Care: Past, Present &amp; Future</i> *from G2C2</li> </ul>	<p>1.18.13 &amp; 1.31.13</p> <p>3.15.12 &amp; 3.28.12</p>	<p>January GN Residency attendees scored the Genetics/Genomics presentations favorably (per class evaluations).*1.18.13 &amp; 1.31.13</p> <p>March GN Residency attendees scored the Genetics/Genomics presentations favorably (per class evaluations).*3.15.13 &amp; 3.28.13</p>
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<p>4)* Genetics/Genomics: Ethical/Legal Issues</p> <ol style="list-style-type: none"> <li>1. Explore genetic issues that are integrated into (not separate from) all medical care.</li> <li>2. Explain how patients' family members are affected by genetic testing &amp; screening decisions.</li> <li>3. Discuss how the diagnosis of disease can help some patients &amp; cause psychological harm for others.</li> <li>4. Compare the potential ethical, legal &amp; social issues in genetics/genomics in contrast to health care/medicine in general</li> </ol> <p>CE offering: "Introduction to Genetics/Genomics"</p>	<p>Presented "Introduction to Genetics/Genomics" at Association of Medical-Surgical Nurses meeting @ Beaumont Hospital. One contact hour offered.</p>	<p>6.10.13 (presentation completed)</p>	<p>June GN Residency attendees scored the Genetics/Genomics presentations favorably (per class evaluations). *6.14.13 &amp; 6.27.13</p>
<p>Develop on-line modules</p> <p><b>Genetics/Genomics: Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduce &amp; explain MINC study</li> <li>• Explore impact of genetics/genomics on future of health care</li> <li>• Distinguish terms genetics &amp; genomics</li> <li>• Describe basic patterns of</li> </ul>	<p>Introduction module completed/sent to Beaumont University</p> <p>Meet with CE Nurse Planner/CE Planning Committee/Beaumont University</p>	<p>1/15/13 6:00-7:00pm</p> <p>5.3.13</p>	<p>Positive feedback (scores: 4s, 5s) on CE evaluation form. Attendees: 21</p> <p>Voiceover in process. To be uploaded/available to nursing staff within 2 weeks. No CE credit (see below).</p> <p>CE Planning Committee reported that CE for online modules is only an option if Beaumont University (Halogen) is able to accommodate CE requirements for online module. Unable to offer CEs as modules are only on-line as of now.</p>

<p>inheritance</p> <ul style="list-style-type: none"> <li>-autosomal dominant</li> <li>-autosomal recessive</li> <li>-x-linked recessive</li> <li>-x-linked dominant</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate how genetic mutations occur</li> </ul>			<p>Per Beaumont University:</p> <p><i>Unfortunately, we are not able to meet the requirements necessary to provide nursing CEs on Halogen. More specifically:</i></p> <ol style="list-style-type: none"> <li>1. <i>We cannot provide a summary of evaluations or the quiz questions</i></li> <li>2. <i>We cannot do both a quiz and an evaluation for an online course, and both are required for online courses</i></li> </ol> <p><i>This inability to place courses with nursing ce on the Student Center, is something we have tried to find a solution for, ever since we began using Halogen, without success. The best we can do is put your online course, with or without a quiz, on the Student Center, so staff can view it.</i></p> <p><b>**UPDATE: Met with Nursing Education Manager to discuss new online nursing CE program for nursing (Beaumont plans on purchasing license in near future)—so, online module will soon be available for nursing CEs. &amp; will be able to then track # of users etc.</b></p>	
<p><i>Expanding RN Scope of Practice...Genetics/Genomics: Poster Presentation @ Corporate Research Day</i></p>	Dyad present study @ Corporate Research Day	5.3.13	Poster Won 1 <sup>st</sup> place in “Vision” Category! (40 attendees @ Corporate Research Day event)	
<p>Disseminate information of MINC study progress at BHS via poster submission during “Nurses Week” (MINC study @ BHS)</p>	Dyad will create/display poster presentation	May 6-10, 2013	Poster presented during Nurses’ Week. Positive feedback/comments	

### Plans for Genetic/Genomic Integration

Not applicable-Please specify why not: \_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Improve genetics & genomics knowledge among nurses	GNs attending genetics/genomics presentations will demonstrate understanding	January 2013/ongoing	GN Residents report that objectives of Genetics/genomics presentation were met/they	



<p>Increase capacity (nursing) to integrate genetics and genomics during the admission assessment &amp; prn</p> <p>Identify changes to admission assessment that would allow for integration of genetic/genomic into admission assessment in Epic (i.e. triggering Best Practice Alert &amp;/or genetics consult</p>	<p>of basic genetic concepts, pedigrees, pharmacogenetics, cancer/cardiovascular genetics &amp; ethical/legal related issues (via post-tests)</p> <p>RNs viewing genetics/genomics modules will demonstrate understanding of basic genetic concepts, pedigrees, pharmacogenetics, cancer/cardiovascular genetics &amp; ethical/legal related issues (via post-tests)</p> <p>Provide examples (during the genetics/genomics presentations &amp; in on-line modules) of how genetics/genomics nursing can be integrated into the current admission assessment in the EMR</p> <p>Focus groups (RNs/educators)</p> <p>Dyad to consult w/ clinical informatics team</p> <p>Discuss possible options &amp; limitations of EPIC</p> <p>Attend EPIC webinar (SOLE)</p> <p>Dyad Educator will obtain suggestions/feedback from GNs/RNs who attended genetic/genomic lectures or viewed on-line modules</p>	<p>June 2013/ongoing</p> <p>January 2013/ongoing</p> <p>January 2013/ongoing</p> <p>May/June 2013</p>	<p>verbalize understanding (via course evaluations after each session)</p> <p>Same modules as presented to GN Residents to be uploaded for all staff via Beaumont University. The introduction module available as of 6.7.13, pedigrees, pharmacogenomics, and ethical/legal issues will be available at later date.</p> <p>Examples provided by Dyad Educator During session. No Feedback/suggestions from nurses as how to integrate into EMR to date. I have provided several (r/t admission assessment, BPA)</p> <p>Focus groups on hold as Clinical Informatics report integration of genetics/genomics into admission assessment will be a “lengthy” (one year +) process as there are hundreds of requests with higher priority at this time. Will defer until feedback received from EPIC workgroup (MINC study).</p> <p>Feedback is positive from live sessions. Majority report interest in the topic. Feedback from online modules pending.</p>	
<p>Explore potential for genetic/genomic policy creation at Beaumont Health System</p>	<p>Consult with other dyads participating in the MINC study regarding their policies</p>	<p>November 2012/ongoing</p>	<p>Two dyads report existing policy on genetics/genomics</p> <p>--Duke’s policy reviewed</p>	

Formulate initial draft of genetic/genomic policy	Dyad to discuss initial draft with Quality & Accreditation Department	Late 2013-2014	Currently all polices r/t genetics/genomics are owned by Research Institute and are research study specific. Policy creation to coincide with implementation of genetics/genomics in EMR—late 2013/2014	
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### Anticipated Obstacles and Challenges

Not applicable-Please specify why not: \_\_\_\_\_

Identified Obstacle/Challenge	Strategies/Methods to Address Obstacle/Challenge	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
Lack of RN interest in project	Dyad educator to create ongoing awareness with bi-monthly or monthly e-mail blasts genetic/genomic information	December 1-August 2013	Monthly e-mails sent to all nursing staff to increase awareness of genetics/genomics (as discussed previously)	DNA today e-mails sent June 2013: Announcing launch on online module July 2013: <i>Skin Cancer &amp; Genetics</i>
Minimal RN participation in genetic/genomic education due to competing priorities	Flexibility with educational offerings (i.e. online modules vs. only classroom/lecture offerings) *see staff development for details of educational offerings	October 2012 (planning)-August 2013	Currently, all educational offerings have been classroom based. First online module available in late May.	Met with Nursing Education Manager to discuss new online nursing CE program for nursing (Beaumont plans on purchasing license in near future)—so, online module will soon be available for nursing CEs.
Repeated low participation rate in follow-up survey (Aug 2013)	Offer incentives to complete survey  Posters, signs on unit as reminders  Dyad Administrator to gain additional support of project from directors & managers	April-July 2013	Discussed with Research Institute staff. Issue exists with finding a way to offer incentives (i.e. food for unit w/ largest response rate or on individual basis) without running into the adding possible subject identifiers on the "thank you for completing the survey page." This was the only concern of our IRB. E-mail sent to other participants in MINC study for suggestions--- only one possibility/suggestion received to date. Will finalize plan/submit to IRB if able to offer incentive without identifiers (expedited/amendment).  Contacted MINC group via e-mail on 5.8.13 for suggestions. Only suggestion was to launch survey through Health Stream which we are unable to do.	Incentives tied to the completion of the survey will inevitably contain some type of identifier. Therefore, unable to offer incentive based on survey completion.  --Posters hung 1 week prior to launch of survey & CNS/Educators/Managers supporting project by encouraging staff to participate (July 2013)  --Survey launch 7.11.13  --Survey resent to all staff at mid-way point (7.25.13) as a reminder for those who had not yet completed & thanked those who have completed already.

**Other**

Not applicable-Please specify why not:\_\_\_\_\_

Objective	Strategies/Methods	Timeline	Activities since 2/15/13 – 5/15/13	Activities since 5/15/13 – 8/2/13
<p><b>(long-term goal #1)*</b> *Create policy pertaining specifically to nursing genetic/genomics</p> <p><b>(long-term goal #2)</b> Formulate changes to admission assessment that allow for integration of genetic/genomic into admission assessment in Epic (i.e. triggering Best Practice Alert &amp;/or genetics consult)</p>	<p>Dyad to discuss findings of MINC study &amp; create genetic/genomic policy at BHS with administration and Quality and Accreditation Department</p> <p>Dyad to present findings of MINC study @ BHS &amp; to clinical informatics and administration.</p> <p>Dyad to collaborate with clinical informatics in creating proposed changes in Epic</p>	<p>TBD-after August 2013 (end of MINC study)</p> <p>TBD-after August 2013 (end of MINC study)</p>	<p>*see above (re: policies)</p> <p>Unable to complete at this time. After completion of MINC project, changes to EPIC will be discussed/evaluated for feasibility &amp; date of implementation. Policy revision deferred to that time to reflect changes &amp; RN responsibilities.</p>	<p>*see above (re: policies)</p> <p>--Participant in the MINC users group --Contacted Clinical Informatics re: proposed changes per MINC EPIC workgroup. --Contact: Sheila Jandreski, BSN, RN, Clinical Informatics --No current policies pertaining to the RN's role in documenting genetic/genomic info in the EMR.</p>