

# MODULE 3; MINDING THE GAP

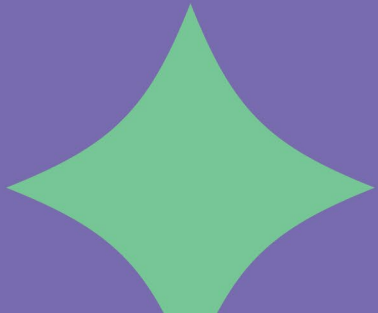
Eliminating/reducing needle pain in children



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January 2020

# COMPLETING A GAP ASSESSMENT



# Overview

- Collect Baseline data
- Observation
  - Tactics
  - Goals
- Note barriers
- Assimilate information
- Plan and prioritize

# Observation

- This is a key step to engaging front line staff
- They know current state best
- Watch and listen



ob·ser·va·tion

/ˌɑbzərˈvāSH(ə)n/

*noun*

1. the action or process of observing something or someone carefully or in order to gain information.

"she was brought into the hospital for observation"

*synonyms:* monitoring, watching, scrutiny, examination, inspection, survey, surveillance, consideration, study, review

"the patient has been brought in for observation"

OxfordDictionaries.com

# Observation

- Meet with unit leadership
  - Set expectations
  - Secure engagement
- Ask staff about
  - Challenges
  - Concerns
- Observe
  - Culture
  - Current state





# Observation

## Tactics

- Elevator speech (less than a minute, staff are busy)
- Dedicate time to observe all shifts
- Watch and Listen (talk less)
  - Suspend judgment
  - Take it all in
    - Help me understand...
    - Say more about that ...
    - Interesting...
- Record and organize findings (away from the unit)



# Observation

## Goals

- Build relationships/trust
- Create positive buzz
- Understand work flow, culture
- Identify barriers and competing interests
- Identify current state
  - Resources
  - Knowledge
  - ATTITUDES



# COMMON BARRIERS







**“I never knew it  
(shots) could be  
this easy, why  
didn’t someone  
offer this before?”**

Quote from parent Angela

# Common barriers

- Attitudes
- Knowledge/skill
- Time
- Resources/Space

Some are real issues ... some are myths or urban legend

The job is to bust the myths, and have solutions for the rest

Decide what are attitudes versus knowledge gaps, you will need to address them differently



# Main Barriers; Attitudes/Beliefs

- Fast is best, kids don't remember the pain"
- "Needles are just not that painful"
- "We are creating a generation of wimps"
- **"Pain builds character"**
- "Finger sticks are less painful"
- "It takes too long, I don't have time."
- "It's not safe, you have to lay them down"
- "I don't have enough hands"
- "Parents don't know how to do it, and can't be taught"
- **"Parents want us to hold them down"**
- "You will make parents the 'bad guy' if you have them help"



# Barriers; #1 Numbing

- No time
- Need orders
- It causes vasoconstriction
- Creates anticipatory anxiety
- Decreased success rate for IVs (or for labs)
- Unsafe (kids will eat)
- Doesn't work
- How and where to apply
- What to cover it with



# Barriers; #2 Sucrose or breast feeding

## Breast feeding

- Ergonomics
- Privacy- Don't want to "be up in mom's business"



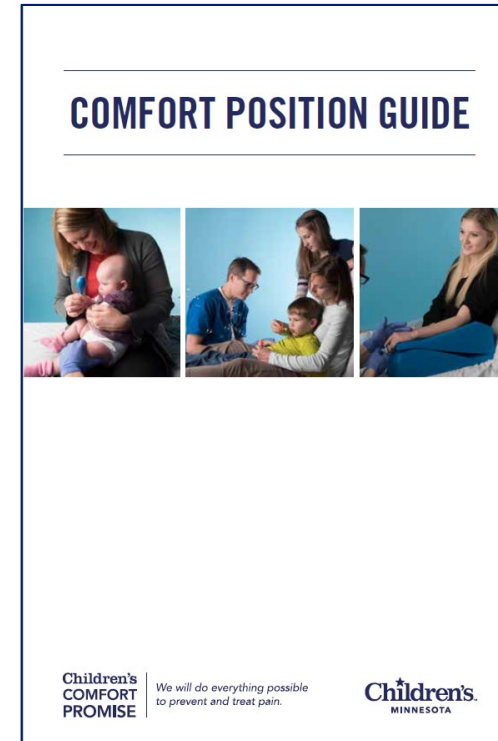
## Sucrose

- Can't use if NPO or baby has NEC (Hint: Myths)
- Need an order
- Not available
- Don't know how and when to give
- Don't understand how it works



# Barriers; #3 Comfort Positioning

- Parents can't/don't know how to hold
- We will make parents the “bad guy”
- We need patients to lay down
- It is not safe
- We don't have a good surface
- Staff don't know how to position
- No time





# Barriers; #4 Distraction

- You can't distract babies
- Teens don't need this
- No time
- No resources
- It doesn't work



# Putting it together

- Assimilate
  - Observations
  - Unit work flow
  - System work needed
- Analyze results
  - Separate “myth” from “fact”
  - **Prioritize**
  - Make a parking lot
- Draft a plan
- Remember, perfection is the enemy of progress
- Focus on incremental improvement, this is not one and done



# Putting it together

## Plan Example:

- Numbing
  - Who applies
  - How to pay for ?
  - How to cover?
  - Need orders
- Sucrose
  - Get in bedside carts
- Distraction
  - Need supplies
  - Who cleans?
  - Who restocks ?
- Positioning
  - Training
  - Visuals for staff and parents



**\*\*Reminder\*\* Prioritize, don't fall down a rabbit hole. Focus on what you can fix**

# Summary

- Observations are essential starting point
- Keys to successful observation
  - Build trust
  - Ask questions
  - Suspend judgement
  - Watch and Listen.... really listen
- Identify and track barriers
- Identify need for time studies
- Collect potential solutions
- Assimilate, plan and prioritize

# Homework

Prior to assembling work group:

- Perform observations (watch, listen, poke around)
- Engage formal and informal leaders and build trust
- List barriers (myth-based and reality)
- Collect ideas for addressing both  
types of barriers (gaps)