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# A comparative study of the decision-making process from a Nordic perspective

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# Disclosure presenter



✓	No (potential) conflict of interests	
✗	Relations that could be relevant for the meeting	<company names>
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✗	5. Other relation	<company names>



# Background

- Clinical decision-making skills and clinical competence are preconditions for quality outcomes of care.
- Methods focusing on outcome measures or the effect of different nursing groups on patient outcomes - as a result of decisions - have been established in several international studies ( Wisur-Hukkanen, et al., 2015).

However, the strategy guiding nurses to arrive to their decisions and the differences between RNs, SNs, and ANPs is not clear yet.

- Decisions may represent an act of care that is important to a patient's outcome (Moss et al., 2005). In practice, these decisions are the final product of a complex process incorporating many variables and possibilities.

- The process of decision-making, emphasizing that nurses make continuous choices by applying a systematic approach.

<b>Table 1.1 Comparing the Decision-Making Process With the Nursing Process</b>	
<b>Decision-Making Process</b>	<b>Simplified Nursing Process</b>
Identify the decision	Assess
Collect data	
Identify criteria for decision	Plan
Identify alternatives	
Choose alternative	Implement
Implement alternative	
Evaluate steps in decision	Evaluate

- Source: [https://www.google.co.il/search?q=comparing+the+decision+making+process+with+the+nursing+process&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjFk5W9IIPdAhUDG5oKHWpbAswQ\\_AUICigB&biw=1837&bih=885#imgrc=S2y1sn8R6Spp5M](https://www.google.co.il/search?q=comparing+the+decision+making+process+with+the+nursing+process&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjFk5W9IIPdAhUDG5oKHWpbAswQ_AUICigB&biw=1837&bih=885#imgrc=S2y1sn8R6Spp5M):

# The aim of the study

- Was to accumulate new insight by examining and comparing the decision-making processes used by nurses of different educational levels when making clinical decisions.

# Methods for data collection

- Observation as a tool for data collection based on a systematic recording of events, behaviours, and action details in two EDs has been used during winter 2017.
- Data collection was mainly collected by visual means following an observational scheme that followed the structure of the nursing process; however, questions were asked during the observation, but mainly at the end of the observation for clarification and understanding the thinking procedure in the decision-making process.

# Sample

- Three groups of nurses took part in the study ;
- Registered Nurses (RNs) (=4)
- Nurse Specialists (NSs) (=4)
- Advance Nurse Practitioners (ANPs) (=4)
- N=12 in the context of emergency care at two central hospitals in the Nordic Counties.

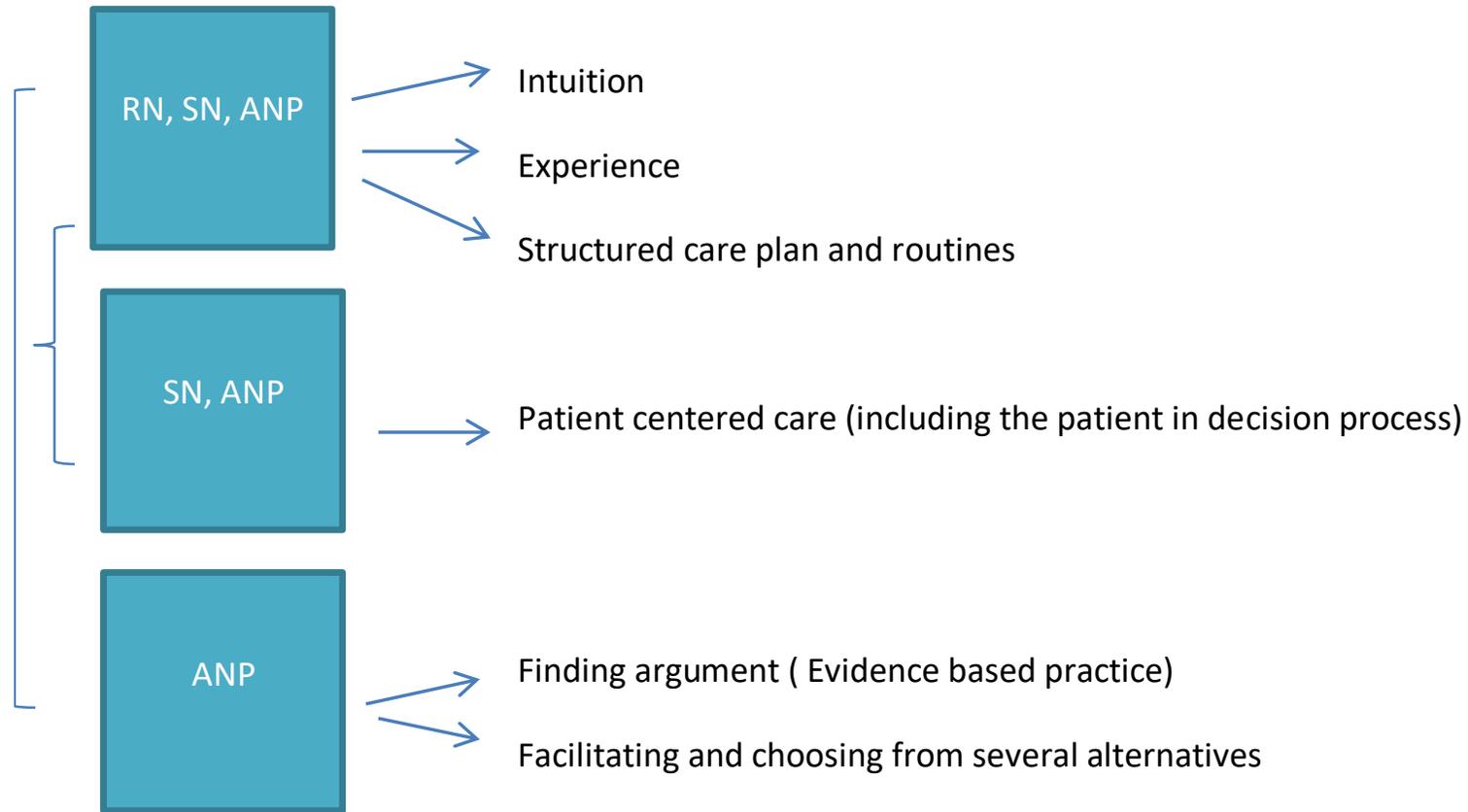


# Data analysis

- Qualitative manifest content analysis inspired by Downe-Wamboldt, 1992 and Graneheim & Lundman , 2004 was applied
- During the analysis process, focus was placed on similarities and differences in all parts of the transcribed material.
- Process includes:
  1. Reading several times
  2. Meaningful units formulated by coding
  - 3 . The coding of the unit's meaning was categorized, including the subcategories

Categories for focused observation	RN	SN	ANP
<h2 data-bbox="168 291 563 339">Assessment stage</h2>	<p data-bbox="718 291 1268 444">The nurse prepared the trauma room, and called the CT 10 min before the patient arrives.</p> <p data-bbox="718 462 1268 672">The basic information has been given by phone, the patient arrived with referral from HVC MD.</p> <p data-bbox="718 691 1268 901">In the documentation made at the ambulance, vital signs, glucose, INR was taken. IV was inserted with Ringer Lactate.</p> <ul data-bbox="718 919 1268 1319" style="list-style-type: none"> <li data-bbox="718 919 1268 1319">• The patient started from Jakobstad 3 hours ago, the nurse understood that the CT has to be done quickly, since thrombotic treatment might be starting.</li> </ul>	<ul data-bbox="1276 291 1834 958" style="list-style-type: none"> <li data-bbox="1276 291 1834 501">• Assessed If the patient can walk by observation            Asked if he feels safe            Eye contact all the time            Ask about pain from (no pain assessment)            Ask how he slept</li> <li data-bbox="1276 548 1834 615">• The nurse identified with the patient the need for help while walking,</li> <li data-bbox="1276 705 1834 958">• information was collected from the computer and confirmed the patient basic information as ID, main address etc. Find the admission paper to abdominal CT            Asked how he feels            Blood test taken in the morning at HVC Lec was high, CRP was normal</li> </ul>	<ul data-bbox="1834 291 2390 1338" style="list-style-type: none"> <li data-bbox="1834 291 2390 572">• The school nurse suspected sinusitis. After history taking she took a streptococcus culture and scanned the sinus. Liquid was found. The nurse suggested acute sinusitis and called the MD for an antibiotics prescription. The nurse asked about allergies, fever, pain in the ears.</li> </ul> <p data-bbox="1834 591 2390 644">Vital signs and lungs, CRP and saturation. pain assessment</p> <p data-bbox="1834 662 2390 801">The nurse asked how he feels, asked about difficulty in breathing, allergy to food and medication (he is allergic to Aspirin and Burana).</p> <p data-bbox="1834 819 2390 1029">The patient added that he takes Marian, the nurse checked again with the patient all the medication she takes and updated the list. (many medications were taken out from the list, and others put in including Furesis and Mycostatin etc.)</p> <ul data-bbox="1834 1048 2390 1338" style="list-style-type: none"> <li data-bbox="1834 1048 2390 1338">• After history taking, the nurse did a vital signs assessment. Saturation, PVK, p-TNT, EKG, Glucose and CRP. The nurse checked the pulse in several arteries since the rhythm was not normal. EKG was with elevated ST, no pain in the chest, no difficulty to breathe. Thorax rgt was taken also.</li> </ul>

# Preliminary results



*Thank  
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