



NR584NP Nurse Practitioner Quality Measures Worksheet

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Carefully read the assignment guidelines and rubric and complete each section of the worksheet below using complete sentences.

General Instructions

The National Committee for Quality Assurance (NCQA) ensures the quality of client care using defined standards. [Healthcare Effectiveness Data and Information Set \(HEDIS\)](#) is a performance measurement tool millions of health insurance plans use. HEDIS includes six domains of care:

- Effectiveness of Care
- Access/Availability of Care
- Experience of Care
- Utilization and Risk Adjusted Utilization
- Health Plan Descriptive Information
- Measures Collected Using Electronic Clinical Data Systems

Expand each domain and review the **performance measures** under each HEDIS domain. Choose one NCQA HEDIS **performance measure** related to your future practice area. Use the [Nurse Practitioner Quality Measures Worksheet](#) to complete the assignment.

1. Follow APA grammar, spelling, word usage, and punctuation rules consistent with formal, scholarly writing.
2. Provide reference support from at least three scholarly resources according to [program expectations](#). Include in-text citations in APA format when applicable.
3. Abide by Chamberlain University's academic integrity policy.



1. Identification of the Selected Measure (minimum of one scholarly source using citations)

a. Identify the selected performance measure.

A key HEDIS performance metric is Emergency Department Utilization (EDU), which measures the frequency of visits to emergency departments per 1,000 members. A comprehensive patient care management system is essential for evaluating accessibility and efficiency in healthcare. When Emergency Department Utilization (EDU) rates are high, it could indicate difficulties accessing primary care, inadequate management of chronic diseases, or insufficient patient education regarding the appropriate use of emergency services. In order to reduce unnecessary emergency room visits, nurse practitioners need to provide preventative care, patient education, and care coordination.

b. Analyze the selected performance measure for clinical significance and evidence base.

A high EDU indicates there may be issues with healthcare accessibility or primary care availability, as patients may be seeking emergency care for non-emergent concerns. This approach can optimize resource allocation, minimize overcrowding and wait times, and ensure availability of essential resources for genuine crises (Sun et al., 2018). Patient outcomes also demonstrate the clinical importance of EDU. It is known that prompt and appropriate treatment in the emergency department can prevent complications from acute diseases, decrease hospital admissions, and increase patient satisfaction (Morganti et al., 2018). For public health surveillance, EDU is a vital metric for identifying trends in disease outbreaks and health emergencies. Increasing emergency department visits atypically may indicate a local epidemic, necessitating public health efforts (Rui et al., 2019).

The availability of primary care services can reduce the number of non-urgent emergency department visits. Telehealth services can effectively manage non-emergent conditions, which results in fewer unnecessary emergency room visits, according to Uscher-Pines et al. (2020). Socioeconomic obstacles, such as inadequate insurance or transportation, significantly affect educational outcomes. Low socioeconomic strata and those without health insurance are more likely to use emergency rooms as their primary healthcare resources (Gindi et al., 2019). The use of emergency departments has been decreased by a number of healthcare strategies designed to improve insurance coverage and access to primary care. According to Nikpay et al. (2017), the Affordable Care Act (ACA) has been associated with a reduction in emergency department visits among newly insured individuals. During the COVID-19 pandemic, education