IMPROVING HEALTH CARE AND PATIENT SAFETY BY INTEGRATING QUALITY IMPROVEMENT INTO THE NURSING CURRICULUM

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At the end of this educational activity, the participant will:

- Identify value for incorporating quality improvement into the associate degree-nursing students' curriculum.
- Utilize a clinical evidence based practice presentation to support patient safety.
- Aspire to incorporate a clinical quality improvement project into the nursing curriculum to promote healthcare improvement.
- Discuss effective methods to gather project feedback.

LEARNING OUTCOMES
Despite a growing trend toward quality improvement programs in the workplace, less than one-third of RNs reported being very prepared to participate in quality improvement activities such as the Plan-Do-Study-Act model or flow charting, for instance, and more than half (55%) reported no training in identifying good care based on scientific evidence. A majority (73%) said they had not been trained to assess gaps in current practice, and many (46%) said they had not been trained to work as a team to improve care.– RWJF – RN Work Project (2006-2016)
INSTITUTE OF HEALTHCARE IMPROVEMENT

http://app.ihi.org/lms/onlinelearning.aspx

QSEN

Conceptualization of QSEN Competencies for the Undergraduate Nursing Student
Mauraen Bomia RN LONAN MSN
Seton Hall University—College of Nursing
June 2011
QSEN: EMPOWERING STUDENTS TO CREATE A SAFER CLINICAL ENVIRONMENT
- KIMBERLY SILVER-DUNKER, DNP, RN

- Falls prevention in long term care and patient centered care
- Preventing Pressure Ulcers and Practices to enhance quality improvement
- Catheter Associated Infection and best evidence base practice.
- Enteral feeding administration and best evidence base practice.
- Pain Assessment, Management (focus on the geriatric client) and patient centered care
- Quiet hours and noise level on patient units and patient centered care
- Nursing Report and handoffs including nursing and physician SBAR (Situation, Background, Assessment, Recommendation) Communication
- Social Media dangers and (Facebook ©, email, Twitter ©) impact of HIPPA and safety of patient information.

PRESENTATION

Instructor
- Facility policy
- Professional Reference (1)

Students
- Pairs or individual
- Professional References (2)
- APA references
- Professional presentation
- **P= Population (Geriatrics)**
- **I = Intervention**
- **C= Comparison**
- **O= Outcomes**

### PICO

#### Focus in Nursing & QSEN Competencies (EBP, Safety, Quality Improvement, Patient Centered Care)
- Evidence provides some implication for nursing practice, lacks integration of QSEN competencies.
- Evidence provides implication for nursing practice and integration of QSEN competencies.
- Evidence provides implication for nursing practice with inclusion and understanding of QSEN competencies.

#### Focus of Evidence (USE of PICO format and nursing research literature)
- Research argument is not clearly stated, supported difficult to follow, and not supported by nursing literature.
- Research argument is stated but not easily followed or minimal support with nursing literature.
- Research argument is clearly stated, supported and easy to follow with nursing literature found throughout the presentation.

#### Quality of Evidence (Current research literature from scholarly sources)
- Evidence is based on noncurrent (more than 5 years old) research articles or articles from non-scholarly sources.
- Evidence is based on less than 3 current (within the past 5 years) research articles which may or may not be from scholarly sources.
- Evidence is based on 3 current (within the past 5 years) research articles from scholarly sources.

#### Quality of Presentation (Professional, spelling/grammar, APA reference list)
- Presentation is not engaging, lacks professional style, includes spelling/grammatical errors, and/or an APA reference list.
- Engaging presentation may lack profession style or spelling/grammatical errors or appropriate APA reference list.
- Engaging presentation is professionally presented without spelling/grammatical errors and includes an appropriate APA reference list.
QUALITY IMPROVEMENT

Source: https://youtu.be/jq52ZjMzqyI
During the past decade, there has been increasing emphasis on nurses leading and participating in quality improvement (QI) activities, creating a need for nursing students to learn QI skills.

TEACHING THE QUALITY IMPROVEMENT PROCESS TO NURSING STUDENTS

BARBARA J. DOTSON, MSN, RN, CNE; AND LISA LEWIS, MSN, RN, CNE

- QI Processes
- Change theory
  - Lewin’s
  - Who Moved

KNOWLEDGE
SKILL

- JC Patient Safety Goal – retrospective review
- Scholarly literature collection
- Leadership: teamwork/collaboration, communication & conflict management
- Presentation skills
- Visual Aid Development

ATTITUDE

- Reflection on QI experience
- Identify value for future career
## QUALITY IMPROVEMENT PROJECT

<table>
<thead>
<tr>
<th>Topic:</th>
<th>NUR 227 QI Project</th>
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<tbody>
<tr>
<td><strong>Module Readings/Resources:</strong></td>
<td></td>
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<tr>
<td>Chapter 22: Quality Improvement</td>
<td></td>
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<tr>
<td>Zerwekh – chapter 22</td>
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<tr>
<td><strong>Learning Activities</strong></td>
<td><strong>Evaluation</strong></td>
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<tr>
<td>1. Student will acquire knowledge of the quality improvement processes utilized in the healthcare setting.</td>
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<td>2. Student will utilize retrospective review of clinical site value compass for quality improvement.</td>
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<tr>
<td>3. Student will acquire skill in collecting scholarly literature to support a quality improvement recommendation and presentation.</td>
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<tr>
<td>4. Student will utilize leadership, communication &amp; conflict management knowledge/skill acquired in Module 2</td>
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<tr>
<td>All of above</td>
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<tr>
<td>2. Student will self-evaluate the value of QI and impact on future career.</td>
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</tr>
</tbody>
</table>

### % of member contribution to weekly work

- **Group member A** (replace with name)
- **Group member B**
- **Group member C**
- **Group member D**
- **Group member E**
- **Group member F**
- **Group member G**
- **You**
TOPIC IDENTIFICATION

- Bedside Shift Reporting
- CLABSI
- Fall prevention
- Hand Hygiene
- IV tubing labeling/change
- Lockdown
- Passive disinfection caps
- Patient Identification - Photo
- Rapid Patient Code Status Identification

STUDENT FEEDBACK

- Present summary of your thoughts of the QI project process.

- How can you implement QI into your practice as a new graduate RN.
FACILITY FEEDBACK

- Attempted email
- Attempted student retrieval of feedback
- Attempted instructor feedback
- Suggestions discussion

FACULTY FEEDBACK

- The Past
- The Present
- The Future


REFERENCES (CONT.)
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