Integration of Applied Healthcare Improvement Curriculum in a Graduate Nurse Practitioner Program

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Background
- Quality improvement (QI) is a basic competency for all nursing graduates
- Nurse practitioner (NP) graduates are expected to be clinicians, leaders and champions for healthcare improvement
- QI skills are necessary to identify gaps between current care and best practice
- The Clinical Improvement Equation (Batalden and Davidoff) provides a framework for NP students to employ evidence-based practice (EBP) within the context of the clinical healthcare environment
- Simulated clinic-based care of underserved populations was utilized to incorporate concepts of population health and the role of the NP in health equity

Integration Across the NP Curriculum

Semester 1
Primary Care I
- Generalizable Scientific Evidence
  - Guidelines
  - Traditional Research
  - Position Statements

Semester 2
Primary Care II
- Context Assessment
  - Culture
  - Clinical Microsystem
  - 5 P Assessment

Semester 3
Primary Care III
- Measured Performance Improvement
  - Balanced Measures
  - Clinical Cost
  - Functional Satisfaction

The Formula for Improvement (Batalden & Davidoff, 2003)

Discussion
Students developed novice level of QI skills
- QIKAT survey:
  - Poor participation rates
  - Perceived as part of course evaluation
- VAQS Fellows teamed with student NPs as coaches
  - 1-hour in-class introduction to QI concepts each semester during core primary care courses
  - Assist teams in QI process activities
  - Communication with team via email or phone
  - Mentor NP course faculty during development and launch of QI program
  - Transition to QI consultant role as course faculty increases assumes ownership of QI program

Challenges for students:
- Need to identify EBP care issue
- Alignment of measures

Recommendations:
- Incorporate QSEN competencies across all nursing education curriculum
- Revise QIKAT dissemination to improve response rates
- Further develop student NP leadership roles in QI to identify and address health inequities

QIKAT Results
- How important do you feel continuous quality improvement is for nursing education?
- Baseline: semester 1, semester 2, semester 3
- How important do you consider continuous quality improvement to be for nursing practice?
- Baseline: semester 1, semester 2, semester 3