Quality Improvement Day: An Integrated Project

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ACADEMIC BENEFITS

• Collaborate with practice
• Assessment, observation and data mining skills
• Literature review
• Scholarly writing and annotated bibliography
• Group work – education for clinical staff
• Oral presentation skills & poster

DATA COLLECTION

• Assessment, Observation & data mining
• Data collected on Quality Improvement Clinical Day
• Student activities guided by clinical instructor
• Primary data collection for group project & secondary collections for unit needs
• Both Observational and Chart mining for each group

NOTEBOOK & EB ARTICLES

• Review of current literature for best practice (6 articles)
• Development of research grid
• Information summarized in annotated bibliography

EXCEL CHARTS

• Collate data into Excel spreadsheet for clinical managers
• Analysis finding and summarize in chart format
• Recommendations for action plans
• Increase experience with format use in practice – NDNQI

POSTERS

• Develop poster presentation skills, specific guidelines
• Displayed finding in professional format
• Project / poster graded by leadership theory instructor

PRESENTATIONS

• Posters presented at University
• Projects published in “Center for Scholarship” newsletter
• Posters/notebooks displayed on unit for nurses education
• Results shared at UPC

CLINICAL USE OF SN DATA

• Clinical Managers updated
• Excel charts reviewed at UPC meetings
• Action plans created based on outcomes
• Hand hygiene • results indicated Interdisciplinary Education

LESSONS LEARNED

• Education and communication with Clinical Instructors
• Revised course outline for Interdisciplinary Education

RECOMMENDATIONS

• Begin application of QI threads earlier in curriculum – semester 1 or 2
• Engage clinical manager concerning topics early
• Follow-up with school of nursing on how the data was used in the clinical setting

PRACTICE BENEFITS

• Extra "secret shoppers" for data collection
• Data outcomes and EB notes used for UPC meetings
• Seeing nursing students as part of the healthcare team and valuing student’s contributions to unit’s education
• Student’s view of clinical practice

PLAN: Identifying and analyzing the problem.
• Practice – needed data collection on hot topics
• Students – needed to understand and value the QI process

DO: Developing and testing a potential solution.
• First design collection tools / topics from directors / 1 day of data collection

CHECK: Measuring effectiveness of test solution, and analyzing whether it could be improved upon.
• 2nd attempt = student needed help doing excel graphs
• 3rd attempt = needed to start QI process sooner in semester for use for a presentation to clinical director

ACT: Implementing the improved solution fully.
• Integrated fully into the semester 4 curriculum
• Practice utilization of Evidence Based Practice Notebooks

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