From the Students Perspective: Analysis of Graduate Nursing Students Quality Improvement (QI) Learning Outcomes Using Reflective Strategies

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BACKGROUND

- ❑ Medical Errors 3rd Leading Cause of Death
- ❑ Need nursing programs to implement QI/Patient (Pt) Safety *Change Projects:*
  - More nurses with QI skills
  - Implementing system-level changes
- ❑ Document Dartmouth QI Microsystems Framework in standalone Distance Education MSN Leadership QI Course:
  - QSEN/Dartmouth Framework application
  - Conduct changes projects in clinical space
- ❑ Document Curriculum/Teaching Methods

PURPOSE

- ❑ Evaluate student reflective learning outcomes from convenience survey distribution.
- ❑ Identify key QI curriculum components that are still being used in participants clinical practice.

METHODS

- ❑ Descriptive study, Likert -54 Item Survey (Qualtrics), convenience sample
  - Alumni/Current students
  - Participant Rate – 27.5 % (25/110)
- ❑ Email Distribution to those who completed QI standalone Distance Education Course over 5 years (2014-2018)
- ❑ IRB Approved Study
- ❑ Modified Kovner, et al Survey Tool

QI COURSE TEACHING METHODS:

Components (QI)	Methods	Topics
Principles (*Knowledge)	• QSEN • Pt Safety Goals • QI Principles (PDSA)	• Competencies • Evidence-Based Practice
Experiential Learning (*Skills)	• Discussion Boards • Team Activities • Dartmouth Microsystems Framework • QI Change Project	• Root Cause Analysis • Health Systems • Team Science • Conduct Change • Tools/Metrics

Survey: Preparation and Usefulness of Quality Improvement Topics from Nursing Education Program *

Survey Tool Themes based on RQ's:

RQ 1: Were students able to apply skills in finishing QI Change Project?

RQ 2: Did course provide valuable knowledge (in course and now)?

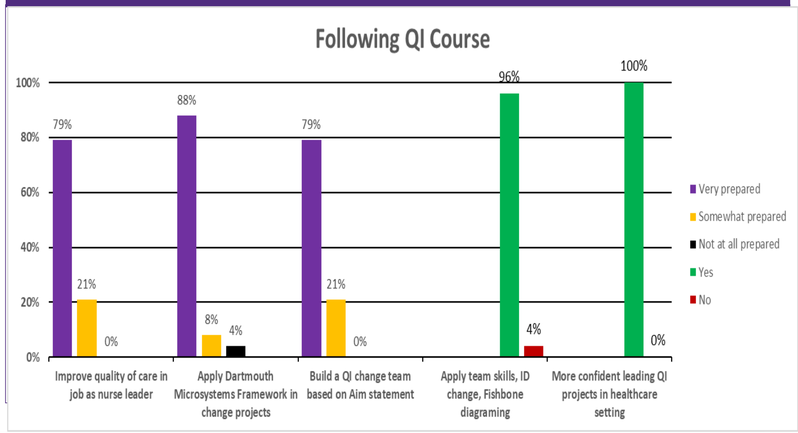
RQ 3: What did students learn about QI tool application during QI change projects? (Flowcharting/Fishbone, PDSA,, Metrics)

RQ 4: Did Dartmouth Microsystems Framework curriculum provide a useful process to conduct a change project?

DEMOGRAHPICS

		N= 25
Age	25- 45 46 - 56	14 (56%) 11 (44%)
Gender	Female	25 (100%)
Ethnicity	White African American	24 (96%) 1 (4%)
Education	ADN to BSN to MSN BSN 4 yr to MSN Non-BSN to Alternate Entry MSN	6 (24%) 17 (68%) 2 (8%)
Job Titles	Nurse Leadership Roles Clinic Nurse *Full time work	23 (92%) 1 (4%) 23 (92%)

RESULTS



IMPLICATIONS

- ✓ Standalone DE QI Course *had positive impact* to learning skills, and building QI interprofessional teams (83%, 20/24)
- ✓ Majority of participants (86%, 19/22) reported QI change projects improved Direct Care, Patient Flow, Practice
- ✓ Last 12 months, based on course, students applied QI methods at least 1/month (83%, 20/25)
- ✓ MSN QI Course/Dartmouth Framework useful for practice

REFERENCES

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