Preparing Transformational Leaders in QI and Patient Safety: An Imperative for Academic-Practice Partnerships

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Presentation Outcomes

- Describe the academic-practice partnership in doctoral-level Quality Improvement (QI) and Safety curricular development, implementation, and evaluation.
- Disseminate teaching-learning innovations to prepare transformational leaders in QI and Safety.
- Discuss implications of academic-practice partnerships in developing QI and Safety competencies.
Background

- Institute of Medicine (2003)
- Quality and Safety Education for Nurses (Cronenwett et al., 2009)
- Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)
- AACN - The Dartmouth Institute for Health Policy and Clinical Practice (2010)
NYU College of Nursing  
DNP Program

• “... to prepare graduates to be advanced practice nurse leaders in interdisciplinary health teams who work to improve systems of care, patient outcomes, quality, and safety.”

• Post-Master’s level

• NP, CNM, CRNA
Academic-Practice Partnership Model

1. Create Awareness
2. Understand Purpose
3. Respond to Challenge
4. Measure Performance
5. Implement Multiple Improvements and Provide Excellence in Teaching/Learning

(Nelson, Batalden, & Godfrey, 2007)
Create Awareness

- QSEN National Forum: *Climbing from Good to Great*

- Improvement Science Summit: *The Way Forward*

- AACN - Dartmouth Institute for Health Policy and Clinical Practice *Microsystem Academy*
Understand Purpose

- Graduate transformational leaders in healthcare quality and safety to improve health outcomes.
- Align with DNP Essentials, NONPF and QSEN competencies for advanced nursing practice (Pohl et al., 2009).
- Build relationships with leaders in practice.
- Empower faculty to innovate.
- Create a culture of accountability for teaching-learning outcomes.
Respond to Strategic Challenges

• QSEN competencies
• Conceptual knowledge
• Knowledge transfer
• Faculty competencies
Strategic Changes for Improvement

- Dartmouth Microsystem Improvement Curriculum
- Experiential learning
- Transformational leadership coaching
Strategic Changes for Improvement

• Simulation
  – Effective Meeting Skills
  – Adverse Event Disclosure

• Blended learning
  – Onsite, executive format classes
  – Online discussion forums
  – IHI Open School
Transformational Leadership
Online Discussion Forums

• Driving organizational learning from failures

• Establishing responsibility for data measurement and monitoring

• Public disclosure of performance reports
Measure Performance

• SIR II™ Student Instructional Report

• Class evaluations

• Partner debriefings

• DNP Capstone Projects
Implementing Multiple Improvements and Providing Excellence

• Plan-Do-Check-Act

• Engaging students, faculty, and Quality Partners in Practice

• Achieving excellence through teaching-learning innovations
Conclusions & Implications

• Academic-practice partnerships contribute to the development, implementation, and evaluation of a doctoral curriculum designed to graduate transformational leaders in healthcare QI and Safety.

• Innovative, experiential learning strategies created in partnership with practice leaders promote the development of doctoral-level competencies in transformational leadership, quality improvement and patient safety.

• Academic-practice partnerships present opportunities to enhance professional development in QI and Safety; and teaching competencies.
Academic-Practice Partnerships

Director, Performance Improvement, Mount Sinai Medical Center, New York

Administrative Director, Operational Excellence, North Shore-LI Jewish Health System, New York

Director, Loss Prevention and Patient Safety, MCIC Vermont, Inc.

Senior Director, New York City Health and Hospitals Corporation
Future Leaders in Quality & Safety
References


Questions . . .