

## 2012 QSEN National Forum Innovation to Transformation May 30 – June 2, 2012

**Program/Date:** 5/31/2012

**Topic:** Graduate Education Teaching Strategies. Teaching Quality Improvement Using Team Based Learning in a Graduate Nursing Populations' Course.

**Speaker:** Jean Ann Davison

Explicit Educational Objectives (Learner Objectives)	Content (Topics) (congruent with activity's purpose and educational/learner objectives)	Time Frame	Faculty	Teaching & Learning Strategies (congruent with activity's objectives and content)
<p><i>List objectives in operational/behavior term</i></p> <p><i>At the end of this presentation the learner will:</i></p> <ol style="list-style-type: none"> <li>1. <i>Demonstrate understanding of how to apply principles of continuous quality improvement to a practice setting/patient population using a methodology such as plan do study act (PDSA)</i></li> <li>2. <i>Teach students how to develop a planned, systematic, collaborative approach to designing, measuring, assessing and improving performance using a team-based learning approach.</i></li> <li>3. <i>Facilitate student learning and planning in quality improvement using team building exercises.</i></li> </ol>	<p><i>List each topic area to be covered and provide a description or outline of the content to be presented</i></p> <ol style="list-style-type: none"> <li>1. <i>Principles of continuous quality improvement</i></li> <li>2. <i>Model for Improvement</i></li> <li>3. <i>Plan-Do-Study-Act Cycle</i></li> <li>4. <i>Population data bases and Meaningful Use Measures:</i></li> </ol> <p><i>Using an example of a registry of a population data base of a CVD patient population outcomes and meaningful use measures related to CVD, one or more measures will be focused on to improve within a QI team.</i></p> <p><i>Students will role play in a QI team:</i>            Team Based Learning: Role playing; in the classroom setting in groups of 4-6, students will role play as a multidiscipline team (NP, medical director, nurse, Front Desk/IT data entry and Patient) using population data from a CVD registry in a primary care family practice and a blank PDSA handout to plan an intervention to improve care.</p> <p><i>QI: Planning</i>            As a group they will come up with details of planning one intervention, specifics with who, when, where, what and how they will implement this plan using data from the CVD registry at a community health center</p> <p><i>Group discussion;</i>            After they develop their plan of the PDSA, they will verbalize feelings of playing the roles and discussion of barriers, facilitators and collaboration involved.</p>	<p><i>State the time frame for the topic area</i></p> <p>5 minutes</p> <p>5 minutes</p> <p>15 minutes</p>	<p><i>List the presenter for each topic</i></p> <p>Jean Davison</p>	<p><i>Describe the teaching strategies used for each, including resources, materials, delivery methods, and learner feedback mechanism</i></p> <p><i>handout and presentation with questions and answers</i></p> <p><i>handout presentations/questions and answers</i></p> <p><i>Interactive learning groups and/or video demonstration:</i>  <i>During this role playing session the NP is the facilitator and wants to make multiple changes to the way the practice runs, the medical director thinks data is "bean counting for the feds", the LPN will take the role of a barrier to change, as the center is understaffed and she cannot add "any more work to her load"! The patient is a representative of the community health center, he is 58 years old, AA male with uncontrolled HTN, recently lost his job due to layoffs and has no health insurance. The front desk staff is overwhelmed as she is in charge of collecting co-pays, calling back patients when they no-show, and ordering medications via the patient assistant program for qualified patients and data entry for the CVD registry. She is new to her job and doesn't understand where to find the info in the charts. With recent layoffs in the community her work load has increased.</i></p>