An Academic-Practice Partnership to Facilitate QI QSEN Competency

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Research Medical Center
• 2 campuses
• 500 beds
• 800 registered nurses
• Multiple service lines – level I trauma, cardiovascular, neuroscience, transplant, women’s services, cancer, etc.
• On Magnet journey

Research College of Nursing
• MSN and BSN programs with 500 students
• Annual graduation of 130 BSNs
Health Care Quality

• “Quality” has taken center stage as a national agenda
• By virtue of their proximity to patient care, nurses are in ideal positions to recommend improvements for quality and patient safety
• Hence, nurses at all levels must take an active role in quality improvement
Quality Improvement

Use data to monitor the outcomes of care processes and use improvement methods to design test changes to continuously improve the quality and safety of health care systems.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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<tbody>
<tr>
<td>Describe strategies for learning about the outcomes of care in the setting which one is engaged in clinical practice</td>
<td>Seek information about outcomes of care for populations served in care setting</td>
<td>Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals</td>
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<td>Seek information about quality improvement projects in the care setting</td>
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<td>Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families</td>
<td>Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit</td>
<td>Value own and others’ contributions to outcomes of care in local care settings</td>
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<td>Give examples of the tension between professional autonomy and system functioning</td>
<td>Participate in a root cause analysis of a sentinel event</td>
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<td>Explain the importance of variation and measurement in assessing quality of care</td>
<td>Use quality measures to understand performance</td>
<td>Appreciate how unwanted variation affects care</td>
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<td>Use tools (such as control charts and run charts) that are helpful for understanding variation</td>
<td>Use measures to evaluate the effect of change</td>
<td>Value measurement and its role in good patient care</td>
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<td>Identify gaps between local and best practice</td>
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<td>Describe approaches for changing processes of care</td>
<td>Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act)</td>
<td>Value local change (in individual practice or team practice on a unit) and its role in creating joy in work</td>
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<tr>
<td>Practice aligning the aims, measures and changes involved in improving care</td>
<td>Use measures to evaluate the effect of change</td>
<td>Appreciate the value of what individuals and teams can do to improve care</td>
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Academic Challenges

• Undergraduate faculty are not prepared to teach quality improvement methods
• Few schools have a collaborative relationship with a clinical partner where students can engage in an environment which promotes the demonstration of QI methods
Academic-Practice Partnership

Mutually beneficial partnership between Research College of Nursing, a single purpose specialized institution, and Research Medical Center, a quaternary level facility

1. Facilitates achievement of initial competency in using QI methods
2. Improves the quality and safety of the health care system
Key Individuals

• Dean, Research College of Nursing
• CNO, Research Medical Center
• Undergraduate Research Course Faculty
• Vice President for Performance Improvement
• Performance Improvement Department
Planning

• QSEN QI competency
• Course objectives
• Medical Center’s QI priorities
Course Specifics

- 2 credit hours
- Second semester juniors or first semester seniors
- Assignments
  1. Literature Search
  2. Human Subjects Training
  3. Critiques/Evidence Appraisal – background/research question, design, data collection, sampling, results, discussion/conclusions
  4. Poster and Abstract
  5. Paper
Student Projects

• 5-6 students/group
• 1 faculty and 1 PI staff/group
• Plan, Do, Check, Act (PDCA) methodology
• Poster presentation utilizing PDCA storyboard format
Project Topics

• Cultural competency
• Restraint use and documentation
• Evaluation of TeamSTEPPS™
• DVT prophylaxis
• Pneumonia readmission
• Pneumococcal vaccine compliance
• PPE compliance
• Signing, dating, timing of orders
Victories

• Each student has achieved initial QI competency
• Medical Center has much needed data
• Dissemination of findings
  – Hospital’s Quality/Patient Safety Week
  – Mind and Heart Together: Celebrating Intellectual Pursuit in Undergraduate Nursing
  – RCN’s Scholarship Day
Stumbling Blocks

• Research methodology vs. PDCA
• Roles of faculty and PI staff
• Communication between students and faculty/staff
• Access to patient information
• “Out of class” time
Implications

• A culture of quality improvement must permeate both the practice and academic environments in order to improve the quality and safety of the care delivered within health care systems

• Creating an academic-practice partnership with the goal of preparing new graduates who are competent in quality improvement methods is one way to achieve this