

# 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



# QI KSAs

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

# 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

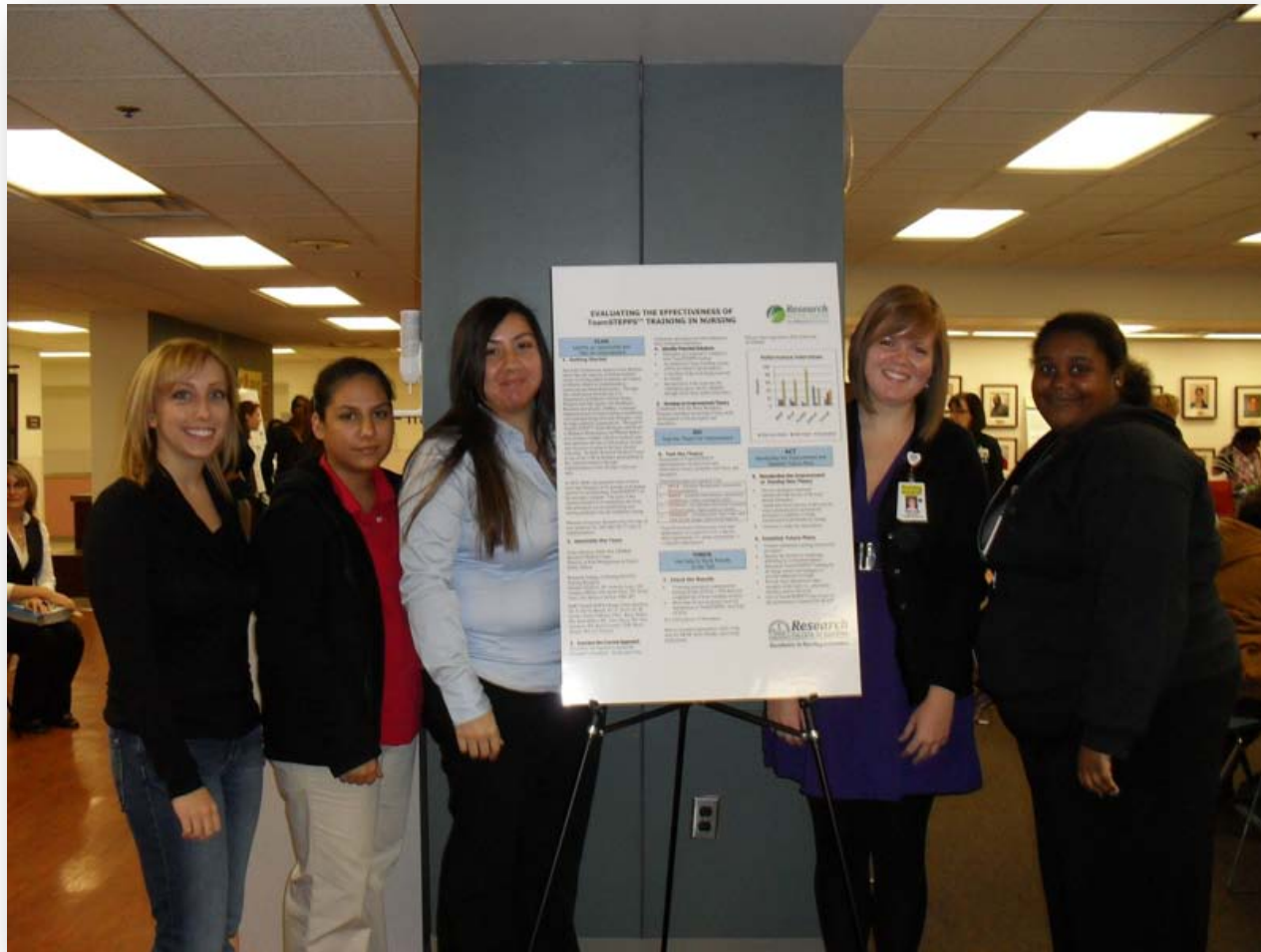
# Project Topics

- 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