Quality Improvement Day: An Integrated Project

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ACADEMIC BENEFITS
- Collaborate with practice
- Assessment, observation and data mining skills
- Literature review
- Scholarly writing and annotated bibliography
- Group work – education for clinical staff
- Oral presentation skills & poster

PRACTICE BENEFITS
- Extra “secret shoppers” for data collection
- Data outcomes and EB notes used for UPC meetings
- Seeing nursing students as part of the healthcare team and valuing student’s contributions to unit’s education
- Student’s view of clinical practice

DATA COLLECTION
- Assessment, Observation & data mining
- Data collected on Quality Improvement Clinical Day
- Student activates guidance by clinical instructor
- Primary data collection for group project & secondary collections for unit needs
- Both Observational and Chart mining for each group

NOTEBOOK & EB ARTICLES
- Review of current literature for best practice (6 articles)
- Development of research grid
- Information summarized in annotated bibliography

EXCEL CHARTS
- Collate data into Excel spreadsheet for clinical managers
- Analysis finding and summary in chart format
- Recommendations for action plans
- Increase experience with format use in practice – NDNQI

POSTERS
- Develop poster presentation skills, specific guidelines
- Displayed finding in professional format
- Project / poster graded by leadership theory instructor

PRESENTATIONS
- Posters presented at University
- Projects published in “Center for Scholarships” newsletter
- Posters/notebooks displayed on unit for nurses education
- Results shared at UPC

CLINICAL USE OF SN DATA
- Clinical Managers updated
- Excel charts reviewed at UPC meetings
- Action plans created based on outcomes
- Hand hygiene → results indicated for environmental services
- Education on interdisciplinary education

LESSONS LEARNED
- Education and communication with Clinical Instructors
- Education re: Excel techniques
- Clinical Instructors understood QI process

RECOMMENDATIONS
- Begin application of QI threads earlier in curriculum – semester 1 or 2
- Engage clinical manager concerning topics early
- Follow-up with school of nursing on how the data was used in the clinical setting