Quality Improvement Day: An Integrated Project

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P — PLAN: Identifying and analyzing the problem.
- Practice – needed data collection on hot topics
- Students – needed to understand and value the QI process

D — DO: Developing and testing a potential solution.
- First design collections tools / topics from directors / 1 day of data collection

C — CHECK: Measuring effectiveness of test solution, and analyzing whether it could be improved upon
- 2nd attempt = students needed help doing excel graphs
- 3rd attempt = needed to start QI project earlier in semester to allow for a presentation to clinical director

A — ACT: Implementing the improved solution fully.
- Integrated fully into the semester 4 curriculum
- Practice utilization of Evidence Based Practice Notebooks

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

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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

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TOPIC SELECTION
- Clinical Managers & nursing selected "Hot Topics" = relevant practice issues
- Coordination by Clinical Liaison
- Data Collection Forms for QI developed by Clinical Liaison

DATA COLLECTION
- Assessment, Observation & data mining
- Data collected on Quality Improvement Clinical Day
- Student activities guided 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
- Analyze finding and summarize 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 Scholarship" 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 Environmental Service - ↑ education (Interdisciplinary Education)

LESSONS LEARNED
- Education and communication with Clinical Instructors
- ↑ Education re: Excel files/charts
- ↑ 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.