Problem
Teaching Doctor of Nursing Practice students how to integrate evidence-based quality improvement programs into their practice in an online program.

Evidence
Clinical problems are discovered in practice by examining internal data sources as well as reviewing external literature. Change within an organization should be supported by both quantitative and qualitative evidence within an agency. Continuous quality improvement (CQI) information and other systematic data can gauge whether or not benchmarks are being met. Stakeholder involvement from day one is essential to a successful evidence-based quality improvement program (Burke, 2010).

The results of clinical studies that have been conducted using scientific inquiry can be supported by evidence from quality improvement projects (Campbell, Braspennin, Hutchinson, & Marshall, 2002). The results of quality improvement projects should not be given the same weight as research (Newhouse et al., 2006). Qualitative research may be more aligned with quality improvement projects, especially when the phenomenon is not well understood. It is important that students know the difference between research and a quality improvement project (Kring, 2008).

Evidence based practice can provide solutions which will remove existing barriers to practice improvement. Multi-dimensional approaches are essential to overcoming barriers to success (Solomons, 2011). Successful CQI implementation is associated with stakeholder input, teamwork, and performance feedback (Chou, et. al, 2011).

Strategy
Students were given the tools to develop, implement, and evaluate evidence-based clinical and administrative programs in their practice.

Practice Change
Students developed an evidence-based quality improvement program in their practice based on an identified needed change.

Evaluation
Students were able to synthesize evidence for evaluating program planning frameworks, strategic implementation, and program evaluation to improve healthcare outcomes.

Results
Students successfully developed an evidence-based quality improvement program that can be implemented into their practice.
Recommendations
Students come to campus to present their projects face-to-face to fellow students and faculty.

Lessons Learned
Feedback from students indicated a need to change this from an 8-week to a 15-week course.

References


