Incorporating Quality Improvement Projects into a BSN Program
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Background:
To foster knowledge of outcome evaluation within the ACE Star Knowledge Transformation cycle, senior nursing students at the Georgian Court-Meridian Health School of Nursing build on their junior year research and EBP course by: identifying a clinical issue encountered during their senior clinical practicum intensive, conducting an evaluative literature search, and developing a plan for implementation of a practice change. During the subsequent nursing leadership course, the project is implemented and outcomes are evaluated and reported both in written format and in a poster presentation.

Level of Educational Program: BSN undergraduate

Targeted Learning Outcomes:
• Formulate a relevant clinical question
• Identify and evaluate appropriate evidence
• Plan and implement a practice change
• Evaluate outcomes using appropriate measures
• Communicate findings via written and visual (poster) venues

Teaching-Learning Activities:
During the senior clinical intensive, students are guided by their clinical preceptors and school of nursing faculty to identify an opportunity for quality improvement on their practicum unit. With assistance from the faculty, students search and evaluate evidence related to the clinical issue, collect baseline data to support the need for change, and develop an implementation strategy. In preparation for project implementation in the leadership course, students are required to complete several Institute for Healthcare Improvement (IHI) online modules on quality improvement. During the nursing leadership course, students continue their project by implementing the change and evaluating outcomes. The process is reported in a summary paper as well as in a peer-reviewed poster session.

Evaluation Design and Outcomes:
Student feedback has been positive and the clinical relevance of their projects is apparent, as the projects include:
• Compliance regarding the safety protocol of Alaris intravenous smart pumps
• Compliance with dating of intravenous site and tubing changes according to evidence-based institutional policy
• Pain reassessment
• Appropriate technique in the use of insulin pens
• Reduction in time of administration of antibiotic therapy in patients with febrile neutropenia

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Bibliography:


Stevens, K.R. (2009). Essential Competencies for Evidence-based Practice in Nursing (2nd ed.) San Antonio: Academic Center for Evidence-based Practice (ACE) of The University of Texas Health Science Center.