Use of a Simulation Exercise to Teach the Lean 8-Step Problem Solving Method
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Background:
DNP prepared APRNs should play a critical role in improving healthcare quality and safety by leading evidence based quality improvement initiatives in healthcare settings. They should obtain the necessary skills for this through their DNP matriculation, but effective and feasible ways to achieve this presents a challenge for many DNP programs and faculty.

The Lean 8-Step Problem Solving Method is a widely used and effective quality improvement framework to guide QI initiatives in healthcare settings, including our UHC affiliated academic medical center. Course faculty for the DNP QI course decided to partner with our organization’s Office of Enterprise Quality and Safety to implement a health care related simulation exercise to teach DNP students the 8-step method. This poster will describe this successful and practical application exercise that could be replicated with other DNP students.

Level of Educational Program: Doctor of Nursing Practice

Targeted Learning Outcomes:
• Describe QI principles and strategies and Lean tools and methods
• Apply Lean concepts to a healthcare related process
• Experience how Lean applications expand beyond manufacturing into all industries
• Identify areas to apply Lean tools and concepts to your own work environment

Teaching Learning Activities:
The simulation was developed by lean facilitators and was first piloted with a group of health care providers. After minor revisions/improvements, the simulation was implemented with a group of 11 DNP students enrolled in a QI course. Over a total of 6 hours, three student groups worked through each step of the 8-step method to address problems typical in the OR setting (eg. long wait times).

Evaluation of Approach:
Students completed an evaluation survey immediately following the final session. There were 9 items related to understanding of the principles and methods, applicability to the DNP role and also to their individual final DNP projects (i.e. capstones); these items had 4 response options that ranged from strongly disagree to strongly agree. Satisfaction and best/least favorite aspects were also assessed.

Bibliography:

