

DANCING THROUGH QUALITY IMPROVEMENT IN COMMUNITY HEALTH

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BACKGROUND & SIGNIFICANCE

Faculty focus a three semester Community Health course clinical component on implementing a **Quality Improvement (QI) Project**. Students learn the correlation between the nursing process and quality improvement. Students also take steps toward equity including non-maleficence, beneficence, and justice connecting morality to quality improvement.

PURPOSE

SUPPORT STUDENT LEARNING OF THE QI PROCESS AND DEMONSTRATE ITS EFFECTS ON VARIOUS POPULATIONS' HEALTH AND WELL-BEING.

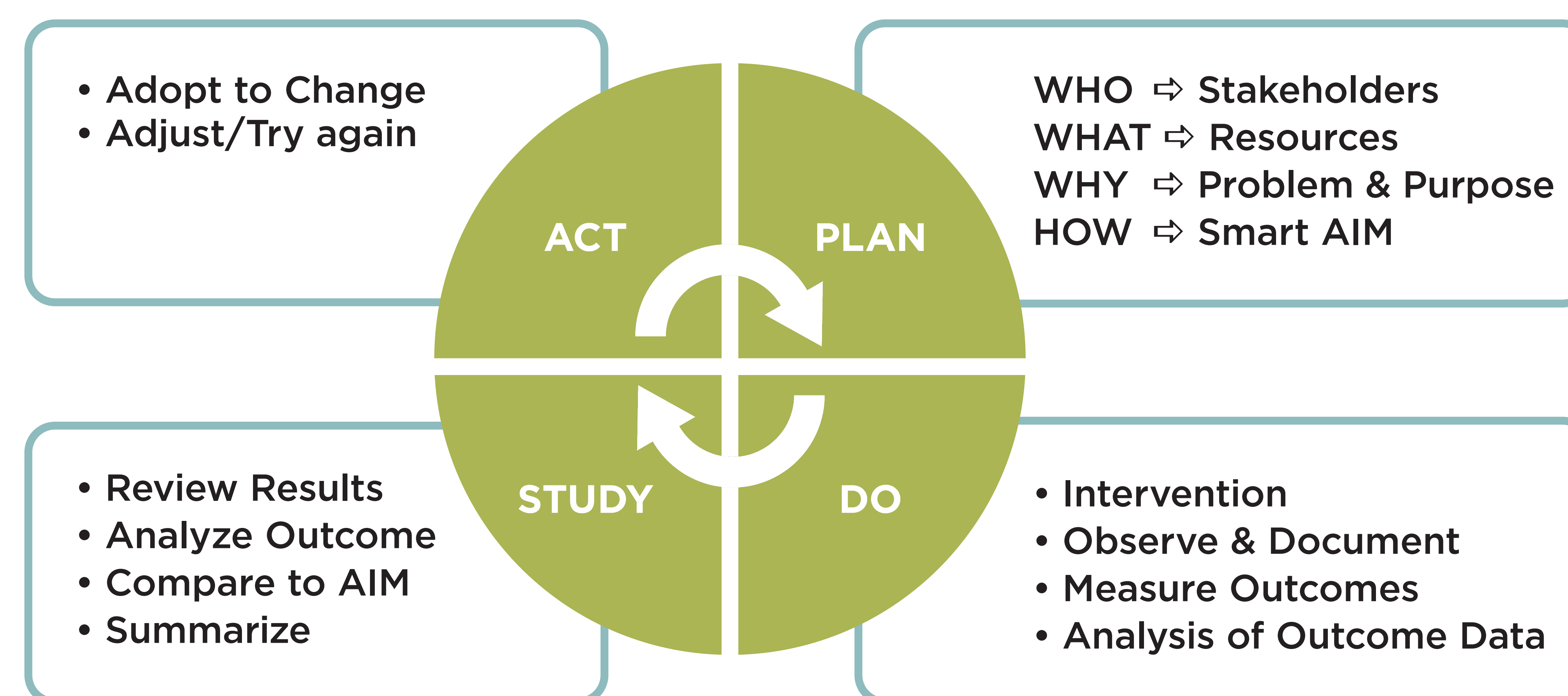
METHODS

The Plan-DO-Study-Act (PDSA) cycle of improvement is implemented by small groups of students over 4 phases of the project at numerous community sites. The first phase is to identify the problem, phase 2 plans for improvement, phase 3 implement changes, and phase 4 evaluates change impact. These phases coincide with specific work sheets for students to follow and build the QI project. The work sheets include needs assessment, improvement plan, implementation plan, and evaluation plan.

RESULTS

The QI project evaluation plan is student developed based on faculty and worksheet guidance to evaluate the project outcomes, participant outcomes, and strategies for measurement of the project. Students consider mission and goal alignment of agency/site, site data sharing, agency limitations, and impact of project evaluation. They also consider timeline of evaluation data; resources of people; time and funding available for the project; what will facilitate the project; and potential barriers.

Quality Improvement: PDSA CYCLE



QI Project Components



CONCLUSION

Students participate in the school of nursing QI poster presentation day for faculty and deans. The presentations are evaluated by faculty judges. Students are also encouraged to submit their projects to a professional nursing organization. Faculty facilitate the submission by advising the students through the conference submission process and accompanying them for support. The QI project process is valuable to students contributing to them becoming equitable health care providers and utilizing evidence-based practice to improve the health of various populations. The projects serve populations to improve and maintain physical and mental health and well-being.