



Course syllabus for

Implementing Strategies for Quality Improvement in Healthcare Settings., 7.5 credits

Strategier för implementering av förbättringsarbete inom hälso- och sjukvård, 7.5 hp

This course syllabus is valid from spring 2021.

Please note that the course syllabus is available in the following versions:

Autumn2019 , Spring2021 , Spring2023

Course code	2QA285
Course name	Implementing Strategies for Quality Improvement in Healthcare Settings.
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Not applicable
Level	Second cycle, in-depth level of the course cannot be classified
Grading scale	Pass, Fail
Department	Department of Women's and Children's Health
Decided by	Utbildningsnämnden KBH
Decision date	2018-12-21
Revised by	Education committee KBH
Last revision	2020-10-14
Course syllabus valid from	Spring 2021

Specific entry requirements

A Bachelor's degree or a professional degree worth at least 120 credits in medicine, dentistry, speech and language pathology, nutrition, physiotherapy, midwifery or nursing. And proficiency in English equivalent to English B/English 6.

Objectives

After completing the course, the general aim is that students should be able to apply and integrate knowledge around evidence-based methods for implementation and development in health care.

After completing the course, the student should be able to:

- show knowledge of evidence-based methods regarding implementation and development in health care,
- argue for strengths and weaknesses for different measurement methods in quality development and improvement work in health care,

- analyse and reflect on different implementation strategies and its use in health care, och
- show scientific precision via analysis and through written text.

Content

The course's content focuses on evidence-based methods for implementation and development in health care, such as implementation strategies and methods of measurement for quality development. Further works with course strategies to create preconditions for implementation in health care.

Teaching methods

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for the student to take active responsibility for their learning. The working methods that are used are student-activated teaching and working methods (individual, in groups and as seminars). Students will work in groups and participate in seminars through a web-based learning management system.

Working in groups and active participation in web seminars is compulsory.

The examiner decides if, and how, absence from compulsory parts can be compensated. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator and/or examiner. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

Examination

The course is assessed through part examinations and the final examination consists of the discussions within the project groups (peer learning), as well as written individual works and peer reviews.

Students who do not pass a regular examination are entitled to re-sit the examination on five more occasions. Students without approved results after three examinations can be offered to retake the course or parts of it once more; subject to availability. This is subject to availability. If the student has failed six examinations/tests, no additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. When a student is registered for an examination but does not attend, then this is not regarded as an examination. An electronic examination that has been opened via the learning management system counts as an examination session even if the examination is not submitted. Late submissions of examinations are not accepted. Students who have not submitted their examination on time are required to then take another examination.

If there are special reasons, or need for adaptation for students with disabilities, the examiner may decide to depart from the syllabus's regulations on examination form, number of examination opportunities, possibility of supplementing or exemptions from compulsory educational elements, etc. Content and learning objectives as well as the level of expected skills, knowledge and abilities must not be changed, removed or lowered.

Transitional provisions

Students will be allowed to take the examination up to one year after the closing of the course. The examination can be carried out according to an earlier literature list during a period of one year after the date of a renewal of the literature list.

Other directives

Language of instruction: English.

Course evaluation is carried out in accordance with guidelines established by the Committee on Education at basic and advanced level (KU) at the Karolinska Institutet.

Literature and other teaching aids

Johnson, Julie K.; Sollecito, William A.

Mclaughlin and Kaluzny's continuous quality improvement in health care

Fifth edition. : Burlington, Massachusetts : Jones & Bartlett Learning, [2019] - xvii, 354 pages
ISBN:9781284126594 LIBRIS-ID:js5r0l7bg6dr43b1

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Langley, Gerald J.

The improvement guide : a practical approach to enhancing organizational performance

2. ed. : 2009 - xxi, 490 s.

ISBN:9780470192412 LIBRIS-ID:11615592

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