



Efter avslutad kurstillfälle fyller kursansvarig i denna mall. Prefekt/programansvarig beslutar om mallen ska kompletteras med ytterligare uppgifter/frågor.

Kurskod 2QA285	Kurstitel Implementing Strategies for Quality Improvement in Healthcare Settings	Högskolepoäng 7,5
Termin VT-22	Tidsperiod 2022-01-17 till 2022-06-05	

Kursansvarig Michael Wells	Examinator Johanna Granhagen Junger
Övriga medverkande lärare Klicka här för att ange text.	Övriga medverkande lärare

Antal registrerade studenter 21	Antal som inte fullföljt kursen 14	Antal godkända efter ordinarie tillfälle 7
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Slutsatser vid föregående kursutvärdering

The course received outstanding student evaluations. Students greatly appreciated the course set-up on Canvas, and as an instructor, students all said that I, Michael, was extremely helpful (7.0/7.0 average score). Changes to be made included the set-up for when students would sign up for the course, although it was unclear last semester if these changes would be allowed.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

Continued minor changes to the quality improvement template and clearer instructions on how to complete a quality improvement project were made in the course. A few new examples, including examples of previous improvement projects, were further posted on the website. The suggested changes for the title of the course and the course content during the period when the student signed up were not completed yet (this is on-going but looks like at least the course content for when students sign up for the course, will be available for the next iteration of the course).

Metod(er) för studentinflytande

I believe that student-centered learning should be at the forefront of every course. The course was designed around course participants actually implementing their new learned knowledge within their own workplace by conducting their own quality improvement initiative while learning about new topics each week. Each week, students were asked if they had questions



and/or if anything should be changed about the course. Half-way through the course, course time was further devoted to input from students, and for every lecture posted on Canvas, students were given the opportunity to provide input in changing the structure of the course. The course leader also made it clear that students could reach out more privately through email to further voice concerns. At the end of the semester, students were also given the opportunity to complete an anonymous course evaluation.

Sammanfattning av studenternas svar på kursvärdering

Students from this term enjoyed the course and felt they had learned a lot, including receiving a 7.0/7.0 to the question “I would recommend this course to others who want to learn about quality improvement. While all questions directly related to the teacher, Michael, received a 7.0/7.0, some of the five main evaluation questions dropped from the previous semester, but were still relatively high (e.g. 4.7, 4.5, 4.7, 4.3, 5.0 were the course averages to the 5 questions, respectively, where 4 out of 5 questions, students only answered “to a large extent” or “to a very large extent”. One question, promoting a scientific way of thinking, 1 person wrote “to some extent” while all others reported large or very large extent.

Kursansvarigs reflektioner kring kursens genomförande och resultat

Overall, the course seems to be running well, where some of the course participants also emailed me privately to tell me how much they enjoyed the course.

A main area for improvement is to the question of achieving the learning goals of the course. Like in the previous evaluation, the course highlights “implementation” way more often than “quality improvement” and there are different definitions for implementation when in different contexts. I believe that this is confusing to some of the students, which may be why, for this third review of the course that this question received a 4.5/5.0. I have tried to change the language for the course prior to signing up for the course, however, it’s unclear if this can be approved. I have had several meetings with different administrators around this and the problem seems to be getting solved, and updates were made in Selma, so that hopefully, for the next course iteration, everything is clear from the time of starting the course.

Under the improvement section, most students stated that they could not think of ways to improve the course or otherwise acknowledged that their ways to improve the course were ultra-minor (e.g. one person wished due dates for assignments would be on the weekends--- we made this change during the course and so every single assignment was due on Sunday at midnight, rather than Friday; I also emailed people privately if they needed more time to complete an assignment. One other person liked the short videos but wanted fewer videos--- to do this, they would have less course content and so that’s impossible).

Beskrivning av hur kursen arbetar med kvalitet, forskningsanknytning och samverkan med andra professioner.

The whole course is based around making quality improvements, and therefore a focus on quality is inherent in the courses’ subject. The course was viewed by course participants as



being of high quality and something all students completing the review would recommend to their friends and colleagues (7.0/7.0 on average). All course participants came from varied clinical backgrounds and all participants read each others' quality improvement project plans and/or viewed their oral presentations and gave feedback on these. Consequently, each participant could widen their professional network, as well as hear how other professionals were running things. However, there were no guest lecturers or other professionals who taught the course.

Kursansvarigs slutsatser och förslag till förbättringar

I would like to change the information listed about the course so participants better know what they are signing up for. This change has been made and is currently under review, although it's currently unclear if it will be accepted, because the changes to the course content may be "too much".

I am also testing out more ways to engage the students, so that while they are completing assignments individually, they can still feel a connection to the class, by doing some interactive assignments throughout the course.

Synpunkter på kursen och förbättringsförslag från övriga

Students seem to have a hard time understanding driver diagrams, and so getting better information to students about driver diagrams could be helpful. We updated this during the course itself, but it's unclear if new students will appreciate the new material and links.

Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

The students for the next semester will all be instructed on the first day of class regarding the previous students' evaluations, as well as the current changes that were done to improve the course. In addition, the course evaluation is made publicly available to any current or future student who would like to review it. The course evaluation, including this analysis, is published on the open web page for this course: <https://education.ki.se/student/implementing-strategies-for-quality-improvement-in-healthcare-settings-75-credits/2qa285>