



Efter avslutat kurstillfälle fyller kursansvarig i denna mall.

Kurskod 2QA285	Kurstitel Implementing Strategies for Quality Improvement in Healthcare Settings	Högskolepoäng 7,5
Termin (vt/ht år) VT23	Tidsperiod 16th January – 2 nd June	

Kursansvarig Michael Wells	Examinator Johanna Granhagen Jungner
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Övriga medverkande lärare

Antal registrerade studenter vid 3-veckorskollen	Svarsfrekvens kursvärdering vid sista kursdatum
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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. However, we realized that having "implementation" in the title of the course is problematic, as some students think the course is about implementation rather than quality improvement. We should adjust the way we present the course in the course syllabus, even if we can't change the name, to make it clear this is a quality improvement course.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

We, Anna Wåhlin and Michael Wells, made changes to the overall course syllabus, so that it was more in line with what was taught and with course expectations, so that when people sign up to take the course, they have a better understanding and expectation of the course. This was completed prior to the course starting.

Metod(er) för studentinflytande

Ange:

- Hur studenterna getts möjlighet att vara med i beredning och beslut på kursnivå
- Hur studenterna getts möjlighet att ge återkoppling på kursen och hur detta ligger till grund för analysen och förslagen nedan

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. In the student evaluation, I asked “Michael is approachable” and everyone rated a 7 out of 7 (completely agree). For the item “Michael Responded to my questions quickly” and “Michael was helpful in answering my questions” students responded 6.9/7 (completely agree), respectively.

Kort sammanfattning av studenternas svar på kursvärdering

Grafer och utvalda citat från kursvärdering kan användas.

Students from this term enjoyed the course and felt they had learned a lot, including receiving a 6.9/7.0 to the question “I would recommend this course to others who want to learn about quality improvement. Of the five main evaluation questions, the course received scores of (e.g. 4.6, 4.0, 4.8, 4.5, 4.8) were the course averages to the 5 questions. One student reported that the course promoted a scientific way of thinking and reasoning to a small extent. However, all others either reported to a large (n = 1) or very large extent (n = 6).

Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande 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. The students listed that there were no changes to make to the course. Despite changing the intended learning outcomes, the course received a 4.0, the lowest score this course has ever received. That was unfortunate since we changed the course syllabus to directly match the content of the course, including the intended learning outcomes. Next year, maybe it’s good to highlight what the learning outcomes are to the students.

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 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 emphasize to the students what the learning outcomes are at the beginning of the course, so that they are aware of what they will learn in the course.



Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

Ange:

- Vilka forum som kursvärderingen diskuterats i (t ex programträffar, programmöten med kursansvariga lärare och där studentrepresentanter finns närvarande)
- Hur kursvärderingen återkopplats till studenterna (t ex på kurswebb och lärplattform)

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>

*Kursanalys ska vara klar senast 4 veckor efter kurslut.
Kursanalysen skickas till PD, programhandläggare, enhetschef och utbildningsadministratör.*