



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) VT24	Tidsperiod 15th January – 31st May	

Kursansvarig Michael Wells	Examinator Marie Klingberg-Allvin
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Övriga medverkande lärare

Antal registrerade studenter vid 3-veckorskollen 31	Svarsfrekvens kursvärdering vid sista kursdatum 65% (13 av 20 studenter)
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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. No big changes were necessary as the comments.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

No big changes were made in the course. I did go over with the students the learning outcomes, so that those were clear from the beginning of the course.

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 7/7 (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, 4.4, 4.7, 4.5, 5.0) were the course averages to the 5 questions, respectively.

Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat

The course seems to be running very well, where more people completed the course than in previous terms. Not everyone attends live meetings, and there could be better learning that occurs from those meetings. On the other hand, people live in different time zones and work clinically and so can find it hard to meet. I received excellent scores for my availability and provided individual sessions with students based on their own needs.

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 (6.9/7.0 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. Peer learning is important and helpful, but also exposes high performing students to lower performing students, which while beneficial for low performers, might make high performers feel like they don’t have the same learning opportunities. There were no guest lecturers or other professionals who taught the course.

Kursansvarigs slutsatser och förslag till förbättringar

Overall, the course is running very well. Some issues are hard to overcome because it’s an online course. Meeting in person could be helpful or having students better interact with each other is helpful. However, to do this means limiting the amount of students in the course, as only those in or close to Stockholm could participate. Since the course still receives outstanding student evaluations and all students highly recommend this course and think it’s extremely useful knowledge in their workplace, bigger changes, like having students meet in person should not happen.



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.*