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

<table>
<thead>
<tr>
<th>Kurskod</th>
<th>Kurstitel</th>
<th>Högskolepoäng</th>
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<tbody>
<tr>
<td>2QA285</td>
<td>Implementing Strategies for Quality Improvement in Healthcare Settings</td>
<td>7,5</td>
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<tr>
<th>Termin</th>
<th>Tidsperiod</th>
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<tr>
<td>HT-20</td>
<td>Sept 7th – Jan 15th</td>
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</tbody>
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Kursansvarig
Michael Wells

Examinator
Johanna Granhagen Junger

Övriga medverkande lärare
Klicka här för att ange text.

Antal registrerade studenter: 36
Antal som inte fullföljt kursen: 25
Antal godkända efter ordinarie tillfälle: 11

Slutsatser vid föregående kursutvärdering

This is the first time this course has been run and therefore there were no previous course evaluations.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

No changes to the course were made, since this is the first time the course has been run.

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 quite enjoyed the course and thought they learned a lot from the course. For example, in answering the question “I have developed valuable expertise/skills during the course, the average
score was 4,9/5,0. Similar overall results were found for all of the five main questions asked by Karolinska in their evaluations. When asked if “the knowledge I have learned in this course can be used in my workplace” every respondent answered a 7 out of 7 (completely agree). Regarding the course leader, three questions were asked about Michael—if he is approachable, if he responds to questions quickly, and if his answers are helpful. All three questions related to the course leader scored a 7 out of 7 (completely agree). Similarly, ever student stated that they would recommend this course to others who want to learn about quality improvement.

Kursansvarigs reflektioner kring kursens genomförande och resultat

Overall, the course seems to be run relatively well, where the majority of course participants also emailed me privately to tell me how much they enjoyed the course saying things like “Thank you so much for this course! It has been pure joy to read and listen to your lectures and I have learned so much” (Sara Schulz). Another student said, “I do feel like I learnt a lot during this course and I am so happy I was able to participate. Thank you for being a great teacher and I, too, wish you the very best and that our paths cross again. I loved this course and I am genuinely sad it's over.” (Joanna Walczynska). A final student wrote “I have thoroughly enjoyed the course and learnt a lot so thank you! The course layout has been great with the weekly short videos, live sessions, peer-feedback and of course your availability has been the so helpful. The breakdown of what each section of the project plan should include was a great tool and was so helpful when you introduced it as it became so much easier to understand what should be done and where it should be written.” (Helena Hashemi).

However, there is room for improvement to the course. For example, students were quite isolated and didn’t interact very much with each other. I had tried setting up a Facebook group for the class, as well as a WhatsApp group. While I posted on both sites from time to time, no other course participants engaged in dialogues. One student suggested that I make each online lecture post a discussion, to encourage an open dialogue. However, barely anyone ever posted, and when they did, the comment was only directed at me as the teacher, rather than each other.

One student suggested in their course evaluation that at least a couple of obligatory sessions could happen which might inspire more dialogue between course participants. This semester, I offered “bonus” live sessions each week that were voluntary to attend, as the course was promoted as an online-only course. Therefore, requiring students to attend live sessions, especially from different time zones might prove complicated and unenforceable.

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

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. All course participants came from varied clinical backgrounds and all participants read each others’ 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
One relatively big change that should be made though is the title to the course. The idea that the course title starts with “implementing strategies”, as well as some of the information posted about the course on the Karolinska website misrepresents the course, which focuses on making quality improvements. A couple of participants dropped the course because they thought the course would be about implementation strategies, rather than quality improvement. So changing the name of the course and the details about the course may be helpful toward future participants knowing exactly what they are signing up for.

I would also suggest adding in a few extra lectures to focus in on topics that students found difficult to understand, as well as perhaps some smaller exercises. For example, students could be shown a blank run chart and asked to fill it in, during an exercise (students were already given lectures and made their own run charts). Students had a hard time understanding outcome vs. process vs. balancing measures, so further information may be needed on those topics.

I made a template of their project plan that students could use and fill in their own data. Further clarification on the project plan and spelling out specifically what should be in each section more clearly might be in the students’ best interest as far as learning goes, as well as them using a solid template in future projects outside of the course.

**Synpunkter på kursen och förbättringsförslag från övriga**

See above paragraphs.

**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](https://education.ki.se/student/implementing-strategies-for-quality-improvement-in-healthcare-settings-75-credits/2qa285)