

**A Collaborative Model to Introduce Quality and Safety to Nursing Students**  
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**Problem:**

Quality and safety are intrinsic concepts to professional nursing, but are rarely a focus of nursing education. Utilizing best evidence in practice is every nurse's responsibility regardless of years of experience. Yet, new graduates do not demonstrate the level of critical thinking expected based on academic performance in their nursing programs<sup>1</sup>.

**Evidence:**

Several authors recommend pairing practice experience and content learning in intentional ways<sup>2-3</sup>, and students' meaningful participation in quality and safety projects is consistent with the worldwide focus<sup>4-5</sup>.

**Strategy:**

Through pilot collaboration between health authority directors and undergraduate nursing faculty, hands-on participation in interdisciplinary quality/safety project teams was paired with traditional classroom learning.

**Practice Change:**

Students functioned as full team members during their quality/safety project work. As a result, they reported a deeper understanding of best practices based on evidence, greater awareness of quality/safety concepts and an enhanced ability to incorporate these into practice.

**Evaluation:**

Final course scores of the 2 groups (project vs. traditional format) were compared to ensure learning objectives were met.

Agency team members provided feedback on students' participation and satisfaction with this initiative's format.

Students provided feedback about their satisfaction with the experience.

The projects were evaluated using the project plans submitted at the beginning of the initiative to assess if deliverables and timelines were met.

**Results:**

Comparing the 2 groups showed that course learning objectives were met for all students.

Agency team members were highly satisfied with the format, student participation and end products of the projects.

Students were satisfied with the experience and would recommend it to others.

Project deliverables were completed in full and on time.

**Recommendations:**

1. Ensure student opportunities for meaningful experiences in quality/safety concepts and evidence-based practice prior to graduation.
2. Expand initiative to full class participation and include other schools of nursing.

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<sup>1</sup> Del Bueno, D. (2005) A crisis in critical thinking. *Nursing Education Perspectives*, 26(5), 278-282.

<sup>2</sup> Bentley, R. & Ellison, K. (2005). Impact of a service-learning project on nursing students. *Nursing Education Perspectives*, 26(5), 287-290.

<sup>3</sup> Bringle, R.G. & Hatcher, J.A. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning*, 112-122.

<sup>4</sup> Baker, G. R., Norton, P., Flintoft, V., Blais, R., Brown, A., Cox, J., et al. (2004). The Canadian adverse events study: The incidence of adverse events among hospital patients in Canada. *Canadian Medical Association Journal*, 170(11), 1678-1686.

<sup>5</sup> World Health Organization. (2005a). *World Alliance for Patient Safety: Forward programme 2005*. Retrieved December 15, 2005 from [http://www.who.int/patientsafety/en/brochure\\_final.pdf](http://www.who.int/patientsafety/en/brochure_final.pdf)