

Fuld Fellows Leadership Program Advances Patient Safety Competence and Systems Thinking in Pre-licensure Nursing Students

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Learner Objectives

- Describe the beneficial outcomes of a curriculum designed to building capacity in patient safety and quality leadership among pre-licensure nurses.
- Identify the competencies and skills needed to participate in patient safety improvement efforts.

Background

- In 2010, the IOM report *The Future of Nursing: Leading Change, Advancing Health* called for nursing education to include development of leadership, teamwork and communication, quality care and system improvement competencies.
- In response, we developed an innovative curriculum for baccalaureate nursing students designed to advance nurse leadership in patient safety and healthcare quality.

Curriculum Innovation

- Program provides selected nursing students with a solid foundation in the science of patient safety, quality improvement (QI) and leadership skills.
- Program consists of:
 - 4 courses threaded throughout the Baccalaureate curriculum
 - 6-month, service-learning project
 - 3-day interprofessional intercession course
 - Stipends for fellows and mentors

Course 1

- Blended course
- Applies a systems approach introducing Fuld Fellows to the science of patient safety and QI
- Using case studies, case-based quizzes and peer assessments, the course prepares fellows with basic knowledge and skills necessary for their work with a clinical project team

Courses 2-3

- Blended courses
- Local expert guest lectures
- Bi-weekly, online reflective learning journals focusing on specific attributes of safe, high reliability healthcare delivery teams
- Fellows work 50-hours per semester with a mentor and interdisciplinary, patient safety or QI team in a Johns Hopkins clinical setting

Course 4

- Fully on-line course
- Case-based and discussion board exercises focus on application of patient safety, QI, and leadership knowledge and skills developed in courses 1-3
- Fellows create a scholarly poster presentation and disseminate their project-based learning

3-day Interprofessional Intercession Course

- Nursing and medical students taught by interprofessional faculty
- Addresses the causes of preventable harm and evidence-based strategies for harm prevention
- Focuses on improving students' teamwork and communication skills and system-based thinking

Timeline

Cohort 1: June 2012-July 2013

Cohort 2: September 2012-December 2013

Cohort 3: June 2013-July 2014

Cohort 4: September 2013-December 2014

Cohort 5: June 2014-July 2015

Cohort 6: September 2014-December 2015

Cohort 7: June 2015-July 2016

Semester 1

Science of
safety, systems
approach

Semester 2-3

6-month
mentored
service-learning
project

Intercession

IPE, teamwork /
communication
skills, system-
based thinking

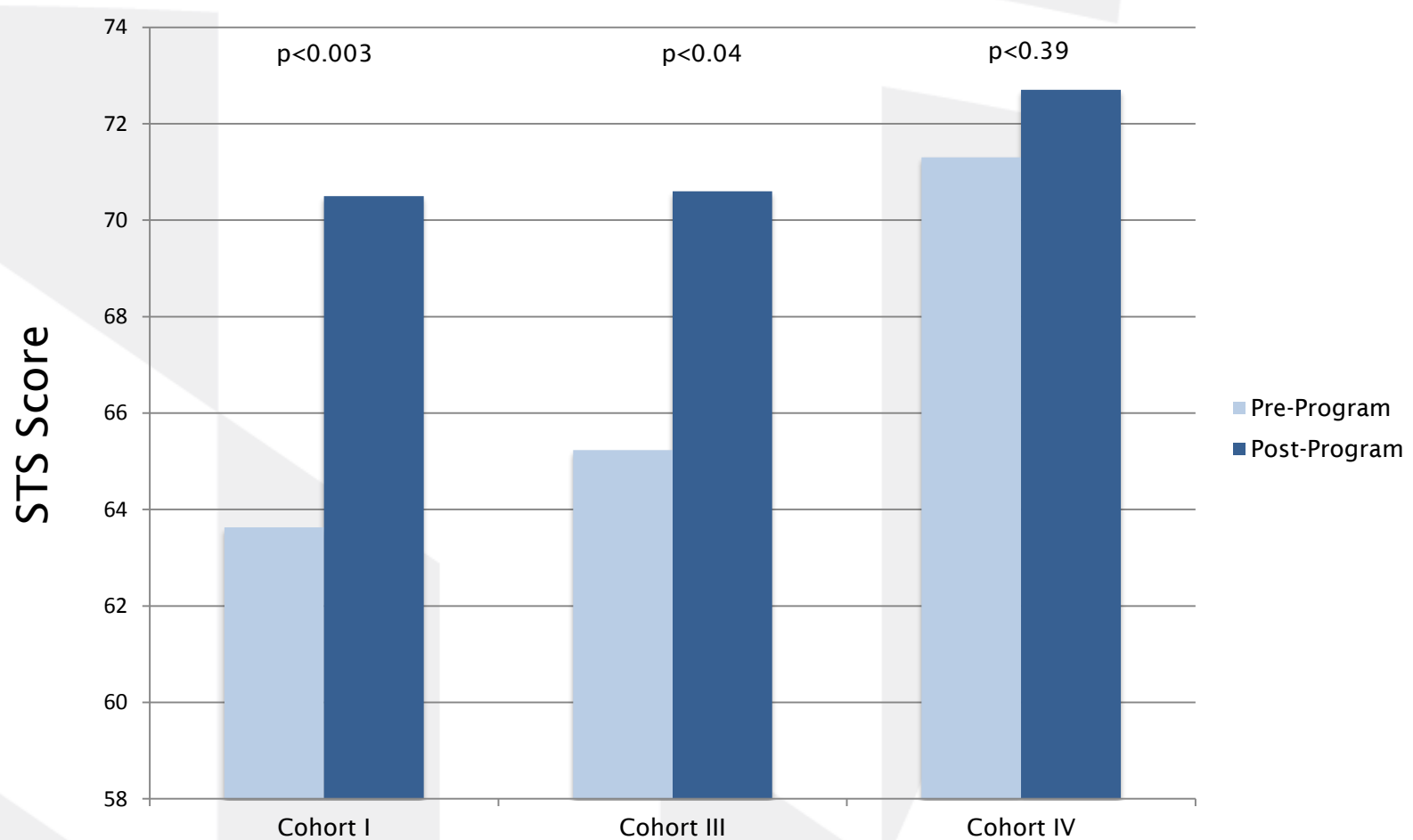
Semester 4

Application and
dissemination of
project-based
learning

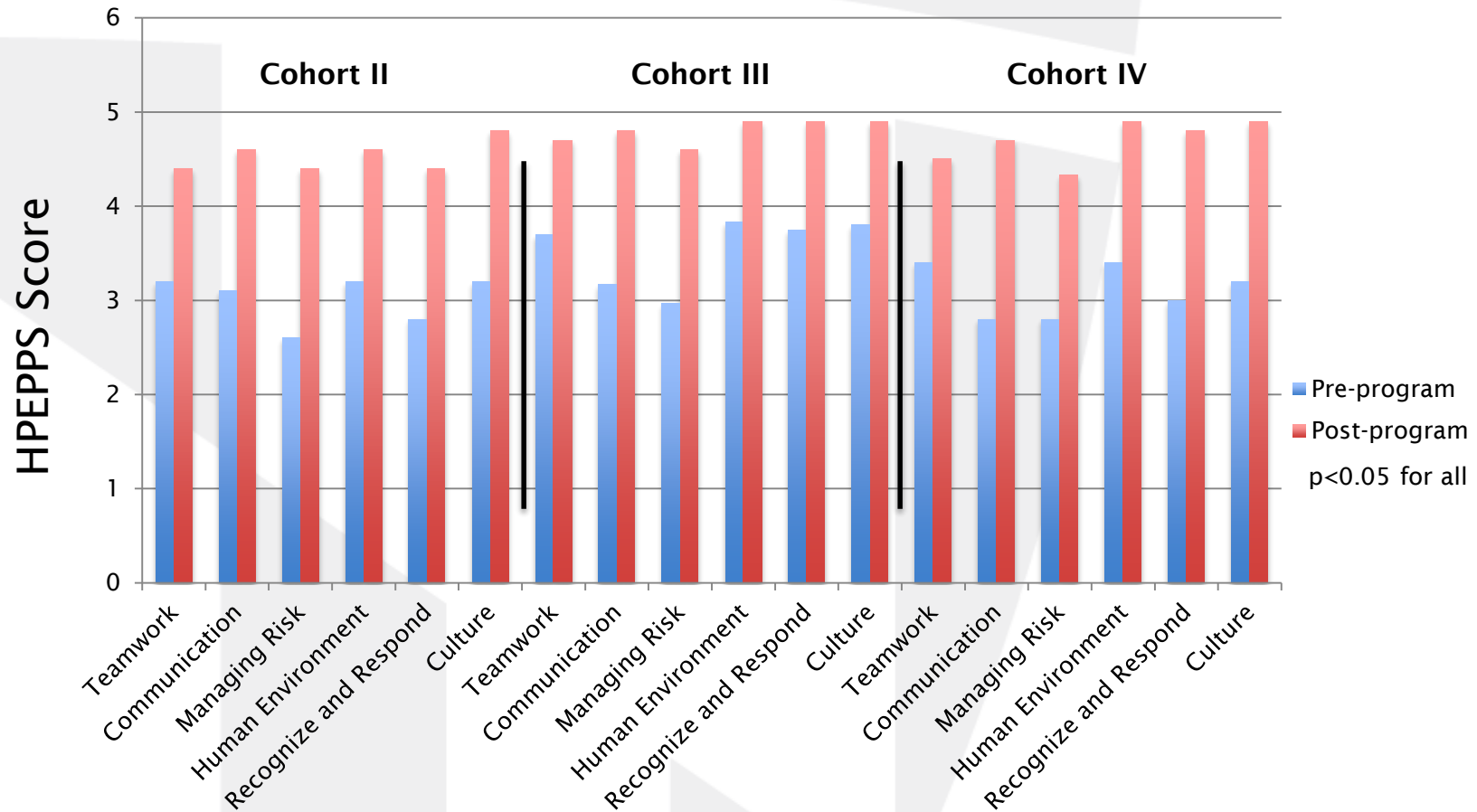
Program Evaluation

- Process evaluation includes specific questions about course content, delivery, and attainment of learning goals for each course and at end of program, as well as project mentor / mentee evaluation of one another
- Pre-post program evaluation includes fellows' perceptions of patient safety competence at entry into practice, using the Health Professional Education in Patient Safety Survey (H-PEPSS), and systems thinking, using the Systems Thinking Scale (STS)
- Pre- and post- program scores for the H-PEPSS subscales and STS were compared using the Wilcoxon Signed-Rank Test

Systems Thinking



Patient Safety Competence at Entry into Practice



Mentor-Mentee Evaluations

Fellow Responses (Cohorts I-IV)		Mentor Responses (Cohorts I-IV)	
	Agreed / Strongly Agreed, %		Agreed \ Strongly Agreed, %
My mentor fostered my professional development	87%	Experience was satisfying	91%
Participating in this project was mutually rewarding to the mentor and me	82%	Time commitment reasonable	85%
I consider that my mentor-mentee relationship was successful	90%	Successful in actively involving students in their project	92%
My mentor and I worked towards a common goal	89%	Progress in meeting the agreed upon project activities meets my expectations	93%

Conclusion

- This innovative program is effective in facilitating learning and application of the patient safety champion role among pre-licensure nursing students.
- Fellows' patient safety competence and systems thinking increased to high levels (or improved) after participation in the program, leaving them well-equipped as future leaders of patient safety and QI initiatives.
- This program can serve as a model for integrating quality and safety concepts into nursing curriculum.