

Impact of the Fuld Fellowship Program on Patient Safety and Competence and Systems Thinking

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Learner Objectives

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

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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 intersession course
 - Stipends for fellows and mentors

Courses

- Course 1
 - Blended course that applies a systems approach to introduce Fellows to the science of patient safety and QI
- Courses 2-3
 - Blended Course
 - 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 online, Fellows create a scholarly poster presentation and disseminate their project-based learning

3-day Interprofessional Intersession 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

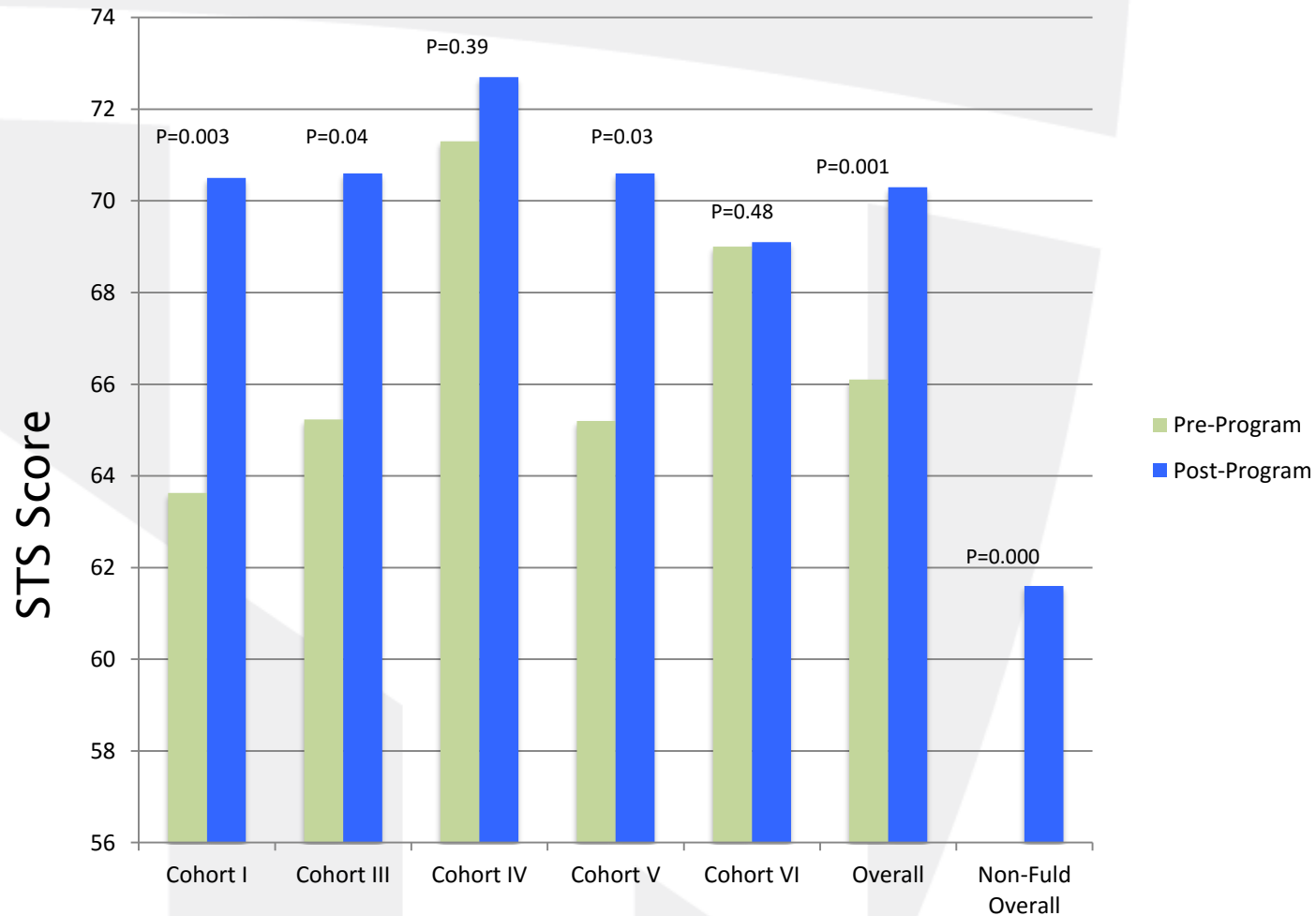
6-Month Service Learning Project

- Fuld Fellows engage in 50 service-learning project hours under guidance of a patient safety expert mentor
- Emphasis on synthesizing course learning through work as a quality improvement or patient safety project team member
- Mentors are leaders from across the Hopkins Health system, from primary care to ICU

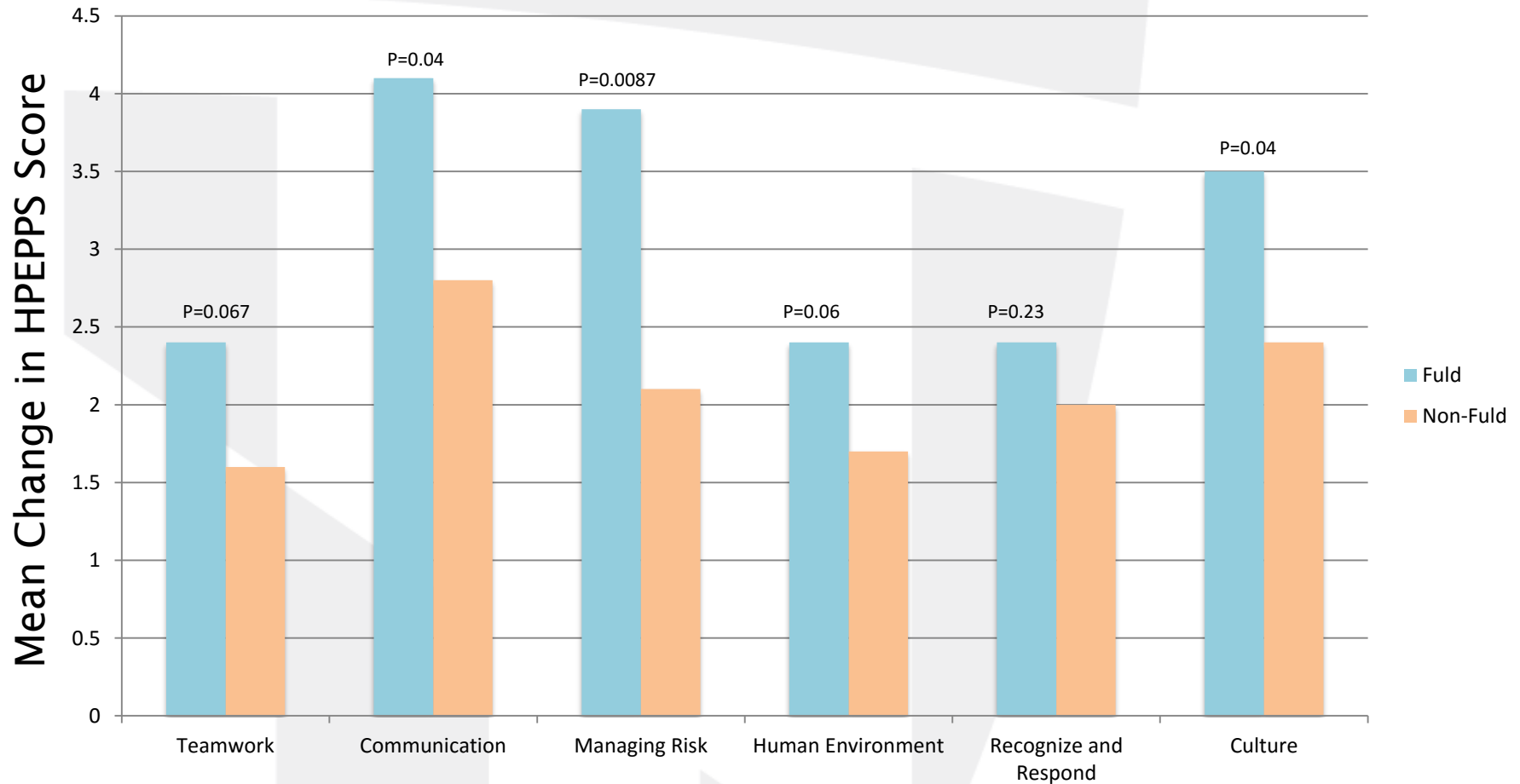
Program Evaluation

- 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 Competency at Entry into Practice: Comparing Mean Change for Fuld and Non-Fuld Students



Focus Group Feedback

- “Having the opportunity to delve deeply into a single project was incredibly valuable. Working with my mentors on a specific project gave me a unique opportunity to work on a real-world quality and safety issue, and to support an evidence-based practice project to improve the quality of care on the unit. The opportunity was much more rewarding than my other BSN classes, and I gained experience with project management and all of the issues surrounding working on a small team.”
- “The program was beneficial towards shaping me as a marketable future nurse. I do believe I will be more aware of quality improvement and safety issues than my co-workers and this will make me a leader in the workforce.”

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.