



Touro University California
School of Nursing

MSN Culminating Quality Improvement Project Handbook

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Introduction

This handbook has been developed to serve as a roadmap to the processes, procedures and requirements of the MSN Culminating Quality Improvement (QI) Project. The MSN culminating QI project is developed, implemented, and disseminated over two-three semesters and is supported by content delivered throughout the MSN program.

Overview of Culminating Quality Improvement Project

The MSN program culminates in the successful completion of the quality improvement (QI) project that is completed over two to three semesters. The QI project integrates principles of graduate education, CNL role development, and direct care experiences to design, implement, evaluate, and disseminate an outcome-based model of health care improvement; reflective of the CNL role in complex health care systems. Each student collaborates with an agency to address a real-world problem in the clinical setting within a specific microsystem. The final product of the project is a professional poster and scholarly paper.

Development and Progression of the Culminating QI Project

	Spring Semester Session 1 & 2	Summer Semester	Fall Semester Session 1	Fall Semester Session 2
Agency Placement	X			
Clinical Microsystem Assessment	X			
Identify broad area of interest	X			
Identify 3 key articles of interest	X			
QI Project PICOT Question	X			
QI Project Proposal topic approval		X		
QI Project IRB Proposal approval		X		
QI Project Implementation			X	
Outcome Analysis				X
Report development				X
Poster Development				X
Poster Presentation				X

MSN Project Advisor

The faculty advisor will serve as the QI Project advisor and provides academic guidance and mentoring to the MSN student in concert with the preceptor. The student should meet regularly with the advisor for assistance with project development, implementation, analysis and dissemination of results. The faculty advisor does not need to be an expert in the student's area of interest.

Steps to Progression of the Quality Improvement Project

1. Clinical Microsystem Assessment with preceptor and faculty advisor.
2. Develop project with information from the CMA, preceptor, and faculty advisor.
3. PICOT question approval by faculty advisor.
4. Secure agency approval for QI Project.
5. Review IRB Handbook & instructional video (in Canvas).
6. Complete IRB Proposal (see IRB Handbook)
7. Faculty Advisor approves SON IRB Proposal
8. Student submits SON IRB Proposal to the Chair of the IRB Committee.
9. Once approved by the SON IRB Committee and the agency, implementation can begin.
10. Following implementation and evaluation, student submits the final paper.
11. Following approval of final paper, student may proceed with developing poster presentation.

QI Project Instructions for Writing the Final Paper

Instructions

- ❖ This instructional guide is to be used to complete the QI Project and Final Paper for NRSC 616.
- ❖ Customization of the Final QI Paper template is NOT permitted. A copy of this document will be provided to your clinical preceptor.
- ❖ Adherence to the deliverable timeline is REQUIRED.
- ❖ Final QI Paper MUST BE submitted using NRSC 616 template.

Assignment Objectives

- (1) To provide the MSN/CNL student with a systematic, evidence-based approach to report the process of their quality improvement culminating project utilizing the Standards for Quality Improvement Reporting Excellence (SQUIRE) guidelines.
- (2) To utilize the SQUIRE 2.0 guidelines to bridge the gap between the completion of the project and the dissemination of the process to others.

Template for QI Paper – next pages

Template for QI Paper

Use text in bold as headings.

Steps	Deliverables	Page Limit
	Title Page	
#7 (although the second page of the paper)	<ul style="list-style-type: none"> • Abstract (Written after all chapters completed) • Double-spaced, 150-250 words maximum • Reflecting: 	1
Written after all paper and project is completed.	<ul style="list-style-type: none"> ▪ QI question ▪ Methods ▪ Interventions ▪ Results ▪ Conclusion 	
#1	<p>Introduction (Squire 2.0, 2015)</p> <ul style="list-style-type: none"> • Introduce problem and significance in the agency • What is the cost (may be fiscal or human) • What is the available knowledge and data about the problem at a local, state, national, or global level? <p>Background</p> <ul style="list-style-type: none"> • Microsystem assessment (Root cause analysis/Ishikawa Diagram in appendices) <ul style="list-style-type: none"> ▪ Purpose ▪ Patients ▪ Process ▪ Professionals ▪ Patterns • Rationale <ul style="list-style-type: none"> ▪ Theory, model, or framework • PICO(T) Question/Problem Statement • Specific Aims 	2.0
#2	<p>Literature Review - pg. 19 (Roush, 2015)</p> <ul style="list-style-type: none"> • Synthesis of selected articles from EBP table (min. 5 articles) • Summarize the relevant finding of current literature • How the evidence relates to your project 	2

#3	<p>Methods (Squire 2.0, 2015)</p> <ul style="list-style-type: none"> • Design of Project <ul style="list-style-type: none"> ▪ Describe setting (give description of agency (#of beds, type of agency, # of staff (if relevant), and specialty area. DO NOT give the name of the agency. ▪ Sample (size, who, inclusion criteria & how are you going to recruit) ▪ Intervention (be specific with timeline, who, what, when, where, how) ▪ Measures (tools) for studying the outcome(s) include rationale for using, reliability and validity if available and 	1.5
	<p>how it will be scored (include tool(s) as appendix)</p> <ul style="list-style-type: none"> ▪ Ethical Considerations (consent, IRB approval) ▪ Procedure for data collection (step-by-step to allow for replication of project) ▪ Data analysis (this is how you plan to analyze any data) 	
Implement practice change and Data Collection		
#4	<p>Results – (Squire 2.0, 2015)</p> <ul style="list-style-type: none"> • Demographics of the sample used (example: size, gender, skill level, socioeconomic, education, etc.) • Give details of the intervention to include the process and timelines and any modifications to the intervention • Outcome(s) (descriptive and/or statistical analyses) • Project evaluation to include unintended consequences such as unexpected benefits, problems, failures, barriers, or costs associated with the intervention(s). 	1

#5	Discussion – (Squire 2.0, 2015) <ul style="list-style-type: none"> • Key findings and the relationship to the project aims and PICOT • What do your results mean? <ul style="list-style-type: none"> ▪ Nature of the association between the intervention(s) and the outcomes ▪ Comparison of results with findings from review of literature ▪ Impact of the project on nursing, patients and/or systems ▪ Reasons for any differences between observed and anticipated outcomes, including the influence of the setting/population ▪ Limitations, bias, generalizability, reliability, and/or validity 	2
#6	Conclusion - (p. 101, Roush, 2015) <ul style="list-style-type: none"> • Usefulness of the work • Sustainability 	1
	<ul style="list-style-type: none"> • Potential for spread to other settings • Implications for nursing practice, finance, and policy, and for further study in the field • Suggested next steps related to the project 	
	Appendices (tables, charts, graphs, etc.)	
	References (5 articles minimum)	
#8	Final QI Paper (Steps 1-7) <ul style="list-style-type: none"> • The paper should be free of spelling, grammar, and punctuation errors and must be formatted in APA with a cover sheet, running head, and appropriate margins, font, citations and reference list. 	10

Resources:

SQUIRE 2.0 (2015) Revised Standards for Quality Improvement Reporting Excellence
Retrieved from: <http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&PageID=471>

Text: American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association. ISBN: 978 1 4338 05615

Roush, K. (2015). *A Nurse's Step-By-Step Guide to Writing Your Dissertation or Capstone*. Indianapolis: Dustin Sullivan. ISBN: 9781940446080

Schmidt, N., & Brown, J.M. (2017). *Evidence-based practice for nurses: Appraisal and application of research*. 4th Ed. Burlington, MA: Jones & Bartlett Learning. ISBN: 9781284155563

Ogrinc G, Davies L, Goodman D, Batalden PB, Davidoff F, Stevens D. (2015). [SQUIRE 2.0 \(Standards for Quality Improvement Reporting Excellence\): Revised publication guidelines from a detailed consensus process.](#) *BMJ Quality and Safety*.

Instructions for Creating Culminating Quality Improvement Project Posters from the TUC SON Template

Preparation

- Draw a mock-up of sections you need and possible layouts
- Leave enough time to prepare and check turnaround time for printing
- Check to see if printing service will give you a “proof”—sometimes things don’t translate well from one system/printer to another and some details you can’t see easily in PowerPoint
- Check requirements for printing services (e.g., resolution for images, max printing size, whether fonts need to be embedded in PowerPoint presentation)

Content

- Keep purpose in mind (your purpose and conference purpose)
- Consider audience (technical background, etc.)
- Think “press conference”—max 2 minutes/2 pages of info
- Some content can be omitted from poster and included in handouts and/or published papers (e.g., extensive lit reviews or bibliography, complex tables)

Size

- 36” x 48”

Design

- Sell your content
- Keep material simple
- Be selective in what you present
- You want passers-by (who are also eating breakfast, drinking coffee, and talking) to get something from your poster in 30 seconds
- Use logical order (people are used to reading in columns (top to bottom) from left to right, or in rows (left to right) from top to bottom)
- Label sections to help guide—e.g., use research journal manuscript sections or some derivation thereof as appropriate to your content
 - o In addition to title, authors, affiliation, and usually acknowledgements, you should include “what, why, how, results, so what?”
For example, use one or more relevant heading from each category:
What: objectives, purpose, hypotheses
Why: background, theory, context
How: methods, design, sample, data, measures, analyses
Results
So what?: summary, conclusions, implications, limitations, further study

- Posters are not manuscripts, so don't try to include the same detail as in a paper
- Several examples are available to use as formats (see NRSC 616 Blackboard site)

Color

- High contrast (e.g., dark text and light background)
- Beware of large blocks of bright colors
- Beware of dark or patterned backgrounds
- Gradient backgrounds sometimes don't print well
- Use color to emphasize/differentiate/add interest (not just because they're there)

Font

- Large enough to see from at least 5-8 feet, e.g., 14 (if printed at 200%) for text, larger for section headings and even larger for title (to be seen from 15-20 feet)
- Simple font (e.g., Arial)
- Italic and bold work better for emphasis than underlining
- Keep to one (or very few) font types
- Minimize use of all caps

Graphs/pictures

- Should be understandable, readable, relevant
- Follow basic guidelines for statistical graphics
- Beware of clipart (use only when it clarifies, illustrates, etc.—not just because it's cute)
- Use appropriate resolution for images/photos
- Minimize use of multitudes of numbers—use graphs whenever possible
- jpg files usually more efficient than other types for images

Check/check/check

- Spelling
- That elements line up
- Consistency of style, fonts, etc.

A few notes on PowerPoint

- Set slide size at ½ the poster finished width and length you want (then you'll specify to print at 200%)
- Use the SON poster template.
- Guidelines are very useful for lining up text boxes
- Check that font, color, margin, indent markers, and line spacing are consistent in every text box
- Images and objects should be inserted, not copy/paste

Guidelines for Acknowledgement

Authors should publicly thank those people and organizations that supported the work submitted for public presentation.

- Prior to acknowledging an organization or person, confer in advance with the person or organization whose name you intend to publicly recognize.
- Some organizations that provide grant funding will require acknowledgement and may have a preferred statement about how they wish to be acknowledged.