INTERPROFESSIONAL LEARNING ABOUT IMPROVEMENT USING QUALITY REGISTRIES

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SWEDISH NATIONAL QUALITY REGISTRIES

A national Swedish collaborative project between *universities, healthcare* institutions and regional registry centers addressed the need for increased knowledge about and use of national quality registries.

Objective: To develop and implement learning models for the use of quality registries by student teams and for interprofessional collaboration between medical and health care programs, clinics and registry centres.

Outcome: Different learning activities for healthcare improvement have been developed in undergraduate education with encouraging outcomes, for students as well as for caregivers and patients.

GOTHENBURGH

Background: A team consisting of actors from the nursing program, clinical practice and registry center developed an elective course in improvement knowledge.



UMEÅ

Background: A good learning opportunity if students acquire more knowledge during undergraduate education and the possibility of using quality registries in collaboration for clinical improvement work.

Intervention: Study assignment was formulated, joint training improvement knowledge and quality registries, students teams conduct assignments, access to method support and presentation and feedback to clinical staff, evaluation and reflections

Result: Students: "Collaboration with other professions is great and fun, the best was meeting and working together, practice system knowledge" Staff: "Beyond our expectation, do it again, great that we got presentation and feedback"

A National Quality Registry contains individualised data concerning patient problems, medical interventions, and outcomes after treatment; within all healthcare production. It is annually monitored and approved for financial support by an **Executive Committee.** Vision National Quality Registries are used in an integrated and active way for continuous learning, improvement, research and management to create the best possible health and care together with the individual

Current Swedish NQRs;

- Bipolar Affective Disorder (BipoläR)
- ADHD Treatment Follow-up (BUSA) Amputation and Prostheses (SwedAmp)
- Ankle Arthroplasty
- Assisted Reproductive Technology (Q-IVF)
- Atrial Fibrillation and Anticoagulation
- (AuriculA) Behavioural and Psychological Symptoms of Dementia (BPSD)
- Better Management of Patients with
- Osteoarthritis (BOA)
- **Bladder Cancer**
- Brain Tumours **Breast Cancer**
- **Breast Implants**
- Cardiopulmonary Resuscitation
- **Caries and Periodontitis**
- Cataracts
- **Catheter Ablation**
- **Cervical Cancer Prevention Child and Adolescent Habilitation**
- Child and Adolescent Psychiatry (Q-bup)
- Child Preventative Health (BHVQ)
- **Childhood Cancer**
- Childhood Epilepsy (BEPQ)
- Childhood Obesity (BORIS) Cleft Lip and Palate (CLP)
- **Colorectal Cancer Treatment**
- Congenital Heart Disease (SWEDCON)
- **Congenital Metabolic Diseases**
- Corneal Transplant **Cruciate Ligament Injuries** Cystic Fibrosis Dementia (SveDem) Dependency (SBR) Diabetes (NDR) with SWEDIABKIDS Ear, Nose and Throat Care Eating Disorders (RIKSÄT) Electroconvulsive Therapy (ECT) Endovascular Treatment of Ischemic Stroke (EVAS) Enhancement and Development of Evidence-Based Care in Heart Disease (Swedeheart) Follow-up of Persons with Cerebral Palsy (CPUP) Forensic Psychiatry (RättspsyK) Fractures Gallstone Surgery and Endoscopic Retrograde Cholangiopancreatography (GallRiks) Gender Dysphoria Gynaecological Oncology Gynaecological Surgery (GynOp) Haemophilia Hand Surgery (HAKIR) Head and Neck Cancer Heart Failure (RiksSvikt) Hepatitis (InfCare Hepatit) Hernia Hip Arthroplasty **Hip Fracture Patients and Treatment** (RIKSHÖFT) HIV (InfCare HIV) Infectious Diseases Inflammatory Bowel Disease (SWIBREG) Inguinal Hernia Surgery (Swedish Hernia Registry) Intensive Care (SIR) Internet-Based Psychological Treatment **Kidney Cancer** Knee Arthroplasty Leukaemia Liver, Bile Duct and Gallbladder Cancer (SweLiv) Lung Cancer Macula Malignant Melanoma Mammography Screening Neonatal Care (SNQ) Neurological Care (NEUROreg)(previously Swedish MS Registry) **Neuromuscular Diseases Obesity Surgery (SOReg) Oesophageal and Stomach Cancer** Paediatric Kidney Disease Paediatric Orthopaedic Conditions (SPOq) Paediatric Rheumatology Pain Rehabilitation (NRS)

Intervention The content was based on real improvement projects based on data from quality registries at the healthcare unit.

Result: The implementation of learning activities can already lead to better care for the patient. In extension, the newly graduated nurses can contribute to continued development of healthcare based on their improved knowledge

SKÅNE (Lund, Malmö, Kristianstad)

Background Limited knowledge and practical experience in teaching on NQR and Profound knowledge of improvement.

Intervention Representatives from six educational programs at three universities, Healthcare administration and the Regional Registry Centre came together to form a strategy. A survey addressed to teachers showed gaps of knowledge in both subjects, and a clear wish to learn more on how to include these subjects in the curricula.

Seminars and workshops for teachers have been given: one set of introduction seminars with local attendees and participants, and a step II seminar/workshop with attendees and participants added from the other four project nodes, sharing experiences.

Result Teachers from many programs have met to discuss experiences, successes as well as failures, along the road towards pilot courses. The engagement for teaching and learning models about NQR and Improvement knowledge has increased.

LINKÖPING

Background: The Faculty of Health Sciences, Linköping University has, since 1986, a developed interprofessional curriculum, including theory and practice in improvement knowledge.

Intervention: Building on positive experiences of students' capabilities to contribute to the improvement of care in the clinical setting an interprofessional assignment was designed. The following criteria were aimed to be met; prompt clinical applicability, patient involvement, selfinstructive manual, usability for either individuals or, preferably, groups, increased knowledge about the use and importance of QRs amongst both students and clinical staff..

Result: The assignment has been tested by two student groups and presented for several clinical leaders. Full scale implementation is scheduled for autumn 2016..

JÖNKÖPING

Background: A team consisted of actors from the nursing program, clinical practice and registry center met to develop an elective course in improvement knowledge.

Intervention: The content was based on real improvement areas based on data from quality registries in the healthcare unit.

Result: The implementation of learning activities can already lead to better care for the patient. In extension, the newly graduated nurses can contribute to continued development of healthcare based on their improved knowledge.

Lessons learned:

We found the following important impact factors for good learning models:

Infrastructure, Collaboration, **Integrated learning, Communication & Facilitators**



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- Palliative Care
- Pancreatic and Periampullary Cancer
- **Penile Cancer**
- Perioperative Care (SPOR)
- Pituitary Disease
- Podiatric Surgery (RiksFot)
- Pregnancy
- Preventative Care (Senior Alert)
- Primary Immunodeficiency (PIDcare)
- Prostate Cancer (NPCR)
- Psychiatric Care Monitoring ("The Quality Star")
- Psychosis Care (PsykosR)
- Pulmonary Arterial Hypertension (PAH)
- Rehabilitation for Visual Impairment (SKRS)
- **Rehabilitation Medicine (Webrehab** Sweden)
- Renal Failure (SNR/SRR)
- Respiratory Diseases (RiksKOL+ NAR)
- **Respiratory Failure**
- Rheumatic Diseases (SRQ)
- School Health Services
- Shoulder and Elbow Arthroplasty
- Sleep Apnoea
- Spinal Dysraphism and Hydrocephalus (MMCUP)
- Spine Surgery (SWESPINE)
- Stroke (Riksstroke)
- Systemic Psoriasis Treatment (PsoReg)
- Testicular Cancer (SWENOTECA)
- Thyroid Cancer
- Thyroid, Parathyroid and Adrenal Surgery (SQRTPA)
- Trauma
- Ulcer Treatment (RiksSår)
- Vascular Surgery (Swedvasc)