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 registers.

**Objective:** To develop and implement learning models for the use of quality registers 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.

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

**Intervention** The content was based on real improvement projects based on data from quality registers 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.

**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, self-instructive manual, usability for either individuals or, preferably, groups, increased knowledge about the use and importance of QRs among 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 2014.

**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 registers 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.

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**Lessons learned:**
We found the following important impact factors for good learning models:
- Infrastructure, Collaboration, Integrated learning, Communication & Facilitators