



SISCC Capacity & Capability Building

1. Research Theme

Students as Change Agents

Student focus groups and staff interviews

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2. Training and Development

BMSc in Healthcare Improvement

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3. Next Steps



Students as Change Agents

Student Selected Component (SSC): four weeks full time

April 2016 Year 5 SSC on Patient Safety

- **Eight students with different clinical teams**
 1. **Improving the management and satisfaction of medical boarded patients in ENT wards**
 2. **VTE prophylaxis with TED stockings in a surgical ward:**
 3. **VTE prophylaxis with anticoagulants in a medical ward**

May 2016 Year 2&3 SSC on Improving Care with Clinical Teams

- **Eight students in Anaesthetics**
 1. **Improving the theatre sign in**
 2. **Improving the monitoring of endotracheal and laryngeal cuff pressures**
 3. **Improving the emergency theatre safety brief**



Theme 1: Competing priorities

<p>Understand the allocated project Familiarise themselves with the clinical environment Learn about the QI methodology Implement meaningful change</p>	<p><i>“I’m not sure that four weeks is long enough to do a quality improvement project”</i></p>
<p>Exams and assessments</p>	<p><i>“Yes, cause obviously we want to see an improvement, but also we want to get into the next year of uni [...] like we don’t want to have to re-sit the year.”</i></p>
<p>Differing views about priorities</p>	<p><i>” and then week two we’ve suddenly realised that all that we’ve been doing and what they want wasn’t fitting [...] and that’s when we had to modify what we were doing clinically to fit into what we actually had to submit to get our grade</i></p>



Theme 2: Engagement

<p>Being a valued and respected healthcare professional and were treated as an important part of the team</p>	<p>When clinical staff and their supervisors engaged with them, despite the challenges, they embraced the learning opportunities around quality improvement and were able to apply their learning to practice</p>
<p>Being just a student.</p>	<p><i>“If you are anything less than fourth year, I don’t think the nurses would even entertain the idea that you’re going to try to do anything. As a students it’s never going.... You’re never going to get people working with you, you’re never going to get the full support of the staff, whereas at the end of the day they want to get their job done, they’re no wanting a student to come along and tell them what to do”.</i></p>
<p><i>“Clinical”</i> and <i>“non-clinical”</i> projects</p>	<p>Students who were involved in a <i>“clinical”</i> project relating to <i>“being a doctor”</i> , felt more connected to their project because they were able to experience more of what doctors do. This seemed to encourage them to engage more with the project compared to those who were assigned to <i>non-clinical</i> projects .</p>



Theme 3: Making a difference

“to be a part of the different ways you might help improve it for others, it turned out a lot better than I thought it would as well”.

“I think it's because we were able to see that just a tiny change could make a big difference, because I was trying to think initially like oh what can we do that would make this real improvement that we need, and I was just thinking we've only got four weeks, we can't come up, you can't change a like whole system in, you know, so that's why we thought we'll just make a couple o' changes see how they go, and change them if they don't work, go back to how they were and think of something else, so yeah, I think that was really useful”.

“It is good to see even as students that you can do – even if it's a very, very minimal change – you can make a bit of a change and the point being is that if we were to use that when we were actually doctors and we're there day in, day out, that's our job, we're there for four months or whatever, how much more of a change that potentially you could do”.

Consultant Anaesthetist, email, February 2017

“The safety briefs in CEPOD theatre are continuing and I am happy to say seem to have become embedded in practice or at least in the most part. Having looked at the data from Aug-Oct compliance with the safety brief has increased significantly. I am in the process of looking at the data from Nov-Jan. I will forward it on to yourself when I've finished”



Students as Change Agents: Conclusions

- Students need meaningful, workplace based service-learning with clinical teams from Year 1

Service-Learning

“A method under which students learn and develop through active participation in thoughtfully organised service experiences that meet actual community needs, that are integrated in the students’ academic curriculum or provide structured time for reflection and that enhance what is taught in school by extending student learning beyond the classroom and into the community.”

Corporation for National and Community Service 1990

- Goals identified by clinical teams are less likely to lead to challenges with competing priorities and engagement
- Students need to be involved with problem finding and defining goals as well as prototyping



BMSc in Healthcare Improvement

- Quality Improvement option in existing BMSc in Clinical Research
 - Since 2014/15 five of seven students took the QI option
 - Two firsts and one 2.1 (two ongoing)
- Internal marketing of change to Healthcare Improvement for 2017/18
 - 14 first choice applications from Dundee MBChB students
 - 11 accepted
- Healthcare Improvement BMSc (for 2017-18)
 - Core module: Applying behaviour change & human factors theory to improvement
 - Optional module: Ethnographic research methods in Healthcare
 - Approved by Medical School Board and University QASC March 2017



Next steps

Dundee MBChB five year plan

- Healthcare improvement (including patient safety, human factors and person centred care) is integrated and visible in all years of MBChB.
- All students will have the opportunity to participate in workplace based service-learning about person centred care from years 1-5.
 - Patient shadowing
 - Patient experience interviews
 - Practice development
 - Service design
- All students have the opportunity to apply quality improvement methods to at least one area of practice with a clinical team over the 5 years.

BMSc Market Research



Thank you