



Qualitätstriathlon  
im Pflegealltag

# Interview with Karin Krenzer, Head of Nursing at Haus des Lebens in Driedorf



## How did you find the seminar overall?

I liked it very much.

## How did you find the method of the quality triathlon?

Very good. I should mention that there were many things we were already familiar with from our specific education in the care sector, but which were not consistently applied. When so many people work together, mistakes do happen. However, the focus should be on not pointing fingers at individual employees, but rather saying: "I noticed that this or that occurred. How did it happen, and how can we prevent it in the future?" This was reinforced to us.

## Can you apply the insights from the seminar in your daily work?

Yes, I do think so. Especially with the methods that were shown to us, such as the 5W1H method (also known as the "Kipling Method"). What happened, when, where, how, by what, or by whom? How did this error occur—was it due to the material or the person? This can really be addressed using these methods. The mistake happened, but the described methods allow for a factual response.

As the Head of Nursing, I can imagine documenting objectively: I noticed this or that... I would then pass this information on to the area manager, for example. The entire unit should then work together to see how we can prevent this mistake in the future—not just focusing on an individual person.

## What are you taking away from the seminar for your work?

I will definitely work with the tools we learned about. I wasn't familiar with the fishbone diagram (for cause-and-effect analysis in problem-solving). I will assess which tool to use depending on the error or problem that arises.

## How did you find the learning game in the first part of the quality triathlon?

I think it is great! I didn't know such a learning game existed. The questions reflect an MDK examination (Medical Service of Public Health Service) and the content of expert standards. It really mirrors everything from everyday nursing practice.

Of course, there are employees whom you know could benefit from additional training. It's great to have a tool like this. For example, if a nurse discovers a wound on a resident in the morning, she is also responsible for creating the wound documentation. She should not pass this task on to the next caregiver. Such procedures can be clearly illustrated using the game. In this case, I would give the employee the relevant card, and she would see from the correct answer on the back of the card the important reason why she needs to complete the wound documentation herself. The reasons for required actions become clear, which increases understanding and the perceived importance of carrying out necessary tasks.

## Did you enjoy the learning game?

Yes, very much. And to be honest, with some of the tasks, I found myself thinking, "How was that again?" So, I thought the game was great. I've already discussed it with our home manager, and we will be ordering the game. Yes, and then we'll get started!

## Dear Ms. Krenzer, thank you very much for the interview!



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