JACKSONVILLE UNIVERSITY

SCHOOL OF NURSING

NUR 533

Quality and Safety in Healthcare

Fall 2011

11/27/10

Course Number: NUR 533

Course Title: Quality and Safety in Healthcare

Placement in the Curriculum: Variable

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Catalog Description:

NUR 533: Quality and Safety in Healthcare   3
Three hours per week theory. Prerequisite: Permission of nursing faculty. Students will examine and analyze quality management and safety for system effectiveness to improve the outcomes of healthcare. Topics will include quality improvement efforts, research and ethical issues, basic safety design principles, and national patient safety resources.

Course Objectives: At the end of the course the student will be able to:

1.   Analyze strategies for improving outcomes of care in the healthcare setting.

2.   Analyze the impact of context (such as, access, cost, or team functioning) on improvement efforts.

3.   Analyze ethical issues associated with quality improvement.

4.   Describe features of quality improvement projects that overlap sufficiently with research, thereby requiring IRB oversight.

5.   Analyze the benefits and limitations of quality improvement data sources, measurement, and data analysis strategies.

6.   Explain common causes of variation in outcomes of care in the practice specialty.

7.   Describe common quality measures in the practice specialty.

8.   Analyze the differences between micro-system and macro-system change.

9.   Examine principles of change management.

10.   Analyze the strengths and limitations of common quality improvement methods.

11.   Examine human factors and other basic safety design principles.
12.   Describe processes used to analyze causes of error and allocation of responsibility and accountability (such as root cause analysis and failure mode effects analysis).

13.   Analyze potential and actual impact of national patient safety resources, initiatives, and regulations.

14.   Examine areas of risk/liability including education of staff, reporting of liability, and corrective action of identified areas of potential liability.

Topic Outline:
Improving outcomes of care in the healthcare setting
Ethical issues associated with quality improvement
Features of quality improvement projects
Common quality measures
Human factors and other basic safety design principles
Impact of national patient safety resources, initiatives, and regulations

Teaching Strategies:
Assigned Readings
Case Studies
Collaborative Learning Teams
Guest Speakers
Lecture/Discussion
Discussion Board
Student Presentations
Written Projects

Evaluation Methods:

Discussion Board (10 @ 10 points each)	100
Interview with a Quality Management Analyst	100
Quality Management Professional Organization Meeting Evaluation	100
Patient Safety/Health Outcomes Organization Paper and Presentation	100
Collaborative Learning Team Paper and Presentation on a Quality/Safety Issue	200
TOTAL	**600**

Final Grade: The course grade will be determined by summing the number of points the student receives. Letter grades will be assigned according to the following point accumulations:

A   =   549 – 600 points
A-   =   537 – 548 points
B+   =   525 – 536 points
B   =   489 – 524 points
B-   =   477 – 488 points
C+   =   447 – 476 points **(passes but on academic probation)**
Below this level – course is failed
C-   =   417 – 446 points
F   =   416 points and below

Required Textbooks:

Kelly, D. L. (2011). *Applying quality management in healthcare: A systems approach* (3r^d ed.).

     Chicago, IL: Health Administration Press.

Page, A. (Ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*.

     (Institute of Medicine Report). Washington, DC: National Academies Press.

Publication manual of the American psychological association (6th ed.) (2010). Washington,

     DC: APA.

Classroom Policies:

Policies regarding attendance, tardiness, examinations, promotion, and written assignments are stated in the School of Nursing Handbook. Students are responsible for knowing these policies and adhering to them.

Honor Code:

Truth has been identified by the profession as a value essential to nursing. To underscore the importance of truth, honesty, and accountability, students, faculty, and staff in the Jacksonville University School of Nursing adhere to the following honor code:
"I do not lie, cheat, steal, or condone those who do." Egregious academic misconduct will result in dismissal from the School of Nursing.

Disability-Related Information:

Any student with a visible or non-visible disability who requests "reasonable accommodation" to his or her condition should provide medical and/or psychological documentation of the disability to the Student Life Office and refer to the information in the JU catalogue and SON Handbook for additional information regarding student disabilities. A student with a learning disability should weigh carefully with his/her advisor the requirements of the nursing program in order to ascertain its suitability, given the nature of the disability.

- **Blackboard Discussion Board Participation: (10 @ 10 points = 100 Points)**

A requirement for the class is to post a scholarly substantive response utilizing APA (6th ed.) citations to each week's Blackboard Discussion Board early in the week and at least two insightful responses to your classmates by **9:00 p.m.** at the end of the week for a minimum total of three postings each week. The insightful response must be substantive rather than just an "I agree" response. Students' online participation and completion of assigned web-based activities will be tracked by the instructor throughout the duration of the course. Course participation points will be deducted for lack of online participation. **Only postings before 9:00 p.m. EST at the end of the week will earn points. Note: There are no make-up provisions for a missed discussion.**

Prepare for online classroom by completing all assigned readings and/or activities. Participate in discussions including building on what others contribute. Use assigned readings and other appropriate, relevant literature, together with personal leadership and clinical experience in nursing as a basis for discussion.

Blackboard Discussion Board Assignments are asynchronous learning activities which allow students to research and present pertinent information to the entire class. Each student is expected to post relevant information obtained from peer reviewed journals, internet sources that are organizations, education or governmental (.org/.edu/.gov). Commercial internet sources are not appropriate unless from reputable news organization, i.e. New York Times, Washington Post, Newsweek, Time Magazine, etc. Failure to participate or to participate in a less than meaningful fashion will result in no points awarded. Students will have points allocated directly related to quality of participation.

6-10 Points – Posting of relevant researched information on the specified topic, generating a thoughtful discussion thread and contributing to the discussion at least 3 times.

1-5 Points – Posting of relevant researched information on the specified topic, generating a thoughtful thread and contributing to discussion at least once.

0- Points - Minimal to no contribution to discussion.

Blackboard Discussion Board Expectations:

Components	Exceeding Expectations	Average Expectations	Below Expectations
Consistency of Responses	• Frequent and even distribution throughout the module • Constant engagement in the discussion • Responds in a timely fashion • Demonstrates good self-initiative • Initiates discussion topics	• Uneven distribution throughout the module • Makes some contributions to the online discussions but not always present • Responds most of the time to messages • Infrequently initiates discussion topics	• Uneven and infrequent distribution throughout the module • Limited participation • Only participates when prompted by the instructor
Evidence of Understanding	• Clear that readings and course materials were accessed & understood • Issues and knowledge gained incorporated well into responses • Learner shows excellent reflection on the course content and into their own learning	• Some integration of the content of readings and other course materials • Opinions and ideas are stated clearly with occasional lack of connection to topic or readings • Some evidence of reflection on own learning	• It is not clear that readings or course materials were understood or used in the learner's own knowledge construction • Makes irrelevant remarks which are unrelated to the topic being discussed
Depth of Commentary	• Examples of learner thoroughly identifying and analyzing issues, implications of the topic and generating new issues or concerns for consideration	• Some evidence of learner thoroughly identifying issues, offering implications and generating some new concerns for consideration • Some posting	• Comments are usually to simply agree or disagree with limited analysis or synthesis • No evidence of insight into own learning

	• Comments offer new insights	offer new insights	
Degree of Engagement	• Often presents reflections that become central to the team discussion • Interacts freely and encourages others • Consistently presents creative reflections on the topic • Aware of team needs • Frequently prompts further discussion	• Occasionally makes meaningful reflection of team's efforts • Some effort to become involved in the team • Somewhat aware of the needs of the team • Sometimes prompts further discussion	• Not actively involved in the online discussion • Does not feel the need to belong or participate in team activities • Only participation after prompting from the instructor

Assignment Guidelines:

All written assignments must be typed (double-spaced), have appropriate title sheet, and conform to APA format. References should not be older than five years, except in cases where the reference is considered a classic in the particular field. For due dates on all assignments, please refer to the schedule of classes and assignments.

- **Interview with a Quality Management Analyst: (100 Points)**

Guidelines:

Each student will select and make arrangements to interview a quality management analyst at a healthcare organization with the following questions. This assignment should have the questions listed, be typed, and should be a minimum of two pages in length.

Criteria for Evaluation of the Interview with a Quality Management Analyst:

1.	Adherence to the interview questions.	45 points
2.	Thorough, complete responses noted from the interviewee.	45 points
3.	Grammar, Spelling, and Writing Guidelines Followed.	10 points
	TOTAL	**100 Points**

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Interview with a Quality Management Analyst

Questions:

1.   What is your position in quality management?

2.   What type of healthcare organization, i.e. ambulatory center, hospital, skilled-nursing facility are you employed at?

3.   What are your academic and other credentials that you obtained for the quality management position?

4.   Please describe your role in the organization and departments that it impacts:

5.   What regulatory agencies are you involved with in your role and in what capacity?

6.   Is your role involved with meeting the Joint Commission's National Patient Safety Goals and, if so, in what capacity?

7.   What type of quality management tools/reports do you utilize and who do you provide that data/information to?

8.   What type of organizational challenges do you feel that you face in your role?

9.   What support do you have from the healthcare organization's leadership regarding quality management/patient safety initiatives?

10.   What internal committees do you belong to at your healthcare organization?

11.   What quality management professional organizations do you belong to and, if so, in what capacity?

12. ***Do you have any recommendations for a nurse exploring a career in quality management?***

Grading Sheet: Please attach to the Interview with a Quality Management Analyst

<u>**CRITERIA FOR EVALUATION OF INTERVIEW WITH A QUALITY MANAGEMENT ANALYST:**</u>

	Points Value	Points Earned
1. Adherence to the interview questions.	**45**	
2. Thorough, complete responses noted from the interviewee.	**45**	
3. Grammar, Spelling, and Writing Guidelines Followed.	**10**	
TOTAL POINTS	**100**	

- **<u>Quality Management Professional Organization Meeting Evaluation</u>: (100 Points)**

Guidelines:

Each student will select and attend a quality management professional organization meeting and complete the following questionnaire regarding the meeting. Attendance at the meeting is required while the student is enrolled in this course.

Criteria for Evaluation of a Quality Management Professional Organization Meeting:

1.	Student attendance at the meeting.	45 points
2.	Thorough, completion of the meeting questionnaire.	45 points
3.	Grammar, Spelling, and Writing Guidelines Followed.	10 points
	TOTAL	**100 Points**

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Quality Management Professional Organization Meeting Evaluation Questionnaire

1.   *What was the name of the professional organization meeting that you attended?*

2.   *What was the date that you attended the meeting and location?*

3.   *What was the target membership for the organization, i.e. directors, quality analysts, etc.?*

4.   *What was the agenda for the meeting that you attended?*

5.   *Was there a keynote speaker at the meeting? If so, who was it and what was the topic of their presentation?*

6.   *What types of issues were discussed during the meeting?*

7.   *Do you feel that it would be beneficial for you to join this particular professional organization taking into consideration your career goals?*

Grading Sheet: Please attach to the Quality Management Professional Organization Meeting Questionnaire:

CRITERIA FOR EVALUATION OF A QUALITY MANAGEMENT PROFESSIONAL ORGANIZATION MEETING:

	Points Value	Points Earned
1. Student attendance at the meeting.	**45**	
2. Thorough, completion of the meeting questionnaire.	**45**	
3. Grammar, Spelling, and Writing Guidelines Followed.	**10**	
TOTAL POINTS	**100**	

- **<u>Patient Safety/Health Outcomes Organization Paper and Presentation</u>: (100 Points)**

Guidelines:

Each student will select a patient safety/health outcomes-related organization to examine in depth and analyze the potential and actual impact of the organization's national patient safety resources, initiatives, and regulations. APA format is required for this paper. The paper should be a minimum of 4-5 pages in length including the title and reference pages. The student will present a powerpoint presentation (approximately 10 slides including introduction and reference slides) providing an overview of their paper in class.

Criteria for Evaluation of the Patient Safety/Health Outcomes Organization Paper: (75 Points)

The paper should include the following four topic areas which should be used as headers in the paper:

- *Overview of the Organization* – historical overview, how, when, and why did it become a patient safety/health outcomes organization including information on its leaders, mission, and philosophy. **(10 points)**

- *Review of the Current Literature on the Organization* – at least 5 references of which three should be from the nursing and healthcare literature (not older than five years). **(25 points)**

- *Impact of the Organization on Patient Safety/Health Outcomes* – provide an analysis on the potential and actual impact of the organization's national patient safety resources, initiatives, and regulations regarding patient safety/health outcomes. **(25 points)**

- *Future Considerations* – what are the future goals and initiatives planned for this organization? **(10 points)**

Examples of Organizations:

Institute for Healthcare Improvement
National Patient Safety Foundation
The Joint Commission

Criteria for Evaluation of the Patient Safety/Health Outcomes Organization Presentation: (25 Points)

Each student will design and present a powerpoint presentation (approximately 10 slides including introduction and reference slides) providing an overview of their Patient Safety/Health Outcomes Organization paper that was developed in class.

Grading Sheet: Please attach to the Patient Safety/Health Outcomes Organization Paper

<u>**CRITERIA FOR EVALUATION OF THE PATIENT SAFETY/HEALTH OUTCOMES ORGANIZATION PAPER**</u>**: (75 Points)**

	Points Value	Points Earned
• *Overview of the Organization* – historical overview, how, when, and why did it become a patient safety/health outcomes organization including information on its leaders, mission, and philosophy.	**10**	
• *Review of the Current Literature on the Organization* – at least 5 references of which three should be from the nursing and healthcare literature (not older than five years).	**25**	
• *Impact of the Organization on Patient Safety/Health Outcomes* – provide an analysis on the potential and actual impact of the organization's national patient safety resources, initiatives, and regulations regarding patient safety/health outcomes.	**25**	
• *Future Considerations* – what are the future goals and initiatives planned for this organization?	**10**	
• APA format for References, Grammar, and Writing Guidelines	**5**	
TOTAL POINTS	**75**	

Grading Sheet: Please attach to the Patient Safety/Health Outcomes Organization Powerpoint Presentation

<u>**CRITERIA FOR EVALUATION OF THE PATIENT SAFETY/HEALTH OUTCOMES ORGANIZATION PRESENTATION**</u>**: (25 Points)**

	Points Value	Points Earned
Presentation: Appearance (personal and visual) Creativity Organization (Introduction, Content, and Reference Slides) References	**25**	
TOTAL POINTS	**25**	

- **Collaborative Learning Team Paper and Powerpoint Presentation on a Quality/Safety Issue: (200 Points)**

Guidelines:

Each collaborative learning team will select a quality/safety issue in the healthcare delivery system to examine in depth. APA format is required for this paper. The paper should be a minimum of 10 pages in length including the title and reference pages. Each collaborative learning team will present a powerpoint presentation (approximately 15 slides including introduction and reference slides) providing an overview of their paper in class.

Criteria for Evaluation of the Collaborative Learning Team Paper on a Quality/Safety Issue: (150 Points)

The paper should include the following four topic areas which should be used as headers in the paper:

- *Introduction of the Quality/Safety Issue* – historical overview, trends, how, when, and why did it become an issue impacting healthcare.

- *Review of the Current Literature on the Quality/Safety Issue* – at least 10 references of which eight should be from the nursing and healthcare literature (not older than five years).

- *Impact of the Quality/Safety Issue on Healthcare* – what type of impact, i.e. costs, morbidity, mortality, etc. is the quality/safety issue having on the healthcare delivery system?

- *Future Considerations* – what initiatives are underway or planned to address the quality/safety issue?

Examples of Quality/Safety Issues:

Medication Errors
Patient Falls
Needle Sticks
Wrong-site surgery

Criteria for Evaluation of the Collaborative Learning Team Powerpoint Presentation on a Quality/Safety Issue: (50 Points)

Each collaborative learning team will design and present a powerpoint presentation (approximately 15 slides including introduction and reference slides) providing an overview of their Quality/Safety paper that was developed in class.

Grading Sheet: Please attach to the Quality/Safety Issue Paper

<u>**CRITERIA FOR EVALUATION OF THE COLLABORATIVE LEARNING TEAM PAPER ON A QUALITY/SAFETY ISSUE:**</u> (**150 Points**)

	Points Value	Points Earned
• *Introduction of the Quality/Safety Issue* – historical overview, trends, how, when, and why did it become an issue impacting healthcare.	**25**	
• *Review of the Current Literature on the Quality/Safety Issue* – at least 10 references of which eight should be from the nursing and healthcare literature (not older than five years).	**50**	
• *Impact of the Quality/Safety Issue on Healthcare* – what type of impact, i.e. costs, morbidity, mortality, etc. is the quality/safety issue having on the healthcare delivery system?	**25**	
• *Future Considerations* – what initiatives are underway or planned to address the quality/safety issue?	**25**	
• APA format for References, Grammar, and Writing Guidelines	**25**	
TOTAL POINTS	**150**	

Grading Sheet: Please attach to the Quality/Safety Issue Powerpoint Presentation

<u>**CRITERIA FOR EVALUATION OF THE COLLABORATIVE LEARNING TEAM POWERPOINT PRESENTATION ON A QUALITY/SAFETY ISSUE:**</u> (**50 Points**)

	Points Value	Points Earned
Presentation: Appearance (personal and visual) Creativity Organization (Introduction, Content, and Reference Slides) References	**50**	
TOTAL POINTS	**50**	