

Quality Improvement and Safety Competencies in Graduate Distance Education

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A new course for DNP students at the University of Iowa College of Nursing

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Deadlines:

(Deadline is NOON on the date specified)

Assignment	Due Date
Visit Useful and Library Links	January 18
Review Syllabus	January 18
Complete Introductory Activity	January 18
Group Organization	January 22
Argument #1 Paper	February 26
Argument #2 Paper	April 1
Quality Improvement Proposal	May 7

Useful Links:

What is a wiki?
How do I work in the wiki?
JI Help Desk
Syllabus

Library Links:

Nursing Librarian
Ask a Health Science Librarian

Organization Links

DM



Added by Karen Allnutt-Steelman, last edited by Patricia Groves on Jan 23, 2012 (view)

WELCOME!

This is the wiki home page for 096-204 Spring 2012 Quality and Safety course.

Our goal for this course is for you to become more aware of the impacts of quality and

Each Week within each Module will contain a variety of materials that you need to review to avoid being late.

We are using a wiki because it supports collaborative work. If you want to know more about the "How do I work in a wiki" link to familiarize yourself with working in the wiki.

This course contains a mixture of individual and group activities. Each of you will be aware that the scope of some activities is too great for an individual to complete alone in the time available. It is ESSENTIAL to the success of online students. Finally, none of us works with patient care in groups that you will improve your communication and teamwork skills. Be proactive ahead.

News and Announcements



Patricia Groves posted on Jan 23, 2012

Looking back & ahead

Just a few reminders and thoughts on the past week, then a look forward to this week.

- If you've been following the [Q&A Page](#) (which you should be), you'll notice we've moved the left navigation pane, under "Useful Links" or from the "Getting Oriented" box.
- Have I mentioned you should be watching the [Q&A Page](#)? I'm certain I have, . . .

[Read more...](#)

[Edit](#)

Purpose

We developed a new course supporting the QSEN graduate competencies of *Quality Improvement* and *Safety*.

Goals included:

- *Delivery*: Innovative use of distance technology (a wiki) to engage students
- *Content*: Addressing the KSAs through both theoretical concepts and practical application

Course Delivery



Delivery: Using a Wiki

- Delivery via a wiki, a collaborative website that allows faculty and students to create and modify webpages to best suit instructional and communication needs.
 - Ideally suited for discussion and group projects.
 - The visual interface is similar to that of social media sites.

Delivery: Wiki Module



Module 1 - January 17-29

Edit Add Tools

Added by Karen Allnutt-Steelman, last edited by Karen Allnutt-Steelman on Jan 03, 2012 (view change)

Introduction - Considering Quality and Safety from an (Inter)national Perspective

The substantial impact of nursing's role in safety and quality may be best stated by a quote from *The Future of Nursing: Leading Change, Advancing Health*. "By virtue of its numbers and adaptive capacity, the nursing profession has the potential to effect wide-reaching changes in the health care system. Nurses' regular, close proximity to patients and scientific understanding of care processes across the continuum of care give them a unique ability to act as partners with other health care professionals and to lead in the improvement and redesign of the health care system and its many practice environments, including hospitals, schools, homes, retail health clinics, long-term care facilities, battlefields, and community and public health centers. Nurses thus are poised to help bridge the gap between coverage and access, to coordinate increasingly complex care for a wide range of patients, to fulfill their potential as primary care providers to the full extent of their education and training, and to enable the full economic value of their value of their contributions across practice settings to be realized. In addition, a promising field of evidence links nursing care to high quality of care for patients, including protecting their safety." (p 2-3)

Critical Skills

1. Compare the quality and safety agendas of the following agencies: The Institute of Medicine, The Joint Commission, Institute for Healthcare Improvement, Agency for Healthcare Research and Quality, National Center for Patient Safety (Veteran's Health Administration), National Patient Safety Foundation, and the World Health Organization.
2. Consider the six aims for improvement (safe, effective, patient-centered, timely, efficient, and equitable) and how they are addressed across these (inter)national agendas.
3. Identify the relevance of these (inter)national agendas to a local microsystem.

Learning Activities

During [Week 1](#), visit the following websites:

[Institute of Medicine \(IOM\)](#)
[Joint Commission](#)
[Institute for Healthcare Improvement \(IHI\)](#)
[Agency for Healthcare Research and Quality \(AHRQ\)](#)
[National Center for Patient Safety \(NCPS\)](#)

Required Readings

1. Review the following websites:
[IOM](#)
[Joint Commission](#)
[IHI](#)
[AHRQ](#)
[NCPS](#)
[NCCF](#)

Delivery: Wiki Discussion

Comments (2) [Hide Comments](#) | [Collapse All](#) | [Add Comment](#)



Patricia Groves says:

less than a minute ago

Student response to initial discussion topic.

[Edit](#) | [Remove](#) | [Reply](#)



Patricia Groves says:

just a moment ago

Another student engages in discussion regarding the discussion topic.

[Edit](#) | [Remove](#) | [Reply](#)



[Add Comment](#)

Delivery: Modeling QI

- The wiki format allows the instructor to make changes to the website on the fly
- Students are frequently asked for their feedback and thanked for pointing out errors
- Feedback is used to improve the course throughout the semester



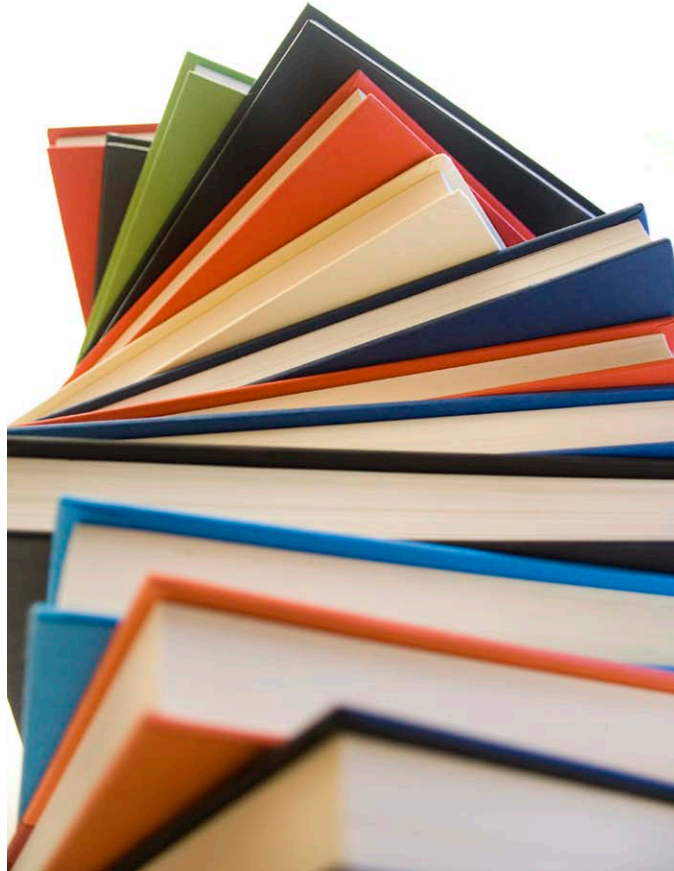
Patricia Groves posted on Jan 17, 2012

We practice what we preach...

In the spirit of ongoing quality improvement, we've added this new section to the home page. Watch this space for announcements, clarifications, commentary, etc. We'll be improving the course and wiki site as we proceed, so please send us suggestions or post questions to the [Q&A Page](#). Speaking of the Q & A page, be sure to review it frequently!

Two things you may not know you can do in the wiki:

Course Content



Content: Applying Difficult Concepts

- Funneling:
 - Across course: (Inter)national application of concepts → PDSA in microsystems
 - Across module: Introduction of key concepts → application in student settings
- Discussion topics designed to:
 - Promote exploration of content
 - Highlight how concepts are universal and essential across settings

Content: Discussion Topic Examples

Concept: React to this statement from Weick et al. (2005): *"Sensemaking is not about truth and getting it right. Instead, it is about continued redrafting of an emerging story so that it becomes more comprehensive, incorporates more of the observed data, and is more resilient in the face of criticism."*

Application: What does leadership have to do with sensemaking? How might you as a leader influence sensemaking in your clinical microsystem?

Content: Discussion Topic Examples

Concept: Create a definition of patient safety that encompasses the nursing perspectives within your clinical microsystems.

Application: Consult a relevant informant such as a patient safety officer, clinical manager, or risk manager and discover how patient safety is observed and measured within your clinical microsystem.

Content: Resources

- Key texts
- Classic and current journal articles
- Internet resources
- Multimedia

Content: Quality and Safety from an (Inter)national Perspective

- A. Agencies driving improvement
- B. National agendas for improvement

Key Text:

Committee on Quality of Healthcare in America. (2001). *Crossing the quality chasm: A new health system for the 21st century* (pp. 39-60). Washington, DC: National Academies Press.

Content: Foundational Concepts of Quality & Safety

- A. High Reliability Theory
- B. Mindfulness
- C. Sensemaking

Key Text:

Weick, K. E., & Sutcliffe, K. M. (2007). *Managing the unexpected: Resilient performance in an age of uncertainty* (2nd ed.). San Francisco, CA: Jossey-Bass.

Content: Safe Environment for Care

- A. Definitions of patient safety
- B. Nursing work environment
- C. Organizational culture
- D. Organizational approaches to change

Key Text:

Page, A. (Ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: National Academies Press.

Content: Methods of Improvement

- A. Quality improvement frameworks & drivers
- B. Tools for quality improvement

Key Text:

Nelson, E.C., Batalden, P.B., & Godfrey, M.M. (Eds.). (2007). *Quality by design: A microsystems approach*. San Francisco, CA: Jossey-Bass.

Content: Building a QI Project

Complete the table below for each week's assignment of this module.

Week 2 (April 9-14) Review the case study, Chapters 11 and 13 of <i>Quality by Design</i>, and West et al. (2008).	Response
1. Conduct an assessment of the clinical microsystem described in the case study, using the 5 P's from <i>Quality by Design</i> . The worksheets available at the Clinical Microsystem website might be helpful. Summarize your findings.	ENTER YOUR RESPONSE HERE
2. Identify the opportunities for improvement within the case study (there are <i>multiple</i> opportunities for improvement).	ENTER YOUR RESPONSE HERE
3. From the case study, choose an opportunity for improvement (which you will use to complete the remainder of the assignments for this module, as well as the final project). Explain why you chose to focus on this opportunity.	ENTER YOUR RESPONSE HERE
Week 3 (April 16-21) Read Chapters 14-16 of <i>Quality by Design</i> and Sawyer et al. (2010). Using the improvement opportunity you chose in week two:	
1. Identify the necessary members of the improvement team.	ENTER YOUR RESPONSE HERE
2. Explain why you chose the group members that you did.	ENTER YOUR RESPONSE

Content: Evaluation of Learning

- Discussion
 - Based on participation
- Three-Paragraph Argument Papers
 - Utilizing theory and a practice example
- Final QI Project
 - Utilizing case study and microsystem tools

Student Feedback

- Content:
 - Relevant to their current and desired jobs
 - Interested in learning more
 - Needed more non-hospital resources
- Delivery:
 - Initially difficult to navigate; became easier
 - Wiki had advantages, especially for group work
 - Discussions were more difficult to track
 - Supplemental lectures would be helpful

Instructor Challenges

- Using technology for a wide range of ages and experience
- Providing readings and discussion points that allow students to apply concepts to multiple practice settings
- Providing a case study so that students can practice QI tools

Things to Come

- Panopto walkthroughs
 - Wayfinding in the wiki
 - Discussion of module content
 - Walkthrough of building the QI proposal
- Expert “Lectures” from YouTube
 - Don Berwick on the IOM aims
 - Sidney Dekker on Just Culture
 - Lucien Leape on Errors

Course Developers

Faculty:

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- Jill Scott-Cawiezell PhD RN FAAN

In conjunction with instructional designers:

- Karen Allnutt-Steelman
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Thank You! Any Questions?

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