UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL 2018

COURSE NUMBER NGR 6836

COURSE TITILE Leading Quality Improvement Practice Initiatives

CREDITS 3

PLACEMENT DNP Program

PREREQUISITIES NGR 6638 Health Promotion

NGR 6101 Theory and Research for Advanced Nursing Practice

COREQUISTIES None

FACULTY Sharon M. Bradley DNP, RN, CNL, CNE

**SECTION: 25FB**

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# HPNP 3230, (352) 273-6423

Office hours Wednesdays 12 – 2 pm, and by appt.

COURSE DESCRIPTION This course provides knowledge and skill necessary for evaluation activities that support the management of quality outcomes in health care systems. Emphasis is on identification of critical variables that serve as catalysts for positive clinical outcomes. Focus is on qualitative and quantitative benchmarks derived from extant and emerging information systems.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze the root cause of health care system failures.
2. Identify factors that improve the safety of health care delivery
3. Describe the phases of a quality improvement project
4. Use a PDSA template for tests of change in a clinical setting
5. Distinguish between cost and value in health care and how both relate to quality
6. Identify successful interventions to improve health and health outcomes for different populations.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at   
<http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning

COURSE SCHEDULE (CONTINUED)

login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes

NETQUETTE

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected in communication with both your peers and your instructors. These guidelines for online behavior and interaction are known as **netiquette**.

Please be respectful of others in email messages, online discussions, and other activities. All members of the class are expected to follow rules of common courtesy in all interactions. All students are expected to maintain professional language in posts and responses; no personal criticism, slang, or inappropriate language is permitted. Additional information on Netiquette Guidelines are available at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

TOPICAL OUTLINE

1. Principles of quality improvement
2. Models for improvement
3. Root cause and systems analysis
4. Measuring for improvement
5. Continuous quality improvement process
   1. PDSA cycles
   2. Run Charts
6. Quality, cost, and value in health care
7. Equity and population health
8. Leadership roles in quality improvement

TEACHING METHODS

Assigned readings, online presentations and videos, web-based modules, case studies, discussions, class participation, and peer review

LEARNING ACTIVITIES

Online group discussion and critique, online modules, and individual papers

EVALUATION METHODS/COURSE GRADE CALCULATION

IHI Open School (10 lessons) 20%

Case Studies (2) 20%

Discussions (Intro + 2) 20%

Final QI paper 30%

Part 1 (15%)

Part 2 (15%)

Total 100%

MAKE UP POLICY

All assignments will have posted due dates to allow for adequate time for completion. Students must submit completed assignments electronically through E-Learning (Canvas) by the assignment due date, which is the last Sunday in a given module at 11:59 pm Eastern Time. Students are expected to plan in advance and submit assignments by the due dates. **There will be a 10% deduction per day on late assignments** (i.e. if an assignment is worth 10 points and you would receive an 8/10 but are two days late, you will receive a 6/10 on that assignment). After 3 days, you will receive a zero on the assignment unless you have spoken with the instructor and arrangements have been made. Please contact your faculty member prior to a due date if there is an emergency that will prevent you from submitting an assignment by the deadline. Arrangements are made at the discretion of the instructor.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

Finkelman, A. (2017). *Quality improvement: A guide for integration in nursing*. Burlington, MA: Jones & Bartlett Learning.

Harris, J., Rousse, L., Thomas, T., & Dearman, C. (2018).  *Project planning & management: a guide for nurses and interprofessional teams* (3rd Ed.). Burlington, MA: Jones & Bartlett Learning. (Available Sept 15th – no assigned readings till October)

WEEKLY CLASS SCHEDULE

Each module will include objectives, resources, lectures, discussion forum, and assignments appropriate to the learning module. See complete description of learning and evaluation activities on the course website.

| **DATES** | **TOPIC/LEARNING ACTIVITY** | **EVALUATION ACTIVITIES** |
| --- | --- | --- |
| **8/22 to 8/26** | Course Overview  Introductions | Discussion Assignment #1 Introductions Due 8/26 |
| **Module 1: Foundations of Quality Improvement** | |  |
| **8/27 to 9/2** | Fundamentals of Quality Improvement  Finkelman Ch 1, p. 1-42  View online module “What is QI” | IHI Open School lessons:   * QI 101 * QI 102 |
| **9/3 to 9/9** | The DNP: A Leader in Quality Improvement  Finkelman Ch 1, p. 43-48  Assigned article  Mini-lecture | Discussion assignment #2  Leadership Aptitudes & Skills Due 9/9 |
| **9/10 to 9/16** | Patient Safety and Quality Improvement  Finkelman Ch 7  View online module “Patient Safety and QI”  View video: “Winning the War on Healthcare Harm” | IHI Open School lessons:   * PS 101 * PS 102 |
| **Module 2: Understanding Flawed Processes** | |  |
| **9/17 to 9/23** | Analyzing Performance Data Using Run and Control Charts  Finkelman Ch 10 p. 341-375  View Mini-lectures | IHI Open School lessons:   * QI 104   Case Study #1 Run Chart Exercise Due 9/23 |
| **9/24 to 9/30** | Analyzing Performance Data Using Pareto Charts and Fishbones  Finkelman, Ch 10, p. 326-359  View mini lecture |  |
| **10/1to 10/7** | Assessing Flawed Processes Using Root Cause and Systems Analysis  Finkelman Ch 10, p 359-370  View online module “Anatomy of an Error”  View online videos: “RCA from a Child’s Perspective” and “The 5 Whys” | IHI Open School lessons:   * PS 201 * QI 103 |
| **10/8 to 14** | PDSA Improvement Framework  Finkelman Ch 4, 5  Harris et al, Ch 2, 7  View 2 mini-lectures | Submit Part 1 Process Improvement Paper (PIP)  Due 10/14 |
| **Module 3: Measuring for Improvement** | |  |
| **10/15 to 10/21** | Designing the Outcome Measurement Plan  View Mini-lecture  View online module “Developing a plan for outcome measurement” |  |
| **10/22 to 10/28** | Measurement Domains and Indicators  View Mini-lecture  Harris et al Ch 9 | IHI Open School lessons:   * PS 104 |
| **10/29 to 11/4** | Metrics: How to Measure Quality, Cost, Value  Assigned articles, website  View module “The Hows and Whys of Chart Audits”  Harris et al Ch 10  View HCUP Overview Presentation |  |
| **Module 4: Constructing a QI Project** | |  |
| **11/5 to 11/11** | Role of Information Technology in Project Planning | Case Study #2: The not so positive impact of technology on care delivery.  Due 11/11 |
| **11/12 to 11/18** | Phases of a QI Project  Finkelman Ch 9  Harris et al Ch 6& 7  View the online module “Mistake Proofing Care” |  |
| **11/19 to 11/25** | Leading Quality Improvement Projects  Finkelman Ch 12  View online IHI Modules | IHI Open School lessons:   * QI 105 * L 101 |
| **11/26 to 12/5** | Equity and Population Health  View posted video  Applying the Improvement Model to a Flawed Process | Discussion #3: How can QI strategies impact disparities in care delivery?  Submit part 2 of PIP.  Due 12/2 |

**Information in the weekly class schedule is subject to change at the discretion of the instructor. You will receive notification and an announcement should this occur. Every effort will be made to adhere to the assignments and due dates as they are currently published.**

Approved: Academic Affairs Committee: 03/15; 06/16

Faculty: 03/15; 06/16

UF Curriculum: 04/15