UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2021

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 Laurie Duckworth PhD, APRN, FNP-C, CCRC

Clinical Associate Professor

Office: HPNP 2222

Cell Phone: (904) 343-3051

Office hours: Thursday, 12 to 2pm (by phone) and by appointment

Email: [lduck@ufl.edu](mailto:lduck@ufl.edu)

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

Faculty Section Day Time

Duckworth 0924 Web-based

This course will be delivered via instructional technology without face-to-face instruction. Any synchronous sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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 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

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

Online lectures and/or videos, web-based modules, discussion

LEARNING ACTIVITIES

Online group discussion and critique, individual papers

EVALUATION METHODS/COURSE GRADE CALCULATION

Case Studies (2) (30%)

IHI Modules (9) (5%)

Discussions (3) (15%)

Paper submitted in 2 parts (50%)

Part 1 (15%) Submit Part 1

Part 2 (35%) Submit Part 1+2

CLASS ATTENDANCE AND MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. **Students must not assume that they will automatically be dropped if they fail to attend the first few days of class.** The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/graduate/regulations/#text>

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: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct*.**

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 <http://www.dso.ufl.edu/students.php>. 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

Student Use of Social Media

Faculty Evaluations

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.

CLASS SCHEDULE

|  |  |  |
| --- | --- | --- |
| **Week #** | **Topic/Learning Activity** | **Evaluation Activities**  **All assignments due at 11:59 pm on due date** |
| 1/11-1/17 | Introductions  Course overview presentation | Discussion assignment #1: Introductions Due 1/17 |
|  | **Module 1: Foundations of Quality Improvement** |  |
| 1/18-1/24 | The DNP: A Leader in Quality Improvement  Finkelman Ch 1, p. 43-48; Harris et al, Ch  Assigned article  Mini-lecture: “Value Added Role of the DNP” |  |
| 1/25-1/31 | Fundamentals of Quality Improvement  Finkelman Ch 1, p. 1-42; Harris et al Ch 4  Mini-lecture “Differentiating QI from Other Forms of Measurement and Evaluation” | Discussion assignment #2 Efficacy vs Effectiveness Due 1/31 |
| 2/1-2/7 | Patient Safety and Quality Improvement  Finkelman Ch 7  View online module “Patient Safety and QI”  View video: “Winning the War on Healthcare Harm” | Submit the following IHI module certificates:  PS 101, 102, 103, 104  Due 2/7 |
|  | **Module 2: Understanding Flawed Processes** |  |
| 2/8-2/14 | Reading: “IHI White Paper: Achieving Health Equity” | Case Study #1  Organization and self-analysis focusing on health inequities  Due 2/14 |
| 2/15-2/21 | Analyzing Performance Data Using  Run charts and Control Charts  Finkelman Ch 10 p.326-358  View Mini lectures |  |
| 2/22-2/28 | Assessing Flawed Processes Using Root Cause and Systems Analysis, Pareto Charts and Fishbones  Finkelman Ch 10, p 359-375  View online module “Anatomy of an Error”  View online videos: “RCA from a Child’s Perspective” and “The 5 Whys” | Submit the following IHI module certificates:  PS105, 201 Due 2/28 |
| 3/1-3/7 | PDSA Improvement Framework  Finkelman Ch 4, 5  Harris et al, Ch 2, 7  View 2 mini-lectures | Case Study #2 Run Chart Exercise.  Due 3/28 |
|  | **Module 3: Measuring for Improvement** |  |
| 3/8-3/14 | Designing the Outcome Measurement Plan  View Mini-lecture  View online module “Developing a plan for outcome measurement” | Submit the following IHI module certificates:  Q103 by 3/14 |
| 3/15-3/21 | Measurement Domains and Indicators  View Mini-lecture  Harris et al Ch 9 |  |
| 3/22-3/28 | Metrics: How to Measure Quality, Cost, Value  Assigned articles, website  View module “The How and Why of Chart Audits”  Harris et al Ch 10  View HCUP Overview Presentation | Submit Part 1 Process Improvement Paper (PIP)  Due 3/28 |
|  | **Module 4: Constructing a QI Project** |  |
| 3/29-4/4 | Phases of a QI Project  Finkelman Ch 9  Harris et al Ch 6& 7  View the online module “Mistake Proofing Care” | Submit the following IHI module certificates:  QI 201, 202 Due 4/4 |
| 4/5-4/11 | Leading Quality Improvement Projects  Finkelman Ch 12  View online IHI Module QI 105 (nothing to submit)  View additional posted videos as needed |  |
| 4/12-4/18 | Applying the Improvement Model to a Flawed Process | Complete Part 2 of the PIP, integrate it and Part 1 into a formal paper and submit. Due 4/18 |
| 4/19-4/21 | Equity and Population Health  View posted video | Discussion #3: How can QI strategies impact disparities in care delivery?  4/21 |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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

Faculty: 03/15; 06/16

UF Curriculum: 04/15