# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2022

# 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 Jane Gannon, DNP, CNM, CNL, CHSE

Assistant Dean of Simulation Based Learning

Office: JAX Campus

Office Phone: (904) 244-5166

Cell Phone: 904-635-8475

Office Hours:\* Monday 3-5 and by appointment

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

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It is advisable that students confirm availability or make an appointment in advance.

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

Gannon 0924 Web-based

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/.](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, presentations, discussion

LEARNING ACTIVITIES

Online group discussion and critique, group/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

The major course paper, parts 1 and 2, will be evaluated by Turnitin at the time of submission. Any reports over 25% will be scrutinized for evidence of plagiarism. No more than two quotes are allowed per paper submission. APA rules must be followed in terms of quoting and citing. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Such violations will result in grade reduction and learning activity related to plagiarism awareness. Please review the Student Honor Code and Student Conduct Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>

# CLASS ATTENDANCE AND MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor.

Students may not participate in the course unless they are registered officially or approved to audit with evidence of having paid audit fees. **Students must not assume that they will automatically be dropped if they fail to participate in the course.** 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. 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.

Students must post completed assignments by the assignment due date in the syllabus. Deduction

of 5% a day (beginning the day following the deadline) will occur for ALL late assignments.

Please contact your faculty member prior to a due date if there is an emergency (death or illness

in the family, or personal illness) that will prevent you from turning in the assignment by the

deadline. A doctor’s note may be required for documentation purposes.

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) |

\* 84 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](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/>)

# REQUIRED TEXTBOOKS

Finkelman, A. (2020). *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.

WEEKLY SCHEDULE

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| --- | --- | --- | --- |
| **WEEK** | **TOPIC/ EVALUATION** | **ASSIGNMENTS**  **See Website for all required learning activities** | **PROGRAM OUTCOMES** |
| 1/5-1/9 | Introductions  Course overview presentation | **Discussion Assignment #1:** Introductions Due 1/9/22 |  |
| **Module 1: Foundations of Quality Improvement** | | | |
| 1/10-1/16 | The DNP: A Leader in Quality Improvement | Finkelman Ch 1, p. 37-42,  Harris et al Ch.1  Assigned Article  Mini-lecture: *Value Added Role of the DNP* | 2 |
| 1/18-23 | Fundamentals of Quality Improvement | Finkelman Ch1, 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 1/23/22 | 2, 3 |
| 1/23-1/30 | 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 101,102,103,10 Due 1/30/22 | 2, 3 |
| **Module 2: Understanding Flawed Processes** | | | |
| 1/31-2/6 | Health Equity and Bias in Healthcare Delivery | Reading: *IHI White Paper: Achieving Health Equity*  **Submit Case Study #1: Organization** and  self-analysis focusing on health  inequities Due 2/6/22 | 2, 3, 4 |
| 2/7-2/13 | Analyzing Performance Data Using Run charts and Control Charts | Finkelman Ch 10 p.273-302  View Mini lectures | 4 |
| 2/14-2/20 | Assessing Flawed Processes Using Root Cause and Systems  Analysis, Pareto Charts and Fishbones | Finkelman Ch 10, p 302-316  View online module *Anatomy of an Error*  View online videos: *RCA from a Child’s Perspective, The 5 Whys*  **Submit the following IHI module**  **certificates**: PS105, 201  Due 2/20/22 | 3, 4 |
| 2/21-2/27 | PDSA Improvement Framework | Finkelman Ch 4, 5 Harris et al Ch 2, 7  View 2 mini-lectures  **Submit Case Study #2:** Run Chart Exercise  Due 2/27/22 | 3, 4, 5 |

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.

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| Approved: | Academic Affairs Committee: | 03/15; 06/16 |
|  | Faculty: | 03/15; 06/16 |
|  | UF Curriculum: | 04/15 |