UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 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

|  |  |
| --- | --- |
| Sharon Bradley, DNP, RN, CNL, CNE  Clinical Assistant Professor  Office: HPNP 3219  Cell Phone: (352) 281-6603  Office Hours\*: Thursdays 2-4 pm and by appointment  Email: [sbradley@ufl.edu](mailto:sbradley@ufl.edu) | Laurie Duckworth PhD, APRN, FNP-C  Clinical Associate Professor  Office: HPNP 2222  Cell Phone: (904) 343-3051  Office hours: Wednesday, 10-12 pm and by  appointment  Email: [lduck@ufl.edu](mailto:lduck@ufl.edu) |
| Jane Gannon, DNP, CNM, CNL, CHSE  Clinical Associate Professor  Assistant Dean of Simulation Based Learning  Office: JAX Campus, LRC, 3rd Floor  Office Phone: (904) 244-5166  Cell Phone: 904-635-8475  Office Hours\*: Monday 10-12 pm and by appointment  Email: [jmgannon@ufl.edu](mailto:jmgannon@ufl.edu) | Allison Peters, DNP, RN, CNOR, NEC  Clinical Assistant Professor  Office: HPNP 4206  Phone: 352-294-5721  Office hours\*: Thursdays 9-11 am and by appointment.  Email: [petal@ufl.edu](mailto:petal@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 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

Bradley 25FB Web-based

Duckworth 25FC Web-based

Gannon 25FA Web-based

Peters 25FD 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/>. 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, 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

MAKE UP POLICY

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.

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

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, <https://disability.ufl.edu/> ) 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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

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/policies/student-honor-code-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/>)

REQUIRED TEXTBOOKS

Finkelman, A. (2021). *Quality improvement: A guide for integration in nursing* (3rd Ed). Burlington, MA Jones & Bartlett Learning.

Harris, J.L., Rousse, L.A., Dearman, C., & Thomas, P.L. (2023).  *Project planning, implementation and Evaluation: A guide for nurses and interprofessional teams* (4th Ed.). Burlington, MA: Jones & Bartlett Learning.

WEEKLY CLASS SCHEDULE

| **DATE** | **TOPIC/EVALUATION** | **READINGS/Assignments** | **Program Outcomes** |
| --- | --- | --- | --- |
| 8/24-30  8/31-9/4 | Drop-Add period  Introductions  Course overview presentation (Presented by Jane Gannon) | Note: Please see Canvas for specific details on required readings & activities  Discussion Assignment #1: Introductions Due 9/4 |  |
|  | **Module 1: Foundations of Quality Improvement** |  |  |
| 9/5-9/11 | 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 |
| 9/12-9/18 | Fundamentals of Quality Improvement  Finkelman Ch1, p. 1-42; Harris et al Ch 2  Mini lecture “Differentiating QI from other Forms of Measurement and Evaluation” | Discussion Assignment #2  Efficacy vs Effectiveness  Due 9/18 | 2,3 |
| 9/19-9/25 | 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 9/25 | 2,3 |
|  | **Module 2: Understanding Flawed Processes** |  |  |
| 9/26-10/2 | Reading: “IHI White Paper: Achieving Health Equity” | Case Study #1 Organization and self-analysis focusing on health inequities Due 10/2 | 2,3,4 |
| 10/3-10/9 | Analyzing Performance Data Using Run charts and Control Charts Finkelman Ch 10 p.273-302  View Mini lectures |  | 4 |
| 10/10-10/16 | 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” and “The 5 Whys” | Submit the following IHI module certificates: PS105, 201 Due 10/16 | 3,4 |
| 10/17-10/23 | PDSA Improvement Framework Finkelman Ch 4, 5 Harris et al, Ch 1 & 4 View 2 mini-lectures | Case Study #2  Run Chart Exercise.  Due 10/23 | 3,4,5 |
|  | **Module 3: Measuring for Improvement** |  |  |
| 10/24-10/30 | Designing the Outcome Measurement Plan  View Mini-lecture  View online module “Developing a plan for outcome measurement” | Submit the following IHI module certificates: Q103 Due 10/30 | 2,4,5 |
| 10/31-11/6 | Measurement Domains and Indicators  View Mini-lecture  Harris et al Ch 5 |  | 2 |
| 11/7-11/13 | Metrics: How to Measure Quality, Cost,  Assigned articles, website  View module “The How and Why of Chart Audits”  Harris et al Ch 6  View HCUP Overview Presentation | Submit Part 1 Process Improvement Paper (PIP) Due 11/6 | 2 |
|  | **Module 4: Constructing a QI Project** |  |  |
| 11/14-11/20 | Phases of a QI Project  Finkelman Ch 9  Harris et al Ch 10 & 4  View the online module “Mistake Proofing Care” | Submit the following IHI module certificates: QI 201, 202 Due 11/20 | 2,3,4,5,6 |
| 11/21-11/27 | Leading Quality Improvement Projects  Finkelman Ch 12  View online IHI Module QI 105 (nothing due to submit)  View additional posted videos as needed |  | 2,3,4,5,6, |
| 11/28-12/4 | Applying the Improvement Model to a Flawed Process | Complete Part 2 of the PIP & integrate it and Part 1 into a formal paper to submit. Due 12/4 | 5 |
| 12/5-12/7 | Equity and Population Health View posted video | Discussion #3: How can QI strategies impact disparities in care delivery?  Due 12/7 | 6 |

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