# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2023

# 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

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Office Hours:\* Monday 10-12 pm and by appointment

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\*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

COURSE OBJECTIVES (CONTINUED)

1. Identify successful interventions to improve health and health outcomes for different populations.

# COURSE SCHEDULE

Faculty Section Day Time

Gannon 0924 Web-based NA

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.

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%)

Part 1+2 (35%)

 Total: (100%)

The major course paper, parts 1 and 2, will be evaluated by Turnitin at the time of submission to

EVALUATION METHODS/COURSE GRADE CALCULATION (CONTINUED)

to canvas. Any reports over 25% will be scrutinized for evidence of plagiarism. No more than one quote is 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 should an extension be requested.

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 COURSE

EVALUATION (CONTINUED)

<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* (2nd 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

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| **WEEKLY SCHEDULE**\* *The weekly class schedule is subject to change based on course needs* |
|  **WEEK** | **TOPIC/ EVALUATION** | **ASSIGNMENTS****See Website for all required learning activities** | **PROGRAM OBJECTIVES** |
| 1/9-1/15 | IntroductionsCourse overview presentation | **Discussion Assignment #1:** Introductions Due 1/15/23 |  |
| **Module 1: Foundations of Quality Improvement** |
| 1/17-1/22 | The DNP: A Leader in Quality Improvement | Finkelman Ch 1, p. 37-42, Harris et al Ch.1Assigned ArticleMini-lecture: *Value Added Role of the DNP***Submit the following IHI module certificates**: L 101 Due date 1/22/23 | 2 |
| 1/23-1/29 | Fundamentals of Quality Improvement | Finkelman Ch1, p. 1-42; Harris et al Ch 4Mini lecture *Differentiating QI from other Forms of Measurement and Evaluation***Discussion Assignment #2**Efficacy vs EffectivenessDue 1/29/23 | 2, 3 |
| 1/30-2/5 | Patient Safety and Quality Improvement | Finkelman Ch 7View online module *Patient Safety and QI* View video: *Winning the War on Healthcare Harm* | 2, 3 |
| **Module 2: Understanding Flawed Processes** |
| 2/6-2/12 | Health Equity and Bias in Healthcare Delivery | Reading: *IHI White Paper: Achieving Health Equity***Submit the following IHI module certificate**: TA 102 Due 2/12/23**Submit Case Study #1:** Organization and Individual Analyses focusing on health Inequities Due 2/12/23 | 2, 3, 4 |
| 2/13-2/19 | Assessing Flawed Processes Using Root Cause and SystemsAnalysis, Pareto Charts and Fishbones | Finkelman Ch 10, p 302-316View 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, PS 201Due 2/19/23 | 3, 4 |

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| **WEEKLY SCHEDULE (CONTINUED)** |
| 2/20-2/26 | Analyzing Performance Data Using Run charts and Control Charts | Finkelman Ch 10 p.273-302View Mini lectures**Submit the following IHI module****Certificate:** QI 104 Due 2/26/23**Submit Case Study #2:** Run Chart Exercise Due 2/26/23 | 4 |
| 2/27-3/5 | PDSA Improvement Framework  | Finkelman Ch 4, 5 Harris et al Ch 2, 7 View 2 mini-lectures**Submit the following IHI module****certificates**: QI 101, 102, 103Due 3/5/23 | 3, 4, 5 |
| **Module 3: Measuring for Improvement** |
| 3/6-3/10 | Designing the Outcome Measurement Plan | View Mini-lectureView online module *Developing a plan for outcome measurement* | 2, 4, 5 |
| 3/11-3/19 | BREAK WEEK |
| 3/20-3/26 | Measurement Domains and Indicators | View Mini-lectureHarris et al Ch 9**Submit Part 1**: Process ImprovementPaper (PIP) Due 3/26/22 | 2 |
| 3/27-4/2 | Metrics: How to Measure Quality, Cost, | Assigned articles, websiteHarris et al Ch 10View module *The How and Why of Chart Audits*View HCUP Overview Presentation | 2 |
| **Module 4: Constructing a QI Project** |
| 4/3-4/9 | Phases of a QI Project | Finkelman Ch 9Harris et al Ch 6& 7View the online module “Mistake Proofing Care | 2, 3, 4, 5, 6 |
| 4/10-4/16 | Leading Quality Improvement Projects | Finkelman Ch 12**Submit the following IHI module****Certificates:** QI 105, QI 201Due 4/16/23 | 5 |
| 4/17-4/23 | Applying the Improvement Model to a Flawed Process | Submit Part 2 of the PIP after combining Parts 1 and 2 in to one paperDue 4/23/23 | 6 |
| 4/24-4/26 | Equity and Population Health  | View posted video **Discussion Assignment #3:** *How can QI strategies impact disparities in care**delivery?* Due 4/26/23 | 2, 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 |