



NURS 504: Policy, Quality and Safety in Healthcare  
Spring 2016

**COURSE INSTRUCTOR:** Karen Groller, PhD, RN-BC, CMSRN

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**OFFICE HOURS:** Mondays 1500-1700; Tuesdays 1400-1600 or by mutually-arranged appointments

**CLASS MEETING TIME:** Mondays, 1700-2000 with additional online requirements, hybrid course

**CLASS MEETING Location:** P. Payne Hurd Academic Complex (PPHAC) room 116

**COURSE CREDITS/UNITS/HOURS:** 3 credit hours  
6 contact hours weekly

**PRE-/CO-REQUISITES:** None

**COURSE DESCRIPTION:**

This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may not result in improvement of health of the public and of specific subsets of patients.

**COURSE OBJECTIVES:**

At the conclusion of this course, the student will be able to:

1. Compare and contrast the role that select governmental and non-profit organizations have in shaping health policy at the local, state, national, and global level
2. Describe catalysts for change in health policy this decade
3. Analyze public health goals and strategies that assure health for all
4. Describe quality improvement systems, theories, and tools that promote quality and safety
5. Measure quality improvement indicators and use them to improve patient outcomes
6. Lead a performance improvement team initiative
7. Examine methods that assure accountability in health care organizations and hospitals

**REQUIRED TEXT:**

Sadeghi, S., Barzi, A., Mikhail, O. & Shabot, M. (2013). *Integrating quality and strategy in health care organizations*. Burlington, MA: Jones & Bartlett Learning.

**REQUIRED TECHNOLOGY/SOFTWARE:**

**BlackBoard® (BB)**-Each student must enroll in the course on our course-specific virtual classroom.

**RECOMMENDED TEXT:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. ISBN 978-1-4338-0561-5.

Sollecito, W.A. & Johnson, J.K. (2013). McLaughlin & Kaluzny's continuous quality improvement in health care. (4<sup>th</sup> ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-0-7637-8154-5

**ONLINE RESOURCES:**

Agency for Healthcare Research and Quality (AHRQ) (<http://www.qualityindicators.ahrq.gov/>) has quality indicators for prevention, inpatient, patient safety and pediatric perspectives.

Institute for Healthcare Improvement (<http://www.ihl.org/Pages/default.aspx>) known for their efforts to educate individuals to improve healthcare delivery with quality, patient safety and leadership enhancements.

- (2008). *5 million lives campaign: Campaign materials*. Cambridge, MA: IHI.

Institute of Medicine (IOM) offers hallmark reports which can be freely accessed through <http://iom.nationalacademies.org/>:

- (1999). *To err is human: Building a safer health system*. Washington, DC: IOM.
- (2001). *Crossing the quality chasm: A new health system for the 21<sup>st</sup> century*. Washington, DC: IOM.
- (2003). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: IOM.
- (2004). *Insuring America's health: Principles and recommendations*. Washington, DC: IOM.
- (2005). *Performance measurement: Accelerating improvement*. Washington, DC: IOM.
- (2006). *The future of drug safety: Promoting and protecting the health of the public*. Washington, DC: IOM.
- (2007). *Advancing quality improvement research: Challenges and opportunities*. Washington, DC: IOM.
- (2013). *Toward Quality Measures for Population Health and the Leading Health Indicators*
- (2015). *Vital Signs: Core Metrics for Health and Health Process*
- (2015). *Transforming Health Care Scheduling and Access: Getting to Now*
- (2015). *Assessing Progress on the IOM Report The Future of Nursing*

Joint Commission (2007). *"What did the doctor say?" Improving health literacy to protect patient safety*. Oakbridge Terrace, IL: The Joint Commission.

Joint Commission (2008). *Healthcare at the crossroads: Development of a national performance measurement strategy*. Oakbridge Terrace, IL: The Joint Commission.

Office of Disease Prevention and Health Promotion (2015). *Healthy people 2020*. Rockville, MD: U.S. Department of Health and Human Services.

National Quality Forum (2006). *Compendium 2000-2005*. Washington, DC: NQF.

Patient-Centered Outcomes Research Institute ([www.PCORI.org](http://www.PCORI.org)):

- Frank, L.; Basch, E., Selby, J.V. (2014). The PCORI Perspective on Patient-Centered Outcomes Research. *The Journal of the American Medical Association (JAMA)*, 312(15): 1513-1514. Retrieved from <http://jama.jamanetwork.com/article.aspx?articleid=1901303>
- Selby, J.V., Forsythe, L., and Sox, H.C. (2015). Stakeholder-Driven Comparative Effectiveness Research-An Update from PCORI. *JAMA*, 314(21): 2235-2236. Retrieved from <http://jama.jamanetwork.com/article.aspx?articleid=2471797>

Farquhar, M. (2008). Patient Safety and Quality: An Evidence-Based Handbook for Nurses. Rockville, MD: AHRQ. Retrieved from <http://www.ncbi.nlm.nih.gov/books/NBK2664/>

<http://www.patientsafetyauthority.org/Pages/Default.aspx>  
<http://qualitynet.org>

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**TEACHING METHODS:** Lecture/seminar discussion, audiovisuals, peer presentations, and quizzing

#### **METHODS OF EVALUATION/GRADING:**

| Evaluation and Grading *, **  | % of grade |
|---|------------|
| IHI School  | 20%        |
| Chapter Quizzes   | 20%        |
| Presentation #1: Assigned Topic/Content Presentation                | 20%        |
| Presentation #2: Formal presentation of PI project                  | 15%        |
| Formal Paper: Performance Improvement Project Proposal (FINAL EXAM) | 25%        |
| Daily Life Course Investment***                                     | P/F        |
| TOTAL   | 100%       |

\* The Moravian College Nursing Program is accredited by the Commission on Collegiate Nursing Education. As part of the accreditation process the program must provide evidence of assignments completed by students. Any of the methods of evaluation used in this course, may be used as evidence of student assignments during the accreditation process.

\*\*Instructor purview is to apply qualitative judgment in determining grades for an assignment or for a course.

\*\*\*Students failing to uphold to course expectations and policy with recognizable negative behavior patterns will result in a grade reduction up to and including course failure. Additional topic related assignments must be satisfactorily completed.

**GRADING POLICY:** Assignments are expected on or before their due date both for class and clinical. If class assignments are submitted late, five points per day will be deducted from the grade.

Course grades are calculated using the following nursing department grading scale:

|              |              |              |
|--------------|--------------|--------------|
| A =93-100    | B- =80-82.99 | D+ =67-69.99 |
| A- =90-92.99 | C+ =77-79.99 | D =63-66.99  |
| B+ =87-89.99 | C =73-76.99  | D- =60-62.99 |
| B =83-86.99  | C- =70-72.99 | F ≤59.99     |

#### **Chapter Quizzes:**

There will be weekly quizzes administered over the course of the semester on blackboard. These questions will consist of multiple choice, multiple answer, true/false, and fill in the blank.

#### **Class Presentations:**

Each student will prepare two formal presentations at designated times during the semester. Each presentation will take approximately 20-25 minutes. Each presentation will provide a focused analysis of the assigned topic/content that assures quality, promotes patient safety and/or impacts on health care policy. Students will

provide PowerPoint®, other appropriate audiovisuals and/or activities to enhance their presentations, and will provide hard copy handouts that include a list of references. This will also include an element of randomized peer review.

Presentation #1: Content/topic as assigned and scheduled in class (average presentation time 20-25 minutes)

Presentation #2: Presentation of your PI Project proposal and paper (average presentation time 15-20 minutes)

The following are expected components for the presentations:

- Description of the scope of the problem – consider impacts at the local, state, national, and global levels
- Identification of national organization(s) that targeted the problem, with goals identified
- Identification of progress made toward goal achievement
- Projection of future directions
- Stimulation of class discussion

### **Written Paper:**

Each student will write one formal paper that will describe the process that the student would follow to assemble and lead a performance improvement team. It is expected that this performance improvement team's focus will be on one of the topics previously presented in one of the two class presentations. The paper will include the following components:

- Description of the scope of the problem
- Identification of the national organization(s) that targeted the problem, with goals identified
- Identification of national progress made toward goal achievement
- Identification of benchmarks for your health care organization or hospital
- Identification of composition of PI team
- Identification of key components that assure successful project management
- IHI School presentations should guide your completion of this project

This paper must be written utilizing the stylistic elements consistent with the *American Psychological Association (6<sup>th</sup> ed)*.

**ACTIVE LEARNING:** Each student is to own their learning by engaging in the learning process. Active participation is measured by demonstrating responsibility and ownership in the learning process by completing required readings, assignments, discussion, and/or feedback by the due date in addition to class participation and discussion. **This is reflected in the methods of evaluation as *Daily life of the Course investment*.**

### **STUDENT EXPECTATIONS:**

**Students are responsible to respect and hopefully embrace the nursing department philosophy.**

### Ethos Statement

*Grounded in local and global partnerships, nursing at Moravian blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, inter-dependent community. The program cultivates a professional nurse graduate who values lifelong learning and service to others within a framework of social justice.*

**ATTENDANCE: Class attendance is expected.** Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. Tardiness is a distraction to the class.

**If you are unable to attend a class, please contact the instructor via email, text or phone a minimum of one (1) hour prior to the start of the class session.** Each class absence will result in one point off the final course

grade based on 100 points. For example, if you earned a final course grade of 94% (A) but had two class absences your earned grade will be recorded as a 92% (A-). Students are responsible for obtaining any notes, handouts, or other class items from classmates. Students are encouraged to also review the Attendance Policy in Nursing Student Handbook.

**BLACK BOARD:** Use of a computer with internet access is required to access Blackboard and complete course assignments. (Access Blackboard at <http://blackboard.moravian.edu>).

**Workload:** Students can expect to work 6-12 hours per week outside of class time preparing for this class.

**Syllabus Status:** The syllabus and course schedule (provided separately) serves as a general guide and are subject to change with classroom or email notification to students.

**ACADEMIC INTEGRITY:** Students are responsible to maintain scholarship by being professional and honest in producing their own academic work. In accordance with the Student Handbook statement on Academic Honesty (<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>) the following include acts of academic dishonesty and participation in such will result in possible course/assignment failure:

- **Plagiarism** is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Refer to the Moravian College Academic Honesty Policy in the Student Handbook. **APA format is required for all written assignments unless specified otherwise.**
- **Cheating** comes in many forms but essentially results in work being submitted with unauthorized use of resources or peer help.
- **Falsification** is when the student provides a false excuse for an absence from an examination, test, quiz or other course requirement, directly or through another source.
- Other **unprofessional behaviors** such as tampering, damaging or hindering the work of others to complete their own assignments will not be tolerated.

#### **ADDITIONAL INFORMATION:**

**CANCELLED CLASS/INCLEMENT WEATHER:** College policy will be followed relative to inclement weather. Please check the AMOS website (<https://amos.moravian.edu/ics>) or call (610)625-7995 for any announcements relative to weather and the cancellation of class.

**DISABILITIES:** Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**INCLUSION:** Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

| Behavior                          | Description  |
|-----------------------------------|--|
| Listening to understand           | Listening with an open mind to fully understand all aspects of a situation                               |
| Seeing multiple points of view    | Understanding that our perspective is not the only one when looking at a situation, issue, or person     |
| Giving and receiving feedback     | Inviting and giving feedback   |
| Enhancing inclusion               | Helping others feel included and involved  |
| Addressing inappropriate behavior | Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior. |

Source: MIT Human Resources, Diversity & Inclusion, <http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

**\*Student Handbooks are available on line for your reference**

<http://home.moravian.edu/public/Nursing/studentHandbooks.html>

<http://www.moravian.edu/studentlife/handbook/>

Students are required to complete an electronic course evaluation by the day of the final exam. This is an anonymous system required by the college in all courses. Failure to submit the course evaluation will result in the instructor withholding the student's final course grade to the registrar's office. Therefore an incomplete (I) will be awarded until the evaluation is complete.

The instructor will respond to any written communications (i.e.-emails, hand-written notes, etc.) regarding this course or academic advisement in the timeliest manner. A timely response by the instructor can be expected within 24- 48 hours upon receipt of the written communication.

*\*This syllabus is subject to change.* Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

**TOPICAL OUTLINE:** see Course Schedule for exact dates and assignments on topics