



N- 5365 The University of Texas at El Paso

Syllabus Fall 2020



School of Nursing Graduate Program

N-5365 Managing Quality in Nursing Practice

## Prerequisites, Credits, Course Description, Meeting Times



- NURS 5310, NURS5370, and NURS 5338
- N5365 Managing Quality in Nursing Practice is a three (3) credit hour course.
- Performance and outcome standards used by industry, regulatory and accreditation bodies are applied to quality/performance improvement in nursing practice settings. Evidence-based practice and the relationship of quality/performance to cost are core themes. Students focus on measurement and management of outcomes through development of a nursing-based performance improvement project proposal.
- This class will be conducted in an asynchronous manner. There are no scheduled class meetings. However, such meetings, via Blackboard, may be called as needed. Should such a meeting be called, students will be given notice at least one week in advance.

## Faculty



Karen Fowler, Ph.D., RN, CENP

Office Hours: Monday, 9 am - 12 noon, virtual online Thursday's 6 pm-8 pm. Anytime by appointment

Cell - (915) 253-0729 Preferred

Office- (915) 747-7206

## MSN Program Outcome



Graduates of the MSN and Post-Graduate Certificate APRN programs will be prepared to:

1. Apply theoretical perspectives, scientific evidence, and visionary thinking to critically analyze and lead complex organizational systems and implement innovative change.
2. Use interpersonal, inter-professional, and organizational communication and relationship building skills to create and lead highly functioning, reliable, and healthy interprofessional teams.
3. Combine business skills and principles, evidence-based practice, informatics, quality and safety strategies, and metrics to lead care systems for improvement of processes and outcomes to improve health outcomes.
4. Employ state, federal, and global health policy(ies) to advocate for healthcare reform and improve health outcomes for all.
5. Model professionalism, integrity, ethical decision making, respect for differing points of view in diverse populations, and promoting social justice in the development of the advanced practice role.
6. Utilize research for the improvement of nursing practice and the advancement of nursing as an academic discipline.
7. Ascertain the knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems in which they practice through lifelong learning.

## Course Outcomes



Upon course completion the learner is expected to be able to:

1. Differentiate various industry, regulatory, and accrediting requirements as they apply to quality management.
2. Compare and contrast various types of outcomes measured in nursing and health care settings.
3. Analyze relationships between outcomes and resource utilization.
4. Integrate safety management in the clinical setting as a key outcome for nursing practice.
5. Develop a performance improvement project proposal based on a selected nursing quality care issue.

## Teaching and Learning Strategies



Hands-on experience with software applications, individual practical experience, internet searches, Web-based education programs is used. Blackboard discussion entries and individual papers will be evaluated by the faculty for grading purposes.

The majority of learning in online education occurs in the reading/discussion board assignments. Students are expected to thoughtfully prepare postings. References from the literature are required to support the discussion postings. These references are to be from sources beyond the course texts.

## Grading and Evaluation



- **Grading scale**
  - A = 900 -1000 points
  - B = 800 – 899 points
  - C = 700 – 799 points
  - D = 600 – 699 points
  - F = <600 points
  
- **Learning & evaluation methods**
  - Discussion Board participation                    300 points
  - Article Critique    200 points
  - PICOT Question    200 points
  - Performance/Quality Improvement            300 points
  - See rubrics for assignment guidelines and grading criteria.

**All work** is expected to meet graduate-level expertise in critical thinking, applications, synthesis, proper use, and presentation of the English language. Online activities require “netiquette”.

**Incomplete grades:** Students may receive a grade of an “I” for incomplete work only in exceptional circumstances and with the approval of the professor. Students who expect to take an incomplete must develop with the professor, a written plan including a timeline for completing the course assignments. Although University policy requires completion of all required assignments within one year, the SON policy may be more stringent and the professor may require completion of the course requirements within a shorter time period.

**Late Assignment Submissions:** Unless late submission of any assignment or discussion is approved in advance of the due date by the faculty, a penalty of 10% per day of the total grade earned will be assessed on each assignment and/or discussion board posting that is submitted after the due date and time up to 3 days. Assignments submitted more than 3 days late will be given a 0.

**Alternative Means of Submitting Work in Case of Technical Issues:** I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

## Explanation of Graded Assignments



### A. Discussion Board Participation. (300 points)

- Students will demonstrate critical and reflective thinking abilities through participating in online discussions and in all written assignments.
- Discussion topics will be identified and students will be required to respond appropriately. The assigned topics will be related to the assigned reading and help build your “tool kit” and

repertoire of skills for managing patient outcomes in settings across the continuum of care and contribute to the topic you have chosen for your performance improvement white paper.

- A grading rubric is provided on blackboard.

**B. Article Critique (200 points):** Your assigned texts, URL site reviews, & selected readings represent a starting point for the discussion of course topics. To enhance your understanding of these topics and enhance your analysis and critical thinking skills, you will select an article that is focused on a performance improvement topic for critique. Hint: You may use one of the articles that you referenced in your PICOT question assignment. Second Hint: When you search, use the words performance, improvement, quality, outcomes, and whatever clinical issues you are interested in to find a performance improvement article (as opposed to a research article). You will prepare a written critique that:

- Identifies the source (using the APA format for references)
- Summarizes the content of the article;
- Explains how it adds to the assigned topics and readings
- Provides your own conclusions on the contribution the article makes to the topic, scientific evidence, and the practice of administration and management.
- A grading rubric is provided on blackboard.

**C. PICOT Clinical Research Question Formulation (200 points)**

- PICOT is a structured process that provides a framework for developing clinical inquiry or performance improvement questions. When assigned you are to post a question/mini-analysis, using the PICOT framework, in the on-line "PICOT Question" discussion area. The question should reflect an actual situation in your work environment and should provide the basis for your Performance Improvement Project Proposal.
- You are to conduct a literature search and cite the evidence that relates to or supports your PICOT question. Thus, you state your question in PICOT format and provide a succinct response to your question from your synthesis of the information gleaned from your readings. The citations in this assignment will form the foundation of the review of the literature in your performance improvement project proposal.
- Submit your PICOT analysis, in the provided table format via the appropriate assignment link. A table format will be provided on blackboard.

**D. Evidence-based Performance/Quality Improvement Project Proposal (300 points).**

- Identify a problem in your practice site that is amenable to a performance/quality improvement initiative. You should use the PICOT question that you submitted earlier in the course.
- Analyze the problem and gather evidence from the literature to support your recommendations for improvement.

- Interpret the results of your analysis and propose actions based on your synthesis of evidence provided in the literature.
- Follow the format of the APA Manual for all aspects of the manuscript. Please ensure you're writing adheres to the APA guide for professional writing.
- A grading rubric and paper guidance are provided on blackboard.

## Required Textbooks



American Psychological Association (2020). *Publication manual of the American psychological association, 7th Ed.* Washington, DC: American Psychological Association.

Block, D. J. (2006). *Healthcare outcomes management. Strategies for planning and evaluation.* Sudbury, MA: Jones and Bartlett Publishers.

Malloch, K and Porter-O'Grady, T.(2010). *Introduction to evidence-based practice in nursing and health care, 2nd edition.* Sudbury, MA: Jones and Bartlett Publishers.

Melnik, B., & Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: A guide to best practice. (4th ed.)* Philadelphia: Lippincott Williams & Wilkins NOTE: this is from NURS 5370

Shortell, S.M., Kaluzny, A.D. (2012). *Healthcare management: Organization design and behavior (6th ed).* United States: Thomson/Delmar Learning. NOTE: This is from NURS 5300

## Expectations & Responsibilities of Educator



The style of teaching is one of mentoring and facilitating. You can expect the faculty member to

- Respond to email and discussion board postings in a timely manner, usually within 48-72 hours.
- Review all submitted assignments and provide constructive feedback within two weeks of submission.
- Inform you if work is substandard for a graduate student.
- Be receptive to constructive suggestions that would improve teaching/learning effectiveness or the quality of learning in this course.

Support and encourage learners to explore new or innovative approaches to learning.

## Expectations and Responsibilities of Learner



All course work is expected and due at the time designated. Late course work is subject to penalties as previously described. Students are expected to access the course at least 3 times per week and to communicate any difficulties with course content or assignments to the instructor. Students are also responsible for all communications and clarifications from faculty via email, course messages, announcements, discussion boards, etc.

## Other



- **ACADEMIC HONESTY-** You are personally accountable for all work submitted or presented for evaluation. While collaboration with others in the process of completing an assignment is encouraged, cheating includes collaborating with others during any testing situation or submitting work that you did not develop. Plagiarism consists of the use of information from publications or media productions without proper citation and acknowledgment. Penalties for plagiarism and cheating are imposed according to SON and UTEP regulations. See [Current Graduate Catalog](#) for specific details. ·
- **AMERICAN WITH DISABILITIES-** *The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#). ·*

- **UNIVERSITY WRITING CENTER-** The writing center offers free synchronous online one-on-one assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide support during all parts of the writing process. Online assistance is available by appointment through the UWC's website. Most of UWC's consultants are bilingual. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit. Visit the UWC's website to learn more. Online consultations take place during regular business hours, and appointments must be made a day in advance. ·
- **STUDENT LOCATION VERIFICATION-** There are some states where the UTEP School of Nursing may not operate or may have limited operations for clinical activities. It is the student's responsibility to notify faculty and MSN program directors of any change in the state of residence occurring during a given course. ·
- **COVID 19 -** Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. (**classes with on-campus meetings**) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.·
- **COVID 19 Precautions-** You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](#). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](#)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face-covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures. (**classes with on-campus meetings**) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.