

Semester Hours: 3

Prerequisites: None

COURSE DESCRIPTION:

Application of ethical, legal, economic, and political concepts to nursing practice. Identification of methods to decrease sentinel events through consistent promotion of nursing actions that influence quality improvement and simultaneously reduce morbidity and mortality.

This course will provide a means for the professional nurse to understand the many regulatory factors, change technology, and other influences that are driving the expanding roles of risk analysis and quality management in the healthcare settings. It will also assist in identification of how much accountability and influence professional nurses have in these two areas.

This course will be provided entirely on line. Face to face meetings will take place prior to the first day of class and available on appointment.

FACULTY INFORMATION:

Name: Shirley Adriance, MSN, RN, CPHQ, HACP

Contact Information:

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Details of Office Hours;

Hours available via email: Sunday - Friday from 5PM to 8PM

Hours available via phone: Sunday - Friday from 5PM to 8PM

COURSE OBJECTIVES:

1. Each student enrolled in this course will be expected to meet course objectives that are presented within the framework of Disseminated Essentials Competencies of graduates from Texas Nursing Programs and the BSN Essentials.
2. Identify why monitoring institutional, professional and public policy to maintain adherence to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse impacts patient outcomes.
3. Identify multiple means and reasons for leading safety and quality improvement activities as part of the interdisciplinary team.

4. Critique legal, ethical, and regulatory standards in professional nursing practice for risk management or quality improvement activities that will improve the process of or outcome of the provision of care.
5. Identify different quality and safety competencies, why and when each should be used within risk analysis and quality management implementations.
6. Identify why information and technology skills are essential for safe patient care.
7. Identify quality and safety global issues and strategies to improve both.

REQUIRED TEXTBOOKS AND READINGS:

Sherwood, Gwen and Barnsteiner, Jane. Quality and Safety in Nursing. Ames, Iowa: John Wiley & Sons, 2012. ISBN 978-0-470-95958-9

Jones, Deborah. Risk Management and Quality Improvement Handbook, Australian Council on Healthcare Standards (ACHS), July 2013. Copy available for free at www.achs.org.au

ASHRM Monographs Task Force, Different Roles, Same Goal: Risk and Quality Management Partnering for Patient Safety.2007. Copy available for free at American Society Healthcare Risk Management (www.ashrm.org)

GRADING SCALE:

- A. = 90 or higher
- B. = 80 to 89
- C. = 75 to 79
- D. = 60 to 74
- E. = 59 or lower

Major Assignments/Exams:

- Written Assignments 35%
- Online Assignments 35%
- Final 30%
- Total 100%

TEACHING STRATEGIES:

The course teaching strategies include a variety of methods in an effort to engage students with different learning styles, including reading/viewing/listening to instructional material, participating in reflective discussion forums, providing a group presentation, and engaging in interactive educational games.

COURSE SCHEDULE:

Module 1	1. Review syllabus 2. Overview of Quality and Safety 3. Driving Forces	Seven on line assignments	Seven written assignments
Module 2	1. Political Implications 2. National Initiatives		
Module 3	1. Patient-Centered Care 2. Teamwork & Collaboration 3. Evidenced-Based Practice		
Module 4	1. Quality Improvement 2. Safety & Informatics		
Module 5	1. Transform Education to Transform Practice 2. Teaching Strategies		
Module 6	1. Quality & Safety		
Module 7	1. Leadership to Create Change		
Module 8	1. Implementing new knowledge to practice		Final

NOTE: Assignment grades are posted in Blackboard as a convenience for students. The official, final course grade is submitted to the registrar's office at the end of the semester.

COURSE POLICIES:**Academic Honesty:**

The importance of academic honesty can never be overemphasized. As a critical matter that warrants severe sanction in the conventional setting, academic dishonesty in any of its forms is totally unacceptable in the Sul Ross State University Nursing Program setting, where all students pursuing a nursing degree are held to high ethical, moral, & professional standards inherent to the nursing profession.

- When preparing course assignments, students must be careful to differentiate between their ideas & those derived from other sources by correctly following the American Psychological Association (APA) guidelines for citation of materials and quotes.
- Whenever ideas or facts are obtained from a student's reading, research, other students or faculty sources they must be properly cited according to standards set by Sul Ross State University and the current edition of Publication Manual of the American Psychological Association (APA Manual).
- Plagiarism is a violation of academic honesty.
- Plagiarism is the academic equivalent of stealing.
- Plagiarism is using another person's work or ideas without giving credit and includes incorrect citation of quoted material.
- Plagiarism is dishonest because it misrepresents the work of another as your own.

Audio/Video Recording:

Students must receive prior permission of the person(s) presenting class information before audio and/or recording formal presentations or informal discussions.

Classroom Courtesy:

Students are expected to interact in a professional & courteous manner; arrive on time; be prepared for the day's assignment; and listen attentively when others are speaking. Private conversations should be avoided during class time. Cell phones must be silenced during class.

Late Assignments:

The due dates for all assignments will be strictly followed. Late assignments may be accepted at the instructor's discretion. If accepted, the assignment grade may (will) be reduced by 15 points each day the assignment is late. Assignments will NOT be accepted beyond 2 days late and the grade will be 0.

Orientation to Courseware:

Students are expected to complete an orientation for the course delivery system, Blackboard prior to beginning online courses. A link to this orientation is available on the University site.

Reading Assignments & Class Participation

The student's capacity to contribute to class discussions is directly related to their commitment to completing all reading assignments by the dates assigned. Class participation will reflect both the quantity and the quality of your participation.

Participation means showing up for each class after completing assigned readings, offering relevant contributions to discussions by introducing new ideas, answering questions that increase group's understanding, show consideration for other's ideas, interacting with groups to focus on pertinent questions, or challenging conclusions to think about the material in new ways.

Technology

Students **must** have continuous access to a computer and the Internet in order to take full advantage of the instructional delivery opportunities provided by the various nursing programs.

Students are required to regularly access, navigate, and utilize e-mail communication and the Blackboard course site. Failure to access messages, announcements, or assignments sent or posted via these modalities may jeopardize the student's progress in the course and does not constitute a viable excuse for failing to meet course requirements and expectations. For questions about using e-mail or Blackboard, contact the technical support Help Desk.