



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 4307 Risk Analysis, Quality Management and Implications for Practice
8 WEEK COURSE FALL 2020

SEMESTER HOURS: Three (3)

CONTACT HOURS: 0

CLINICAL HOURS: N/A

PREREQUISITES: Admission to the RN to BSN Completion Program

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.

FACULTY INFORMATION:

Name: Rolando Lira, MSN, MA, RN

Office Hours:

Hours available via e-mail: Monday – Friday 5:00 – 9:00 PM

Hours available in person in your office: N/A

Hours available via office/home phone: Monday – Friday 5:00 – 9:00 PM

Phone number: 830-719-6964 (Call or Text)

University E-mail: Rolando.lira@sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Differentiated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course.

The student will be able to:

1. 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.
2. Identify multiple means and reasons for leading safety and quality improvement activities as part of the interdisciplinary team.
3. 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.
4. Identify different quality and safety competencies, why and when each should be used within risk analysis and quality management implementations.
5. Identify why information and technology skills are essential for safe patient care.
6. Identify quality and safety global issues and strategies to improve both.



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REQUIRED TEXTS:

1. Sherwood, Gwen and Barnsteiner, Jane. Quality and Safety in Nursing 2nd ed., Hoboken, New Jersey: John Wiley & Sons, 2017. ISBN-13: 978-1119151678
2. Jones, Deborah. Risk Management and Quality Improvement Handbook, Australian Council on Healthcare Standards (ACHS), July 2017. Copy available for free at:
<https://www.safetyandquality.gov.au/publications-and-resources/resource-library/national-safety-and-quality-health-service-standards-second-edition>

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Class Modules are to be completed each week prior to the discussion to prepare the student for the discussion board. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment. The class Modules are not graded but are to assist your learning.

Class, Discussion Board & Online Seminar Participation:

The student will participate in online collaborative activities that explore safety and quality issues within the Health Care setting. The student will reflect on past experiences and identify areas of potential risk and measures that can be put into place to increase patient safety. The student is expected to participate in a weekly Discussion Board providing at least two (2) substantial comments each week. First, the student will post an Initial Discussion by Tuesday 2359 PM. Second, the student will provide two (2) substantial comments on at least two peers before Friday 2359 PM. Participation and collaboration is the key to learning from each other. Make sure to answer your peers even though you posted the two required comments. Engagement with the Discussion Board is crucial and very important.

Evidence Based Practice & Safety Tool Kit Project:

The students will utilize the principles and context of evidence-based practice (EBP) as part of a team approach to evaluate nursing practice, policy, and procedure in light of current evidence and make recommendations for change/improvement. Specific instructions will be provided for this EBP & Safety Tool Kit Project. Refer to the course schedule.

Community Project:

The student is required to visit and interview a quality & safety improvement leader in their community. The student can visit the following healthcare agencies: nursing homes, home health agencies, and local hospitals. The student is required to write a 3-page report about the interview process with emphasis on the quality & safety improvement leader purpose, function and role within the organization. Writing guidelines have been developed to help the student know the mechanics of writing a paper. The report will be written individually.

COURSE EXPECTATIONS:

Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.



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Orientation to Course:

Online orientation to course at the start. This provides students with instruction on how to manage on line learning and to address questions concerning the course and course requirements. Blackboard orientation is also available along with websites with instructions and directions as needed. Sul Ross help desk is available as needed for any questions.

Faculty and Student Picture with Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit a snap-shot picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners, we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 10 am and 6 pm if possible.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **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.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>



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USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function will be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.



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7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
 - d. Just as you would proofread a formal paper, before posting;
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. Summary of Measures for Evaluations:

The course grade is based on Discussion Board participation, 1 Module projects, and the Community Activity.

| <u>Course Requirements</u> | <u>Percentage</u> |
|--------------------------------------|-------------------|
| 1. Participation in Discussion Board | 35% |
| 2. Projects (1) | 40% |
| 3. <u>Community Activity</u> | <u>25%</u> |
| Total points | 100 |



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3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. **Fifteen points per calendar day will be deducted for late submission of assignments. Assignments more than 2 days late will not be accepted and a grade of 0 will be given.** Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.



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COURSE SCHEDULE: *(This schedule is subject to change by faculty)*

| Module & Date | Topics & Objectives | Required Readings for The Week & References | Learning Activities, Assignments and Submission Dates by 1159 PM |
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| Module 1 Week I Oct. 19-23 | NOTE: -All students must provide a snapshot and a one-page biographical summary and submit on Blackboard. -Syllabus, assignments, and meetings are subject to change, as needed. Topic: 1. Driving Forces for Quality and Safety Objectives: 1. The compelling case for quality & safety 2. Identify the reasons why we need to change our mindset about quality & safety 3. Recognize national organizations for quality & safety. 4. QSEN and the future for quality & safety in nursing | <ul style="list-style-type: none"> Class Welcome: Course Syllabus & Schedule. Note: Carefully read the criteria for discussion participation. Discussion weeks go from Tuesday through Sunday. Read Sherwood & Barnsteiner Ch. 1-3 Article: Read "Patient safety culture among nurses" by the International Nursing Review | <ul style="list-style-type: none"> Ensure you have the textbooks listed in the Syllabus Familiarize yourself with resources and Blackboard. Spend some time to surfing through Bb Post an Introduction of yourself to the group Due 10/20 and introduce yourself to each other before 10/23 Read Project #1 EBP & Safety: Section 1-2 |
| Module 2 Week II Oct. 26-30 | Topic: Patient Centered Care Objectives: 1. The definition of Patient-Centered Care 2. Nursing care evolves in Patient-Centered Care 3. The application of Patient-Centered Care Topic: Teamwork & Collaboration Objectives: 4. Quality & Safety through teamwork 5. Interprofessional education and practice to improve teamwork & collaboration | <ul style="list-style-type: none"> Read Sherwood & Barnsteiner Ch. 4-5 Article Read "Quality and safety education for nurses" by Nursing Outlook <p>Read: To Err is Human: Building a Safer Health System: <u>Why do errors happen? Only read this section</u> https://pubmed.ncbi.nlm.nih.gov/25077248/</p> | <ul style="list-style-type: none"> Post answer to Discussion question #1: Explain why our values about Quality Improvement have to change in order to improve nursing care, then identify three patient safety issues in your facility that need immediate attention and why? Due 10/27 Respond to your peers' post before Due 10/30 Work on Project #1 Section 1-2 |
| Module 3 Week III Nov.2-6 | Topic: Quality Improvement Objectives: 1. Identifying the background of quality improvement in health care 2. Knowing the process of quality improvement 3. Defining the concept of Enterprise Risk Management 4. The evidence for evidence-based practice 5. Application of Evidence-based practice in the nursing profession | <ul style="list-style-type: none"> Read Sherwood & Barnsteiner Ch. 6-7 Read To Err is human, 2000. <i>A Comprehensive Approach to Improving Patient Safety</i> https://www.ncbi.nlm.nih.gov/books/NBK225174/ Read and explore the EBP websites- see websites Watch YouTube video 'Evidence-Based Medicine in Practice #2' https://www.youtube.com/watch?v=xLS1ng6D32Y | <ul style="list-style-type: none"> Submit Project #1- Section 1-2 assignment Due 11/8 Post answer to Discussion Question #2: From the EBP Case Study Medical Surgical Patient from Project #1- Identify three major factors where team work & collaboration broke down and how would you improve it? Due 11/3 Respond to your peers before 11/6 Explore EBP websites: 1. Agency for Healthcare Research and Quality http://www.ahrq.gov/2. 2. Cochrane Collaboration Library: http://www.cochrane.org/ 3. Joanna Briggs Institute for Evidence-Based Nursing and Midwifery: http://www.joannabriggs.edu.au/about/home.php |



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| Module 4 Week IV Nov.9-13 | Topic: Safety Objectives: 1. When and where is the culture of safety implemented 2. The culture of safety in the acute care, long-term and home health setting 3. Teaching strategies for culture of safety Topic: Informatics Objectives 1. The role of informatics in nursing education and nursing practice 2. How does informatics affect patient safety and quality care | <ul style="list-style-type: none"> • Read: Sherwood & Barnsteiner Ch. 8-9 • Article Read “Medication errors: Don't let them happen to you” by <i>American Nurse Today</i> (this activity is part of Section 1 Project #2) • Article Read To err is human, 2000. Errors in Health Care: A Leading Cause of Death and Injury https://www.ncbi.nlm.nih.gov/books/NBK225187/ | <ul style="list-style-type: none"> • Work on Project #1 Section 3 • Post answer to Discussion Question #3: Share a professional nursing experience when you caused a medication error or a near miss. Identify how, why, and what factors played a part in the error. Due 11/10 • Respond to peer's post before Due 11/13 |
| Module 5 Week V Nov.16-20 | CONTINUE ... Topic: Safety Objectives: 1. When and where is the culture of safety implemented 2. The culture of safety in the acute care, long-term and home health setting 3. Teaching strategies for culture of safety Topic: Informatics Objectives 1. The role of informatics in nursing education and nursing practice 2. The importance of informatics in health care | <ul style="list-style-type: none"> • Read Sherwood & Barnsteiner Ch. 8-9 • Article Read To err is human, 2000. Error Reporting Systems. https://www.ncbi.nlm.nih.gov/books/NBK225170/ | <ul style="list-style-type: none"> • Post an answer to Discussion Question # 4 How has technology (informatics) improved patient care in the health care facility you are currently employed? Has the electronic health record truly made a difference in preventing errors. Due 11/17. Respond to peers' post before 11/20 • Submit Project #1 Section 3 11/22 |
| Module 6 Week VI Nov.23-24 Thanksgiving | Topic: Inter-professional Approaches to Quality and Safety Objectives: 1. The learning process of inter-professional quality & safety 2. How can we learn from each other and improve quality and safety 3. Health care organizations role in encouraging inter-professional collaboration <ul style="list-style-type: none"> • Begin your Community Project (group effort) <ul style="list-style-type: none"> ○ Submit the name of the facility you selected for the Community Activity. ○ Begin to set up appointments & interview quality and safety leaders | <ul style="list-style-type: none"> • Read: Sherwood & Barnsteiner Ch. 13-14 • Read Community Project Instructions • Article Read “Embracing quality and safety education for the 21st century: building Interprofessional education.” by Journal of Nursing Education • Examples of Topics for Discussion #7: <ul style="list-style-type: none"> -Patients falls -Recurrent Post-op infections -Heart Failure patients that return to the ED too often. | <ul style="list-style-type: none"> • Post answer to Discussion Question #5: Select a topic on quality and safety in your current facility that you believe needs to be addressed? Identify one main goal? Who would you include as part of your Interprofessional teaching team to achieve your goal? How would you build collaboration among the departments and improve quality and safety? Due 11/24 • Respond to peers' post before 11/29 (an extension given due to holiday) • Work on Community Activity- Interviews with Quality & Safety leaders |



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| Module 7 Week VII Nov. 30 – Dec. 4 | Topic: The healthcare risk manager's functional areas of responsibility <u>Objectives:</u> 1. Application of Enterprise Risk Management (EMR) Model 2. The healthcare risk management professional's primary duties 3. Tools for the healthcare risk manager: ASHRM Topic: Leadership to Create Change <u>Objectives:</u> 1. The evolution of leadership in quality and safety 2. The role of the Chief Nursing Officers in quality and safety 3. Leadership's role in creating a culture of safety 4. Implementing strategies for creating and sustaining leadership | <ul style="list-style-type: none"> • Read: Sherwood & Barnsteiner Ch. 16 • Read: Creating Safety Systems in Health Care Organizations https://www.ncbi.nlm.nih.gov/books/NBK225188/ • Read: Enterprise Risk Management: a Framework for Success (2014). (pdf file in shared files) | <ul style="list-style-type: none"> • No Discussion Question this week • Surf through the American Society for Healthcare Risk Management (ASHRM) website http://www.ashrm.org/ • Work on Community Activity- Interviews with Quality & Safety leaders |
| Module 8 Week VIII Dec. 7-10 | Topic: Finals Week <u>Objectives:</u> 1. Wrap up session and final comments. 2. Complete final project and grades reviewed | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Community Activity Paper Due <u>12/10</u> • Course Evaluations Due <u>12/10</u> |

ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.



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9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

ONLINE COURSES:

Web courses (offered online) are self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students'



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identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

Revised Sept. 30, 2020 R. Lira



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Course Evaluation

Course Name & Number: NURS 4307 Risk Analysis, Quality Management

Term & Year: Fall 2020

Faculty: Rolando Lira, MSN, MA, RN

In order to provide high quality education experiences, your instructors are interested in your perceptions of this course. This form includes statements related to both didactic and clinical components (as applicable) of the course as well as faculty instruction. If there was no clinical in your course please check "Not Applicable." You are encouraged to offer specific advice and constructive appraisal of your learning experiences as you answer the open-ended questions at the end of the form.

Thank you for providing feedback to improve the course.

| Evaluation of Theory and Didactic Course | Strongly Agree 5 | Agree 4 | Uncertain 3 | Disagree 2 | Strongly Disagree 1 | Not Applicable 0 |
|---|-----------------------------|--------------------|------------------------|-----------------------|--------------------------------|-----------------------------|
| The course orientation provided helpful information about expectations for successful completion of the course. | | | | | | |
| The introduction to Black Board, online learning, weekly learning activities and computer competency was for your learning needs. | | | | | | |
| The course syllabus was well organized. | | | | | | |
| Course materials were provided in sufficient time to allow you to prepare adequately for assignments. | | | | | | |
| Assignments were helpful in acquiring a better understanding of course content. | | | | | | |
| The use of Black Board Discussions was helpful to accomplish the course requirements. | | | | | | |
| The course provided ample opportunities to collaborate and learn from other students in synchronous and asynchronous assignments. | | | | | | |
| Student responsibilities (being prepared, participation, group projects, communication etc.) were well defined in this course. | | | | | | |
| The frequency of student & instructor interaction was adequate. | | | | | | |
| Grading criteria and rubrics were clearly stated in the syllabus & consistent with methods used to assign grades. | | | | | | |
| Assignment grades and/or test results were provided. | | | | | | |
| Tests (if applicable) were directly related to assignments, Black Board discussions, and other planned activities. | | | | | | |
| Appropriate technical assistance was readily available. | | | | | | |
| The quality of online instruction using synchronous and asynchronous methods was excellent. | | | | | | |
| Adequate online library resources were provided. | | | | | | |
| Course assignments were related to the focus of the course and related to the level of the program. | | | | | | |



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
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NURS 4307 Risk Analysis, Quality Management and Implications for Practice
8 WEEK COURSE FALL 2020

| Evaluation of Clinical Learning Activities and Experiences if Applicable | Strongly Agree 5 | Agree 4 | Uncertain 3 | Disagree 2 | Strongly Disagree 1 | Not Applicable 0 |
|--|-----------------------------|--------------------|------------------------|-----------------------|--------------------------------|-----------------------------|
| Students were encouraged to identify their individual clinical objectives that reflected areas of need. | | | | | | |
| Students were encouraged to select a patient population for their clinical experience. | | | | | | |
| Students were provided weekly guidelines for developing physical assessment skills | | | | | | |
| Guidelines were provided for development of a population Data Base | | | | | | |
| Students were encouraged to suggest areas that would provide clinical experience for their patient population | | | | | | |
| Students were an integral part in planning clinical time with their clinical preceptors | | | | | | |
| Clinical experience was directed toward development of skill with physical assessment, relating diagnostic data to identified patient diagnoses, and linking management prescribed by the primary provider to patient needs. | | | | | | |
| Students were encouraged to identify areas of need to enhance clinical leadership and management | | | | | | |
| Evaluation of physical assessment techniques was a meaningful learning experience | | | | | | |
| Clinical activities were appropriate and directed to development of nursing knowledge and skill for a selected patient population | | | | | | |
| Weekly discussion topics were relevant and stimulated identification of appropriate discussion areas | | | | | | |



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| Evaluation of Instructor | Strongly Agree 5 | Agree 4 | Uncertain 3 | Disagree 2 | Strongly Disagree 1 | Not Applicable 0 |
|---|-----------------------------|--------------------|------------------------|-----------------------|--------------------------------|-----------------------------|
| The instructor's teaching stimulated my interest in the subject. | | | | | | |
| The instructor expressed ideas clearly. | | | | | | |
| The instructor encouraged students to feel free to ask questions. | | | | | | |
| The instructor thoughtfully answered all questions raised by students. | | | | | | |
| The instructor provided relevant & timely feedback regarding my work in this course. | | | | | | |
| The instructor treated students with respect. | | | | | | |
| The instructor seemed genuinely interested in my learning. | | | | | | |
| The instructor was readily available for consultation with students online, by email and phone. | | | | | | |
| The instructor used teaching methods that helped me understand the practical application of the course content. | | | | | | |
| The instructor effectively used online learning systems (e.g. Blackboard) to promote learning. | | | | | | |
| If I had academic difficulty or personal issues affecting my performance, the instructor advised me of my status and options. | | | | | | |

General evaluation of the Course:

Rate the amount of work you did:

☐ Less than assigned ☐ What was assigned ☐ More than what was assigned

Rate the level of your involvement in the activities of this course:

☐ Limited involvement ☐ Somewhat involved ☐ Highly involved

How much practical knowledge have you gained from this course?

☐ Minimum ☐ Some practical knowledge ☐ A great deal

General Evaluation of the Course when compared to other courses you have taken:

☐ Poor ☐ Very poor ☐ Average ☐ Good ☐ Excellent

What are the major strengths of this course?

What are the major weaknesses of this course?

What would you suggest for improvement of this course?

RGC Course Evaluation Form 8/10/20