



Quality, Safety, and EBP
Spring 2020

NUIP 3311: Research, Ethics, Advocacy, and Leadership

Course Credit: 3-0-0-3

Course Professors: **Section 1:**
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Section 2:
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Classroom: **Section 1:** McLeod 1003 (Mattos)
Section 2: McLeod 1004 (Reid)

Class Schedule: Monday and Wednesday, 9:45am – 11:00 am

Preferred Communication:

Preferred communication is by email, and we strive to respond within 48 hours on weekdays during business hours unless we are in clinic. If you have an urgent problem, contact the admin assistant, as noted above. Feedback on assignments can be expected within two weeks. Office hours are by appointment.

Course Description:

Why do you turn patients every two hours- why not every 30 minutes or every 4 hours? How do you improve medication adherence for a 85-year-old woman refusing her blood pressure medication? Have you ever wondered about these questions? Have you asked? If so, what were the answers? Hopefully you were referred to the evidence that has proven the way you are practicing is safe and effective.

This seminar provides foundational and theoretical principles of research/scholarship, ethics, advocacy/roles, and leadership. We will integrate quality and safety principles with leadership while using evidence-based practice (EBP) to inform practice change, support an ethical climate and optimal care environment, and foster a culture of innovation, high performing care delivery, and continuous learning environment.

Course Objectives:

Through our work together, you will be able to:

- Integrate quality and patient safety improvement principles with leadership and change theory to propose practice change (Leadership, Research, Quality, Safety)
- Differentiate levels of nursing education and practice using regulatory and professional engagement perspectives within societal, national and global contexts (Leadership)
- Articulate the hallmarks of effective professional teamwork in relationship to safety, outcomes and healthy work environments (Leadership, Ethics, Advocacy)
- Apply principles of research and evidence-based practice, including review of current literature and research ethics, to examine, address, and present solutions to a clinical question (Research/Ethics)
- Critically evaluate basic research methodology for application of evidence-based clinical practice (Research)

Required Texts:

- Melnyk, B & Fineout-Overholt, E. (2019). Evidence-Based Practice in Nursing and Healthcare (4th ed). Philadelphia: Walters Kluwer.

Additional Readings and Resources:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association. ISBN 1557987912.
- Other required readings will be posted on course Collab site

Teaching Methods:

NUIP 3311 emphasizes student-centered learning approaches. Active participation in individual and group assignments provide opportunities to explore and apply content acquired through reading, short lecture, and class discussion.

Evaluation Methods and Grading: Please see specific requirements below under “Assignments” on Collab.

| | | |
|---|---------------------|------------|
| <u>Class Participation (20%)</u> | | |
| Self- Evaluation | Due April 29 | 15% |
| iClicker Questions | | 5% |
| <u>Weekly Check-ins (10%)</u> | | 10% |
| <u>Safety & Quality Activity (10%)</u> | | |
| Preventing Harm Assignment | Due Jan 21 | 10% |
| <u>Ethical Considerations in Healthcare (10%)</u> | | |
| CITI Training | Due Mar 24 | 10% |
| <u>Advocacy and Leadership Assignment (20%)</u> | | |
| Leading Change Op-Ed | Due April 13 | 20% |
| <u>Evidence Based Practice Project (30%)</u> | | |
| EBP Project Literature Review Table | Due Feb 29 | 10% |
| EBP Project PowerPoint Presentation | Due Feb 29 | 10% |
| EBP Project Poster Presentation | Due March 5 | <u>10%</u> |
| | | 100% |

Assessment of Learning:

Class Participation (20%):

This is a discussion-based course, which means that you and you peers’ success relies on preparation and active participation in class, completing assigned readings, and contributing to individual or group in-class exercises. This will be assessed through the use of iClickers, in-class graded and ungraded assignments/exercises, and your attendance and participation self-evaluation coupled with course professor evaluation.

Weekly Check-ins/ “Class Prep” (10%):

In addition to active class participation, you will have weekly check-ins on Collab to review the previous week’s content and upcoming week’s readings. The primary purpose of weekly check-ins is to provide you the opportunity to prepare for meaningful class discussion and small group participation as well as reflect on ethical, sometimes difficult, scenarios nurses encounter. Each week, there will be a short assessment comprised of 10 multiple-choice or reflective short-answer questions on Collab to be completed in preparation for class discussion.

Safety & Quality Activity (10%):

As part of this course, you will participate in an out-of-class activity focusing on quality and safety examining situations where you can identify opportunities to prevent harm. This is designed to develop and refine your critical thinking and clinical reasoning abilities. It also allows you to manage common and unique clinical situations that may not be available in a traditional clinical setting, either due to limited access to the clinical site or minimal learning opportunities. When you “visit” the different clinical situations online, you will observe and identify quality and safety concerns within chaotic patient rooms and make a list of quality and safety concerns that you identify. You will turn in your list of observed errors on collab before class and bring your list to class to discuss with your peers, all while considering the broader implications of these issues.

CITI Training (10%)

CITI training covers the historical development of human subject protections and current information on regulatory and ethical issues. You will complete the content for “Human Subjects Research”- Health Sciences Researcher (5 modules). Completion of the modules with quiz scores >80% and uploading of your completion certificate will = 10 points. Completion of CITI training is a requirement for the course.

Advocacy and Leadership Op-ed (20%):

The primary purpose of this assignment is to allow you the opportunity to apply advocacy and leadership concepts presented in this class to lead change and ultimately, improve patient care and nursing as a profession. Writing is a powerful way of effecting change. It can inform our colleagues of important information and can persuade others to change opinions or practices. To practice this important skill, you will individually develop a 3-5 page op-ed. We will work together to build sections of this assignment together in class, specifically focusing on how and why we can plan for a specific proposed change. I encourage you to seek feedback from peers during the class time provided as well as the course professor in the weeks leading up to submission. If you would like the course professor to provide comments and suggestions on the full assignment, please provide the writing assignment **at least 7 days** prior to the assignment due date.

Evidence Based Practice Project (30%):

The primary goal of the evidence based practice (EBP) project is to give you the experience of approaching a current clinical practice issue from an EBP perspective. First you will choose an EBP question posited by a local clinician and then work in a 4-5 person group to meet the clinician who can provide the clinical background for your clinical practice issue. You will apply this practical context to review and critique the literature (evidence) in order to make practice recommendations based on the evidence. When you complete the project, you will have created and shared your group’s unique poster presentation with Nursing and UVA Medical Center colleagues. Specifically, you will construct a comprehensive literature review table, construct PowerPoint presentation slides, and present a poster summarizing your findings.

All assignments should be submitted electronically via **Assignments** in **Collab**, unless otherwise noted by the professor. Early submissions are welcomed; however, late submissions will receive a 0.5 point penalty per day late.

UVA School of Nursing Grading Scale:

| | | | | |
|------------|------------|-------------|------------|----------|
| A+ (100) | B+ (87-89) | C+ (77-79)* | D+ (67-69) | F (0-59) |
| A (95-99) | B (83-86) | C (73-76)* | D (63-66) | |
| A- (90-94) | B- (80-82) | C- (70-72) | D- (60-62) | |

* Please refer to the University Record and School of Nursing Student Handbook for complete policy on grading scale and unsatisfactory grades. Below 70 is a failing grade for undergraduate nursing students.

Inclement Weather:

University policy determines UVA official closings due to weather. If the University is closed due to inclement weather, an alert will be posted on the UVA home page and the UVA Snow Line: (434) 243-SNOW or 924-SNOW.

The Honor Pledge:

The University of Virginia has one of the oldest Honor Systems in the country. Integrity and honor and the Community of Trust are integral to our work together. We expect to see all of your work signed with the Honor Pledge or affirmed in Collab, and more importantly, we expect that your signature or affirmation signifies that you uphold the meaning of the Pledge. *Individual assignments will not be accepted unless they are pledged.*

Statement on Electronic Devices:

Everyone should turn-off or mute all cellular phones, pagers, and keep computers closed unless being used for class activities or note taking. Please refrain from texting or other on-line activities during class time, as this becomes a distraction for other students and for the faculty.

Privacy:

Faculty and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines per HIPAA regulations.

Learning Needs:

Any student requiring accommodations should present documentation from the Learning Needs and Evaluation Center (LNEC) within the first 2 weeks of class. The LNEC is located in the Department of Student Health and can be contacted at 243-5180/243-5181.

Academic Grievances:

An undergraduate, graduate, or professional student who believes that an academic decision violates the University's or school's academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Refer to the Student Academic Grievance Policy in the University Record for the policy and procedure.

University of Virginia Mission Statement

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

School of Nursing Mission Statement

The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON's multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment. (Approved by Faculty Organization, January 2013)

School of Nursing Values

- Respect and honor
- Relationships and collaboration
- Recognition and celebration
- Excellence

(Approved by Faculty Organization, January 2013)

End of Program Terminal Objectives**The BSN program prepares graduates to:**

- Collaborate with interprofessional teams and/or others to promote health and reduce health risks, to deliver holistic, compassionate, and culturally sensitive care for individuals, families, communities, and populations, and to facilitate patient-centered transitions of care;
- Provide evidence-based nursing care consistent with American Nurses Association foundation documents (Scope of Practice; Code of Ethics; Social Policy Statements) and to incorporate professional values;
- Examine the historical and evolving role of nursing in national and global health care systems and its impact on the health status of individuals, communities, and populations;
- Use effective health information technology and research findings to evaluate the safety and quality of patient-centered care across health care settings, incorporating principles of leadership to affect patient outcomes; and,
- Accept personal and professional responsibility/accountability demonstrated through professional leadership, and participation in activities for professional growth and development.

(Approved by Faculty Organization, November 2012)

SPRING 2020

NUIP 3311 *QSEBP* COURSE SCHEDULE

| WEEK/ THEME | MON | TOPICS/ACTIVITIES | READINGS | WED | TOPICS/ACTIVITIES | READINGS | ASSIGNMENTS |
|---|--------|--|--|--------|---------------------------------------|--|---|
| WEEK 1: COURSE INTRO | JAN 13 | INTRODUCTIONS REVIEW COURSE SYLLABUS, DEVELOP CLASSROOM RULES & EXPECTATIONS INTRODUCTION TO SAFETY & QUALITY | REVIEW SYLLABUS PRIOR TO CLASS RWJF. (2011, APR 28). <i>NURSES ARE KEY TO IMPROVING PATIENT SAFETY</i> . RETRIEVED FROM HTTPS://WWW.RWJF.ORG/EN/ /LIBRARY/ARTICLES-AND- NEWS/2011/04/NURSES- ARE-KEY-TO-IMPROVING- PATIENT-SAFETY.HTML | JAN 15 | SAFETY & QUALITY | ECRI INSTITUTE. (2018 MAR). <i>EXECUTIVE BRIEF: TOP 10 PATIENT SAFETY CONCERNS FOR HEALTHCARE ORGANIZATIONS</i> . RETRIEVED FROM HTTPS://ASSETS.ECRI.ORG/PD F/WHITE-PAPERS-AND- REPORTS/2018-PATIENT- SAFETY-TOP-10.PDF | CLASS PREP #1 BY JAN 19 AT MIDNIGHT |
| WEEK 2: SAFETY & QUALITY | JAN 20 | MARTIN LUTHER KING JR DAY | **NO CLASS** | JAN 22 | CASE STUDIES IN QUALITY AND SAFETY | VIEW "PREVENTING HARM" MEDIA IN COLLAB | TURN IN "PREVENTING HARM" ASSIGNMENT BY JAN 21 AT MIDNIGHT CLASS PREP #2 BY JAN 26 AT MIDNIGHT |

| WEEK/ THEME | MON | TOPICS/ACTIVITIES | READINGS | WED | TOPICS/ACTIVITIES | READINGS | ASSIGNMENTS |
|--|--------|--|--|--------|--|--|--|
| WEEK 3: SAFETY & QUALITY | JAN 27 | SAFETY & QUALITY: BIGGER PICTURE NO KBR- BETHANY?? | THE JOINT COMMISSION (2009). <i>FACTS ABOUT THE SENTINEL EVENT POLICY</i> . RETRIEVED FROM HTTPS://WWW.JOINTCOMMISSI ON.ORG/ASSETS/1/18/SENTINE L%20EVENT%20POLICY.PDF US DEPARTMENT OF HEALTH AND HUMAN SERVICES, AHRQ (2018). <i>ROOT CAUSE ANALYSIS</i> . RETRIEVED FROM HTTPS://PSNET.AHRQ.GOV/PRI MERS/PRIMER/10/ROOT- CAUSE-ANALYSIS | JAN 29 | NURSING QUALITY MEASURES NDNQI EXERCISE NO KBR—BETHANY?? | MONTALVO, I. (2007). "THE NATIONAL DATABASE OF NURSING QUALITY INDICATORS (NDNQI®)." <i>OJIN: THE ONLINE JOURNAL OF ISSUES IN NURSING</i> , 12(3), MAN 2. RETRIEVED FROM HTTP://OJIN.NURSINGWORLD.ORG /MAINMENUCATEGORIES/ANAM ARKETPLACE/ANAPERIODICALS/O JIN/TABLEOFCONTENTS/VOLUME 122007/NO3SEPT07/NURSING QUALITYINDICATORS.ASPX | CLASS PREP #3 BY FEB 2 AT MIDNIGHT |
| WEEK 4: EVIDENCE BASED PRACTICE | FEB 3 | EVIDENCE BASED PRACTICE QI vs. EBP vs. RESEARCH EXERCISE | CHAPTER 1: MAKING THE CASE FOR EVIDENCE-BASED PRACTICE AND CULTIVATING A SPIRIT OF INQUIRY CHAPTER 2: ASKING COMPELLING CLINICAL QUESTIONS MILLER, HAYES, & CAREY (2015). "EBP OR SACRED COW." <i>NURSING2015</i> , 45(8). | FEB 5 | FORMULATING AN EVIDENCE- BASED QUESTION PICOT QUESTION EXERCISE | REVIEW CHAPTER 2 | TURN IN EBP QUESTION BY FEBRUARY 7 FOR FEEDBACK CLASS PREP #4 BY FEB 9 AT MIDNIGHT |
| WEEK 5: EVIDENCE BASED PRACTICE | FEB 10 | CLINICIAN LUNCHEON UVA HOSPITAL DINING CONFERENCE ROOM | ***11-1PM*** BOXED LUNCHES PROVIDED | FEB 12 | EVALUATING THE LITERATURE | CHAPTER 3: FINDINGS RELEVANT EVIDENCE TO ANSWER CLINICAL QUESTIONS CHAPTER 4: CRITICALLY APPRAISING QUANTITATIVE EVIDENCE FOR CLINICAL DECISION MAKING | TURN IN DRAFT OF EBP QUESTION, SEARCH TERMS, AND SEARCH STRATEGY BY FEBRUARY 14 AT MIDNIGHT CLASS PREP #5 BY FEB 16 AT MIDNIGHT |

| WEEK/ THEME | MON | TOPICS/ACTIVITIES | READINGS | WED | TOPICS/ACTIVITIES | READINGS | ASSIGNMENTS |
|--|--------|--|--|-----------|---|---|---|
| | | | | | | CONNER (2014). DEMYSTIFYING LITERATURE REVIEWS. <i>AMERICAN NURSE TODAY</i> , 9(1): 13-14. | |
| WEEK 6: EVIDENCE BASED PRACTICE | FEB 17 | EBP QUESTION AND SEARCH STRATEGY FEEDBACK LITERATURE SEARCH CRITIQUE | CHAPTER 5: CRITICALLY APPRAISING QUANTITATIVE EVIDENCE FOR CLINICAL DECISION MAKING CHAPTER 6: CRITICALLY APPRAISING QUALITATIVE EVIDENCE FOR CLINICAL DECISION MAKING | FEB 19 | INCLUSION/ EXCLUSION CRITERIA INCLUSION/EXCLUSION CRITERIA EXERCISE AND SUBMISSION REVIEW OF ARTICLES IN CLASS | FAMILIARIZE YOURSELF WITH JOHNS HOPKINS LEVEL AND QUALITY CHECKLISTS ON COLLAB READ TWO ARTICLES FOR DISCUSSION AND FILL OUT CHECKLISTS TO TURN IN | TURN IN FINAL EBP QUESTION, SEARCH TERMS, SEARCH STRATEGY, INCLUSION/EXCLUSI ON CRITERIA, AND ARTICLE #S BY FEBRUARY 20 AT MIDNIGHT CLASS PREP #6 BY FEB 24 AT MIDNIGHT |
| WEEK 7: EVIDENCE BASED PRACTICE | FEB 24 | GROUP WORK JOHNS HOPKINS LEVEL AND QUALITY CHECKLIST FOR ONE ARTICLE | REVIEW CHAPTER 16: APPLICATION OF EVIDENCE- BASED NURSING PRACTICE WITH RESEARCH | FEB 26 | DISSEMINATING FINDINGS: POSTER PRESENTATIONS | REVIEW POSTER EXAMPLES ON COLLAB | TURN IN EBP LITERATURE TABLE AND POSTER SLIDES BY FEB 29 AT MIDNIGHT CLASS PREP #7 BY MAR 1 AT MIDNIGHT |
| WEEK 8: RESEARCH | MAR 2 | RESEARCH DESIGN QUANTITATIVE | CHAPTER 5: QUANTITATIVE RESEARCH DESIGN INGRAM-BROOMFIELD (2014). A NURSES' GUIDE TO QUANTITATIVE RESEARCH. <i>AUSTRALIAN JOURNAL OF ADVANCED NURSING</i> , 32(2), 32-38. | MAR 4 | RESEARCH DESIGN QUALITATIVE | CHAPTER 6: QUALITATIVE AND MIXED RESEARCH METHODS | SUBMIT PRINT- READY POSTER BY MARCH 5 |
| | MAR 9 | SPRING BREAK | | MAR 11 | | | |

| WEEK/ THEME | MON | TOPICS/ACTIVITIES | READINGS | WED | TOPICS/ACTIVITIES | READINGS | ASSIGNMENTS |
|---|--------|---|---|-----------|--|---|--|
| WEEK 9: RESEARCH | MAR 16 | RESEARCH METHODS MATCH THAT METHOD ACTIVITY | REVIEW CHAPTER 5: QUANTITATIVE RESEARCH DESIGN & CHAPTER 6: QUALITATIVE AND MIXED RESEARCH METHODS | MAR 18 | EBP POSTER PRESENTATIONS | ***11-1PM*** HEALTH SCIENCES LIBRARY ENTRANCE/ HALLWAY | NO CLASS PREP CITI TRAINING DUE BY MAR 24 AT MIDNIGHT |
| WEEK 10: QSEBP | MAR 23 | EBP PROJECT DEBRIEF PANEL- DNP, PhD, PhD STUDENT?, | | MAR 25 | RESEARCH ETHICS COMPREHENSIVE MID-COURSE RECAP IN-CLASS ACTIVITY | | CLASS PREP #8 BY MAR 29 AT MIDNIGHT |
| WEEK 11: ADVOCACY & LEADERSHIP | MAR 30 | LEADING CHANGE | CIALDINI (2001). HARNESSING THE SCIENCE OF PERSUASION. <i>HARVARD BUSINESS REVIEW</i> , 79 (9): 72-81. | APR 1 | WRITING AS A HEALTHCARE PROFESSIONAL Op-Ed EXAMPLES | HTTPS://WWW.AMERICANNUR SETODAY.COM/WHY-MORE- NURSES-SHOULD-WRITE-FOR- PUBLICATION-BUT-DONT/ HTTP://CJNI.NET/JOURNAL/?P =5022 HTTPS://WWW.NYTIMES.COM /2018/08/09/OPINION/SUN DAY/NURSES-GUT-FEELINGS- ROTHMAN.HTML?RREF=COLLE CTION%2FTIME%2FTOPIC%2FNU RSING%20AND%20NURSES& ACTION=CLICK&CONTENTCOLL ECTION=HEALTH&REGION=STR EAM&MODULE=STREAM_UNIT &VERSION=LATEST&CONTENT PLACEMENT=6&PGTYPE=COLL ECTION | CLASS PREP #9 BY APR 5 AT MIDNIGHT |

| WEEK/ THEME | MON | TOPICS/ACTIVITIES | READINGS | WED | TOPICS/ACTIVITIES | READINGS | ASSIGNMENTS |
|---|--------|-------------------------------------|--|--------|---|---|--|
| | | | | | | CHECK OUT THESE BLOGS: HTTP://NURSECODE.COM ; HTTPS://NURSESADVOCATES.COM/ABOUT/ ; HTTPS://BLOG.DIVERSITYNURSING.COM/BLOG/TOPIC/MALE-NURSE | |
| WEEK 12: ADVOCACY & LEADERSHIP | APR 6 | FACILITATING CHANGE, PART 1 | KOTTER (1995). "LEADING CHANGE: WHY TRANSFORMATION EFFORTS FAIL." <i>HARVARD BUSINESS REVIEW</i> , MARCH-APRIL, 59-67. | APR 8 | FACILITATING CHANGE , PART 2 FACILITATING CHANGE CASE STUDY | MITCHELL (2013). SELECTING THE BEST THEORY TO IMPLEMENT PLANNED CHANGE. <i>NURSING MANAGEMENT</i> , 20(1), 32-37. | CLASS PREP #10 BY APR 12 AT MIDNIGHT |
| WEEK 13: ADVOCACY & LEADERSHIP | APR 13 | DEFINING THE NURSING TEAM | NATIONAL COUNCIL OF STATE BOARDS OF NURSING (2016). NATIONAL GUIDELINES FOR NURSING DELEGATION. <i>JOURNAL OF NURSING REGULATION</i> , 7(1), 5-14. | APR 15 | PRINCIPLES OF NURSING DELEGATION | | LEADING CHANGE OP-ED DUE APRIL 13 AT MIDNIGHT CLASS PREP #11 BY APR 19 AT MIDNIGHT |
| WEEK 14: LEADERSHIP | APR 20 | TEAMWORK & HEALTHY WORK ENVIRONMENT | <i>AACN Standards for Developing Healthy Work Environments</i> TEAMSTEPPS article | APR 22 | HEALTHY WORK ENVIRONMENT: DR. JULIE HAIZLIP | FONTAINE, D.K. & HAIZLIP, J. (2018). NO TIME TO BE NICE IN THE INTENSIVE CARE UNIT. <i>AMERICAN JOURNAL OF CRITICAL CARE</i> , 27(2), 153-156. | |
| WEEK 15: PULLING IT ALL TOGETHER | APR 29 | COURSE SUMMARY & LAST CLASS | | | | | SELF EVALUATION DUE APR 29 |