

## DUKE UNIVERSITY SCHOOL OF NURSING

**Course Number:** NURSING 971

**Course Title:** Quality Transformation in Organizational Settings

**Course Description:** Explores quality improvement models and tools, how to identify/prioritize quality improvement projects in organizational settings, project management and leadership, and interdisciplinary team building. Steps in the quality transformation process including setting aims and project scope, tying the QI question to data, finding existing/new data sources, forming an action plan to overcome implementation barriers, setting a timeline for implementation and establishing outcomes will be analyzed. QI outcome measurement tools such as control charts, benchmarking and scorecards will be examined, and methods of disseminating results and planning for continuous improvement will be discussed.

**Prerequisites:** None

### General Information

**Credit:** 3 credits  
**Semester:** Spring 2019  
**Location:** Distance-based

### Faculty

**Name:** Bradi B. Granger, PhD, RN, FAHA, FAAN  
**Telephone:** 919-684-1622  
**Office hours:** By appointment, Pearson 3150  
**Email:** bradi.granger@duke.edu  
 (For assistance contact: [Charnetta.cooper@duke.edu](mailto:Charnetta.cooper@duke.edu))

**Name:** Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRN  
**Telephone:** 919-684-3865  
**Office hours:** By appointment, Pratt 104  
**Email:** staci.reynolds@duke.edu

### Course Instructor Roles and Availability

Drs. Granger and Reynolds will teach their sections and participate in the online discussion forums. Students should complete the weekly assigned readings prior to engaging in the online discussion forums. A combination of online and formal assignments will comprise the grading for this course. All assignments are due by the specified date and time. Discussion forums should focus only on the discussion questions. For other concerns, you may email the faculty of the assigned section. If you have an urgent question/ concern, mark your email as urgent and we will do our best to get back to you as soon as possible. If you would like to discuss a concern by phone, please note that in your email, so we can set a time to talk. Issues relating to Sakai should be addressed with the Center for Information Technology and Distance Learning (CITDL, email: [citdl@mc.duke.edu](mailto:citdl@mc.duke.edu)).

### Course Communication

The primary mode of communication between faculty and students will be through Sakai (forum postings) or via email. The student is given an e-mail account upon admission to Duke, which provides access to e-mail, and the Web. If you are using a commercial internet service provider (such as Gmail) for e-mail and want to check your mail in one place, you need to have your Duke e-mail forwarded to your commercial provider address. It is your responsibility to take care of setting up your e-mail and checking it frequently for messages from instructors and staff. If you need technology assistance, please contact CITDL or OIT.

### Accommodations

Students who believe they may need accommodations in this class based on mental or physical impairments must contact the Student Disability Office, as soon as possible, at 668-1267 or <http://www.access.duke.edu/>.

### Course and Teacher Evaluations

Student evaluation of the course and of faculty teaching effectiveness is a requirement for this course and all other courses in the School of Nursing. Each student is expected to electronically access and complete the evaluations; learning to give appropriate and fair feedback is part of being a Leader and Manager. During the last few weeks of this course, you will be sent information about completing an evaluation of the course itself and the faculty who taught it. It is the student's professional responsibility to complete those evaluations and give thoughtful, constructive feedback about what worked well and what could be changed to strengthen this course. Your evaluations are confidential, anonymous to faculty, and will in no way affect your grade in the course. Faculty will not have access to the evaluations until the final grades have been submitted. **\*\*2 points will be added to your individual final Week 14 assignment paper if 80% or greater of the students in this section complete the course evaluation.**

### Important Information about Computer Viruses

Computer viruses are dangerous and potentially harmful to all of our computer systems. With this in mind, there are three important rules for all students enrolled in this course. First, you MUST have a current anti-virus program loaded on all computers you use for this online course. Second, your anti-virus software MUST be enabled and set to scan your files at least once a week. Last, your anti-virus software must be supplemented with periodically updated virus definitions provided by the software company. These updates MUST be downloaded and installed at least every month. Assignments that are infected with a computer virus (or worm) will not be accepted. If a message or attachment is found to contain a virus any additional work from that individual will not be accepted until the student sends a personal message to faculty indicating that your virus definitions have been updated, all files on your system have been scanned for current viruses, and all infected files have been cleaned, deleted, or quarantined.

### Course Academic Integrity Policy

The University Rules, including the Student Code of Conduct, and other documented policies of the school and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating will be dealt with on an individual basis according to the severity of the misconduct.

### Plagiarism

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures.

DNP students are required to understand and comply with correct procedures for citation and documentation of references and assignment of credit in all written submissions (papers, research reports, or clinical reports), always avoiding plagiarism. Students should be aware that any assignment they submit for a course may be subject to review by plagiarism detection software.

### Course Withdrawal Policy

Students who wish to withdraw from the course are expected to notify the instructor prior to withdrawal. Students who have satisfactorily completed course requirements up to the date of withdrawal will be eligible for a "W" grade.

### Late Penalty Policy

No late assignments or late discussion forum postings will be accepted for the course work. Assignment due dates and times are placed on Sakai. Please contact your faculty member prior to the due date if you are unable to meet these deadlines. Technical difficulty is not a reasonable explanation for a late submission. Once your assignment is submitted and graded, you will not be allowed to resubmit the assignment for a second review and grade. If you have questions about your assignment, please contact your instructor prior to the initial submission of the assignment.

### Grades: *DUSON uses the following standardized grading scale*

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	F	69 and below
B-	80-82%		

### Overall Course Objectives

1. Identify, compare and contrast the purpose of current quality improvement models and tools.
2. Analyze the steps in the quality improvement process and apply them to your organizational setting.
3. Demonstrate use of common methods used to assess health system generated data and measure quality improvement (QI) initiatives (examples include run charts, statistical process control charts)
4. Discuss the role of the DNP graduate in leading QI departments and QI projects including developing, implementing and translating improvements in practice.
5. Use SQUIRE methodology for formatting and presenting a QI project, including process, data and discussion.

**Textbook (Required):**

The Health Care Data Guide: Learning from Data for Improvement by Lloyd P. Provost; 2011 John Wiley and Sons

**Textbook (Recommended):**

Melnyk, B.M. & Fineout-Overholt, E. (2015). *Evidence-Based Practice in Nursing and Healthcare*, third edition. Philadelphia: Lippincott Williams & Wilkins.

**Readings:**

Please refer to Sakai for additional weekly readings in the Weekly Schedule.