ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 4313

Summer II

2019

CONTEMPORARY CONCEPTS IN PATIENT SAFETY  Billie Klesch-Sheeran, MSN, BSN, RN

ANGELO STATE UNIVERSITY

Department of Nursing & Rehabilitation Sciences
COURSE NUMBER
NUR  4313

COURSE TITLE
Contemporary Concepts in Patient Safety

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through Ram Port. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/handbook/index.html

COURSE DELIVERY
This is an online course offering http://blackboard.angelo.edu IT support is available at 325-942-2911 or 866-942-2911. For online classes, the level of academic rigor is parallel to that of a face-to face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment as they would with a face-to face course.
FACULTY
Billie Klesch-Sheeran, MSN, BSN, RN
Office: Archer 318Y (Adjunct office) Virtual hours listed below
Phone: 325-374-1506
Fax: (325) 942-2236
billie.sheeran@angelo.edu

OFFICE HOURS
Virtual office hours are Monday-Friday 2-6 pm. Phone calls or texts are the preferable method of communication. I will answer texts or phone calls from 325-374-1506.

COURSE DESCRIPTION
This course presents an overview of contemporary concepts in patient safety including specific interventions for compliance with the National Patient Safety Goals. The student will understand the development and promotion of a culture of safety and minimization of risk of harm to patients in the provision of healthcare. This course provides a foundation for working with quality management tools and data collection processes to improve systems related to providing nursing care.

COURSE OVERVIEW
Patient safety principles and concepts are the foundation for the improvement of nursing practice and patient outcomes through the application of knowledge and understanding of the history, terminology and impact of patient safety. The framework for case study discussion explores the core competencies necessary for building a safer patient care environment.

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:
1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information evaluates patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.
### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(is) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the specific interventions necessary for compliance with each National Patient Safety Goal.</td>
<td>Quizzes, Comprehensive Final Exam, Discussion boards</td>
<td>1,2,3,9</td>
<td>II,V</td>
<td>PCC,Qi,S</td>
</tr>
<tr>
<td>2. Analyze and develop how the root causes of harm contributed to adverse patient outcomes.</td>
<td>APA paper on medical errors causing patient harm and death using peer reviewed references</td>
<td>1,2,4,6,8,9</td>
<td>II,III,VI,II</td>
<td>PCC,Tc,EB,P,Qi,S</td>
</tr>
<tr>
<td>3. Demonstrate at least two core patient safety competencies for the following topics:</td>
<td>Quizzes, Comprehensive Final Exam. Discussion boards</td>
<td>1,2,4,6,8,9</td>
<td>II,III,IV,VI,II</td>
<td>PCC,Tc,Qi,S</td>
</tr>
</tbody>
</table>
| -- Practice based learning  
-- Systems based practice  
-- Interpersonal and communication skills and professionalism  
-- Personal development |                                                                                                       |                                |                           |                 |
| 4. Discuss the basic core concepts in developing a culture of safety in hospitals.       | Quizzes, Comprehensive Final exams, Discussion boards                                                | 1,2,6,8,9                      | II,III,VI,VI             | PCC,Qi,S        |
| 5. Distinguish basic quality management tools and how they are used in healthcare.       | Comprehensive final exam                                                                            | 1,2,3,4,6,7,9                  | II,III,V                 | PCC,Qi,S,I      |

### REQUIRED TEXTS AND MATERIALS


### OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset
- Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)
RECOMMENDED TEXTS


TOPIC OUTLINE
Introduction to Patient Safety
Systems thinking
Types of medical errors /Sentinel events
National Patient Safety Goals
Patient Safety Stories
Core competencies for Patient Safety
Root causes of Errors
Developing a Culture of Safety
Characteristics of High Reliability Organizations
Basic Quality Management/Performance improvement Principles
Accreditation and Regulatory Agencies
Patient’s role in Safety

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)
EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

- Discussion Boards: 30%
- Quizzes (3): 20%
- Comprehensive Final Exam: 30%
- APA paper: 20%

TOTAL COURSE GRADE: 100%

TEACHING STRATEGIES
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

APA PAPER
The student will select a patient story/scenario where the patient was harmed. The student will use peer-reviewed references to discuss the root cause of the event and will discuss proactive measures to prevent harm and develop a safe practice environment. The paper will be in APA format and be no more than 7 pages including the reference page.

Discussion Board Activities
Discussion Boards provide an avenue for synthesis of material/information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course. Please use evidenced based literature with references to enrich the discussion.

Quizzes
There are quizzes covering the course modules. Each quiz has multiple-choice questions and/or short answer or essay questions. See the course calendar for scheduled quizzes.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:

http://www.angelo.edu/distance_education

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department and ask the person who assists you to add my name, Mrs. Sheeran, Kristin Stanley, and eLearning to the ticket. By doing so, we will receive updates. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.
Other Notes:
- Be sure not to mute your microphone. It is important that the audio be on.
- Be sure to have a light source in front of or next to your computer monitor. If your image is dark and difficult to see on the “Student Photo” step, please add lighting to the front of your computer and retry.
- Make sure that on the “Student Photo” step, you are nicely framed so your face and shoulders can be seen as well as some of the background.
- *****Use an Ethernet cord to “hard wire” your computer to the router helping to ensure you will not lose connection with Blackboard.

IMPORTANT UNIVERSITY DATES
July 8th First day of Summer II Classes
August 7Final Exams for Summer II Classes

STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. All activities and assignments are listed for Central Standard Time (CST). The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Online classroom attendance is evidenced by timely participation in discussion boards and activities assigned in the Learning Modules or on Blackboard. Failure to participate in a timely manner to any discussion or assigned activity in considered an absence. Absences diminish a students’ ability to meet course objectives and contribute to failure of the course. Students are expected to check their emails daily to ensure they do not miss important announcements addressed to the student or class. The course Instructor strives to grade all assignments and papers within one week after the due date. Quizzes have an automatic score after testing but the instructor will review the test within a week and grades will be modified if any changes need to be made. Students may contact the instructor to discuss content missed on the quizzes. For test security reasons, the quizzes will not be available to students once testing is completed. Contact your instructor for any questions.

COMMUNICATION

Faculty strives to respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally Viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the Beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor To be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to Use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at billie.sheeran@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.
ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/content/files/17358-university-honor code. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and 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."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. “Student Contact: The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at Student.Life@angelo.edu to begin the process.”

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.
INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources
http://www.angelo.edu/dept/nursing/online_learning.php
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
www.jointcommission.org

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

RUBRICS FOR ASSIGNMENTS

End of syllabus

RUBRICS START NEXT PAGE
### Discussion Forum Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Submission</td>
<td>0 Points did not post</td>
<td>5 Points posted beyond one day late</td>
<td>10 points Initial posting was no more than 1 day late(Thursday at 11:59 pm)</td>
<td>12.5 Points Met submission deadlines for initial postings Wednesday at 11:59 pm</td>
</tr>
<tr>
<td>Peer Responses Submissions</td>
<td>Points Does not participate in peer responses</td>
<td>7 Points participates to only one peer by the submission deadline</td>
<td>10 Points Posted to 2 peers by the submission deadline</td>
<td>12.5 points Posted a minimum of 3 peer responses by the submission deadline</td>
</tr>
<tr>
<td>Frequency</td>
<td>0 Points Does not participate</td>
<td>7 points Participated 1-2 times and/or the same day</td>
<td>10 Points Participates 3 times but postings not distributed throughout the week</td>
<td>12.5 Points Participates 3 or more times throughout the week(3 days or more)</td>
</tr>
<tr>
<td>Initial Assignment Posting</td>
<td>0 Points Posts no assignment</td>
<td>7 Points Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task</td>
<td>10 Points Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts/reference</td>
<td>12.5 Points Posts Well developed Assignments that fully address and develops all aspects of the task; included references</td>
</tr>
</tbody>
</table>

### Peer Response Postings

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Response Postings</td>
<td>0 Points Posts no follow up</td>
<td>7 Points Posts shallow contribution to</td>
<td>10 points Elaborates on an existing posting</td>
<td>12.5 Points Performs analysis of</td>
</tr>
<tr>
<td>Overall Content Contribution</td>
<td>5 Points</td>
<td>7 points</td>
<td>10 points</td>
<td>12.5 Points</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>0 points</td>
<td>Posts information that is off topic; irrelevant to discussion</td>
<td>Repeats but does not add substantive information to the discussion</td>
<td>Posts information that is factually correct but lacks full development of concept or thought</td>
<td>Posts factually correct and substantive/reflective contribution</td>
</tr>
<tr>
<td>References and Support</td>
<td>0 points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
</tr>
<tr>
<td>0 points</td>
<td>Includes no references or supporting evidence</td>
<td>Uses personal experiences but no references to research or readings</td>
<td>Incorporates some references from the literature and personal experience; or does not use any professional references</td>
<td>Uses references to literature, readings or personal experience to support comments. All references peer reviewed or professional journals</td>
</tr>
<tr>
<td>6 APA errors</td>
<td>3-6 APA errors</td>
<td>No APA errors</td>
<td>No APA errors</td>
<td>No APA errors</td>
</tr>
<tr>
<td>Clarity &amp; Mechanics</td>
<td>0 points</td>
<td>7 Points</td>
<td>10 Points</td>
<td>12.5 Points</td>
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<td>---------------------</td>
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<tr>
<td>Posts long unorganized content with spelling or grammatical errors</td>
<td>Communicates in friendly and courteous manner with some grammatical and spelling errors &gt;5 errors</td>
<td>Contributes valuable information to discussion with minor grammatical and spelling errors &lt;5 errors</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical and spelling errors</td>
<td></td>
</tr>
</tbody>
</table>

**RUBRIC FOR FORMAL APA PAPER**

Read pertinent sections in our APA Manual, 6th Edition

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission</td>
<td>0 Points</td>
<td>Submits assignment more than one day late without prior notice or not at all</td>
<td>5 Points</td>
<td>Submits assignment one day late without prior notice to the Professor</td>
</tr>
<tr>
<td>Content</td>
<td>0 Points</td>
<td>Provides only minimal information that is off topic or irrelevant to the topic</td>
<td>5 Points</td>
<td>Provides minimal information to cover all of the points of the question. Repeats information but does not add substantial thought to topic</td>
</tr>
<tr>
<td>APA</td>
<td>0 points</td>
<td>Does not follow APA format</td>
<td>5 Points</td>
<td>Uses some APA formatting 4-6 errors</td>
</tr>
<tr>
<td>References</td>
<td>0 points</td>
<td>10 Points</td>
<td>15 Points</td>
<td>20 Points</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Contains no citations</td>
<td>Incorporates references that are not peer reviewed or scholarly articles</td>
<td>Incorporates 1 professional and 1 non-professional reference</td>
<td>Contains 2 professional references that are peer reviewed, evidenced base or prof journals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Clarity</th>
<th>0 points</th>
<th>10 Points</th>
<th>15 Points</th>
<th>20 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content contains multiple grammatical and spelling errors. Difficult to follow &gt; 6 errors</td>
<td>Writes in friendly and helpful manner with 4-6 errors in clarity or mechanics</td>
<td>Contributes valuable information with 1-3 clarity or mechanics errors</td>
<td>Contributes in a clear, concise and easy to read style that is free from grammatical or spelling errors</td>
<td></td>
</tr>
</tbody>
</table>