New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [X] Professional credit [ ]

1. School/Division Nursing

2. Academic Subject Code Nurs

3. Course Number D615 (must be cleared with University Enrollment Services)

4. Instructor TBD

5. Course Title Health Outcomes and Decision Making

Recommended Abbreviation (Optional)

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):

7. Credit Hours: Fixed at ______ or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes ___ No [X]

9. Is variable title approval being requested? Yes ___ No [X]

10. Course description (not to exceed 50 words) for Bulletin publication: Introduction to evidenced based quality and patient safety programs for interprofessional learning - at graduate level. For MHA (Snea H615) and PHA (H615) and MSN and DNP nursing students, taught concurrently by faculty - team taught.

Separate course number desired by nursing for easier registration and control.

11. Lecture Contact Hours: Fixed at ______ or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: Yearly ___ Will this course be required for majors? Yes ___

15. Justification for new course: Interprofessional - taught concurrently with Snea H615

16. Are the necessary reading materials currently available in the appropriate library? Yes ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date 3/19/09

Department Chairman/Division Director

Dean of Graduate School (when required) Date

Approved by:

[Signature] Date 3/19/09

Dean

Chancellor/Vice-President

University Enrollment Services

Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
From: Lang, Paul J
Sent: Friday, January 23, 2009 2:45 PM
To: Pesut, Daniel J.
Cc: Ebright, Patricia R.; Viegas, Linda C; Halstead, Judith A; Handel, David J
Subject: RE: Cross List and Reference

Daniel,

Thanks for your email and we certainly endorse a continued collaboration with IUSON and SPEA re: H615 and are pleased you have identified it as crucial to your proposed professional nursing doctorate. As this course is already a cross listed course with the school of nursing, I don’t know what additional steps would be required from that perspective. However, if I’m missing some element in your train of thought, I would be glad to meet with you personally.

Paul

Paul J. Lang
Lecturer and Director, Health Programs
School of Public and Environmental Affairs
Indiana University
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Fax: 317-274-7860
Email: plang@iupui.edu

From: Pesut, Daniel J.
Sent: Tuesday, January 20, 2009 10:44 AM
To: Lang, Paul J; Handel, David J
Cc: Ebright, Patricia R.; Viegas, Linda C; Halstead, Judith A
Subject: Cross List and Reference

Good morning Gentleman – As Associate Dean for Graduate Programs at IUSON I am following up on collaborative agreements and arrangements related to the attached course H615. I understand that this course has been co-taught and that Pat Ebright has been the nursing faculty of record. Nursing has created and independent study section for this course so that the school of nursing could recoup tuition from nursing students —given the RCM climate. I do not know if you are aware of the fact that school of nursing faculty are planning to put forth a proposal for a professional nursing doctorate – a DNP degree. As part of that curriculum faculty have identified this course as essential. We would like to create a nursing course that would be cross-referenced and listed with your department that is the same as H615. I am writing to seek your assistance and support for the school of nursing DNP proposal in general and specifically cooperation in offering this course as part of the DNP required curriculum. I would be happy to discuss this in person... and am curious what you believe are next steps in moving forward a joint course offering? Attached is an outline of the DNP program objectives and proposed curriculum for your information and review

Daniel J. Pesut PhD RN PMHCNS- BC FAAN
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dpesut@iupui.edu
http://myprofile.cos.com/pesut

2/10/2009
Indiana University Purdue University Indianapolis

School of Public and Environmental Affairs
SPHA-H 615
PBHL-H 615

School of Nursing
D615

Health Outcomes and Decision Making
Spring 2009

Wednesdays 6P – 8:40P

Instructors

Patricia Ebright DNS, CNS, RN
Associate Professor, IUSON

Betsy Lee RN, MSPH
Director, Indiana Patient Safety Center

Jamie Workman
Associate Professor, School of Engineering
/Technology

Office: NU 410
Phone: 274-7912
Email: prebrigh@iupui.edu

Phone: 423-7795
Email: blee@ihaconnect.org

Office: ET 301
Phone: 274-3091
Email:jworkma@stvincent.org

Invited Faculty

Office Hours: Email or call faculty above to arrange individual appointments

Course Description and Learning Outcomes
Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines. The course content is an introduction to evidence-based quality and patient safety programs. Included will be content and practical application about the current science and best practices, essential leadership skills, and techniques and tools for measurement and analysis.

At the completion of this course, the learner will be able to:
- Discuss the history and present state of the evidence base for health care quality and patient safety
- Describe team leadership competencies necessary to continuously improve patient care and safety through integrating emerging evidence
- Describe vital interdisciplinary communication strategies to reduce harm to patients
- Articulate the characteristics of high reliability organizations and how they contribute to a just culture
- Describe methods and techniques to engage front-line staff and patients in patient safety efforts
- Apply tools and techniques for monitoring, measuring, and analyzing patient safety improvements
- Identify high risk areas in health care and describe strategies for reducing risks and improving patient outcomes
- Discuss spread strategies for disseminating successful improvement

Required text:


Other Readings and Suggested Texts:


Journal articles pertinent to assigned class projects and presentations.

Texts are available at the IUPUI bookstores, at amazon.com or barnesandnoble.com.

Grading

<table>
<thead>
<tr>
<th>Project Grades</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Interim reports 10% each</td>
<td>30%</td>
<td></td>
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<tr>
<td>Final Report and project presentation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Total Project Grade</td>
<td>60%</td>
<td>60</td>
</tr>
<tr>
<td>RCA/FMEA Assignment</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Group class presentation –</td>
<td>20%</td>
<td>20</td>
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<tr>
<td>On assigned topic</td>
<td></td>
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</tbody>
</table>
Grades will be awarded on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B</td>
<td>87 - 89</td>
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<tr>
<td>B-</td>
<td>83 - 86</td>
</tr>
<tr>
<td>C</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 79</td>
</tr>
<tr>
<td>Below 73</td>
<td>Does not meet course requirements.</td>
</tr>
</tbody>
</table>

Final Project Assignment Summary:
The class project will provide students with the opportunity to work with a healthcare facility mentor to identify a patient safety/quality issue, choose contributors to the problem, and develop a plan for improvement by incorporating the tools and techniques being taught.

The final Project Paper will be a 10 to 12 page paper with two parts:

**Part one:**
Summary of content in three previous interim reports

**Part two:**
Plan selected for making improvements related to problem/issue identified and rationale/theoretical basis for planned solutions. This discussion should include the following:

- Solutions and effort impact for improvement considered by group and rationale
- Final set of solutions and effort impact selected after meeting with facility mentor and rationale
- Plan for implementation of solutions.
- Incorporation of relevant concepts/theoretical basis from class content into rationale for solutions and implementation plan.

**Attendance Policy:**
All students are expected to attend all classes. Students must notify instructors regarding the unavoidable need to deviate from the published schedule before missing class and make arrangements for completion of all course requirements.

**Course Content:**

- Patient Safety and Quality - Overview
- History of healthcare quality and patient safety
- Legal - Health Policy Perspective
- Indiana Serious Adverse Event reporting
- Transparency - Disclosure
- Federal regulations for patient safety organizations

**Leadership for Patient Safety**
Leadership for improving quality
Complex Adaptive Systems
Introduction to Reliability
Reliability science

Methods and Tools to Improve Reliability
Workflow Analysis
Root cause analysis
Healthcare Failure Modes and Effects Analysis
Error-proofing

Human Factors
Limitations
Technology

Patient Safety Culture
Characteristics of effective safety cultures
Measurement of safety culture
New accountabilities for patient safety

Communication in Complex Systems
Communication for patient safety essentials
Communication techniques
Team Communication

Transformational Change and Spread
Incorporating new evidence into practice
Dissemination and spread
Role of informatics and decision support
Coalitions and collaborations
Positive Deviance

High reliability organizations
Characteristics

Work Complexity
Understanding real work
Implications for safety and improvement