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| **1** | **Course title** | Quality management of health care institutions |
| **2** | **Course number** | 0701930 |
| **3** | **Credit hours** | 3 credits  |
| **Contact hours (theory, practical)** | 3 contact hours weekly  |
| **4** | **Classroom #** | None |
| **5** | **Level of course**  | PhD  |
| **6** | **Prerequisites/corequisites** | None |
| **7** | **Program title** | PhD in Nursing |
| **8** | **Program code** |  |
| **9** | **Awarding institution**  | The University of Jordan |
| **10** | **School** | Nursing  |
| **11** | **Department** | Community Health |
| **12** | **Level of course**  | PhD |
| **13** | **Year of study and semester (s)** | Second/second Year- First / second semester |
| **14** | **Final Qualification** | PhD |
| **15** | **Other department (s) involved in teaching the course** | None |
| **16** | **Language of Instruction** | English |
| **17** | **Leaching methodology** | [ ] Blended [x] Online |
| **18** | **Electronic platform(s)** | [x] Moodle [x] Microsoft Teams [ ] Skype [ ] Zoom [ ] Others………… |
| **19** | **Date of production/revision** | October/2020 |
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**18 Course Coordinator:**

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| --- |
| Name: Prof. Fathieh Abu-MoghliOffice number and Tel: Second Floor (room 122), Office Hours: By Appointment Phone number: 5355000-23132Email and Website: **fathieh@ju.edu.jo** **fathieh@gmail.com** |

**19 Other instructors:**

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| Name:Office number:Phone number:Office hours:Email:Name:Office number:Phone number:Office hours:Email: |

**20 Course Description:**

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| This course presents an interdisciplinary perspective on quality management in health care. Special attention is given to the underlying tools and approaches fundamental to total quality management. Special attention is given to challenges to quality management, developing a quality culture and to the institutionalization of quality concept in the various health care institutions. |

**21 Course aims and intended learning outcomes:**

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| A- Aims:The course aims at developing the PhD nursing students’ understanding and competencies in developing and implementing quality improvement models and tools. All concepts related to quality improvement and patient safety are clarified analysed and relationships among them studied. Students are given opportunities to assess and analyse the Quality improvement processes implemented in selected health care institutions. They are also given the opportunity to assess the quality culture and patient safety culture in health care institutions.B-Course Intended Learning Outcomes (CILOs): Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes1. Understand the terminology and basic methodology of quality measurement 2. Understand the fundamental principles and lessons of the patient safety movement3. Understand the principles of designing and evaluating quality measures4. Assume a leadership role in the design and implementation of a quality monitoring system for use in quality improvement5. Discuss the influence of team effectiveness on quality Improvement

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| PILO #1: Generate and create nursing knowledge through different philosophical, theoretical, and methodological approaches. |
| Course Intended Learning Outcomes (CILO) | 2. Understand the fundamental principles and lessons of the patient safety movement3. Understand the principles of designing and evaluating quality measures |
| Learning Methods | Brainstorming  |
| Evaluation Methods | Projects and exams |
| PILO #2: Test nursing and health theories for improving the quality of nursing care and promoting and maintaining individuals, families and communities health |
| Course Intended Learning Outcomes(CILO) | 4. Assume a leadership role in the design and implementation of a quality monitoring system for use in quality improvement |
| Learning Methods | Individual and group assignments |
| Evaluation Methods | Individual and group assignments |
| PILO 3: Adapt leadership and management concepts in advancing nursing discipline and health care delivery system at the national, regional and international levels. |
| Course Intended Learning Outcomes | 4. Assume a leadership role in the design and implementation of a quality monitoring system for use in quality improvement |
| Learning Methods | Individual and group assignments |
| Evaluation Methods | Individual and group assignments |
| PILO # 4: Evaluate the role of policy in health care delivery system and propose policy modification strategies. |
| Course Intended Learning Outcomes(CILO) | 1. Understand the terminology and basic methodology of quality measurement  |
| Learning Methods | 2. Understand the fundamental principles and lessons of the patient safety movement |
| Evaluation Methods | Brain storming and questions and answers |
| PILO # 5: Demonstrate competency in verbal and written communication skills. |
| Course Intended Learning Outcomes(CILO) | 5. Discuss the influence of team effectiveness on quality Improvement |
| Learning Methods | Simulation Exercises  |
| Evaluation Methods | Observations during group discussions |
| PILO # 6: Write thesis and scientific reports to a professional standard that build up knowledge in nursing discipline and other related health sciences |
| Course Intended Learning Outcomes(CILO) | 3. Understand the principles of designing and evaluating quality measures |
| Learning Methods | Group discussions  |
| Evaluation Methods | Questions and answers and assignments |
| PILO #7: Publish research article in a scientific peer reviewed journal |
| Course Intended Learning Outcomes(CILO) | 4. Assume a leadership role in the design and implementation of a quality monitoring system for use in quality improvement |
| Learning Methods | Project |
| Evaluation Methods | Project  |

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**22. Topic Outline and Schedule:**

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| **Week** | **Lecture** | **Topic** | **Teaching Methods\*/platform** | **Evaluation Methods\*\*** | **References** |
| 1Oct. 15 | 1.1 | Orientation to the course |  Synchronous lecturing/meeting | Brainstorming on course requirements  |  Course SyllabusCourse file  |
| 1.2 |  Basic principles of Quality |  Synchronous lecturing/meeting |   |  Handout 1 |
| 1.3 |  Basic quality concepts |  Moodle |   |  Hand-out 1 |
| 2Oct. 22 | 2.1 |  Short workshop on Quality improvement |   Synchronous lecturing/meeting  |   Questions and answersOral feedback |  Handout   |
| 2.2 |
| 2.3 |
| 3Oct. 29 | 3.1 |  An overview on quality improvement and patient safety | Synchronous lecturing/meeting    |  Interactive discussionand questioning   |  Hand-out 2   |
| 3.2 |
| 3.3 |
| 4Nov. 5 | 4.1 |  Quality improvement Models and tools |  Synchronous lecturing/meeting   |   Interactive discussionand questioning |  Handout 2  |
| 4.2 |
| 4.3 |
| 5Nov. 12 | 5.1 | Six Sigma theory and application  |  Synchronous lecturing/meeting   |  Interactive discussionand questioning |   |
| 5.2 |   |
| 5.3 |   |
| 6Nov. 19 | 6.1 |  Quality improvement and patient safety |  Synchronous lecturing/meeting   |  Interactive discussionand questioning   |  Book 2   |
| 6.2 |
| 6.3 |
| 7Nov. 26 | 7.1 |  Understanding and Improving Team Effectiveness in Quality Improvement |  Synchronous lecturing/meeting   |  Interactive discussionand questioningExam   |  Chapter 6Book 1   |
| 7.2 |
| 7.3 |
| 8Dec. 3 | 8.1 |  The Role of the Patient in Continuous Quality Improvement |  Synchronous lecturing/meeting   |  Interactive discussionand questioningExam   |  Chapter 7Book 1   |
| 8.2 |
| 8.3 |
| 9Dec. 10 | 9.1 |  Assessing Risk and Preventing Harm in the Clinical Microsystem |  Synchronous lecturing/meeting   |  Interactive discussionand questioningAssignment   |  Chapter 9Book 1   |
| 9.2 |
| 9.3 |
| 10Dec. 17 | 10.1 |  Classification and Reduction of Medical Errors |  Synchronous lecturing/meeting   |  Interactive discussionand questioningExam and assignment   |  Chapter 10Book 1   |
| 10.2 |
| 10.3 |
| 11Dec. 24 | 11.1 |  Case analysis   | Synchronous lecturing/meeting   |  Student led presentation evaluation form   |   |
| 11.2 |   |
| 11.3 |   |
| 12Dec. 31 | 12.1 |  Accreditation of health care institutions  |  Synchronous lecturing/meeting   |  Interactive discussionand questioning   |   |
| 12.2 |   |
| 12.3 |   |
| 13Jan. 7 | 13.1 |  Final Exam   |   |   |   |
| 13.2 |   |   |   |
| 13.3 |   |   |   |

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* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

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| **Evaluation Activity/Purpose** | **Covered PILO** **& CILO(s)** | **Mark** | **Topic(s)** | **Period** **(Week)** | **Platform** |
|  QI individual project | All ILOs |  30 |  Quality improvement project |  Dec. 3 |   |
|  Class presentation | Depends on topic presented | 20  |  Depends on student’s choice |  unspecified |  Microsoft Teams |
|  Case analysis | PILOS 2,3,7CILO 4 |  10 |  Applications of QI  |  Dec. 24 |  Microsoft Teams |
| Final exam | All ILOs |  40 | All course content | Jan. 7 | Microsoft Forms |
|  Total |  |  100 |   |   |   |

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**24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**

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**25 Course Policies:**

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| A- Attendance policies:B- Absences from exams and submitting assignments on time:C- Health and safety procedures:D- Honesty policy regarding cheating, plagiarism, misbehavior:Cheating, plagiarism, misbehaviour are attempts to gain marks dishonestly and includes; but not limited to:* Copying from another student’s work.
* Using materials not authorized by the institute.
* Collaborating with another student during a test, without permission.
* Knowingly using, buying, selling, or stealing the contents of a test.
* Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.

Using any media (including mobiles) during the exam* **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29):** [**http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx**](http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx)

E- Grading policy:F- Available university services that support achievement in the course: |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:1. Johnson J, Sollecito W. 2020. Continuous Quality improvement in health care- 5th ed. Jones and Barlett. 2. Sherwood G, Barnsteiner J. 2020. Quality and Safety in Nursing: A Competency Approach to Improving Outcomes. John Wiley & Sons, Inc.B- Recommended books, materials and media:* McLaughlin C, Johnson J, Sollecito W.2012. Implementing continuous quality improvement in health care: A global casebook.
* Sherwood G and Barnsteiner J.2017. Quality and safety in nursing: A competency approach to improving outcomes. John Wiley and Sons Ltd.
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**27 Additional information:**

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| None |

Name of Course Coordinator: Prof. Fathieh Abu Moghli Signature:Date: Oct/2020

Head of Curriculum Committee/Department: ---------------------------- Signature: --------------------------

Head of Department: ------------------------------------------------------------ Signature: -----------------------

Head of Curriculum Committee/Faculty: ---------------------------------------- Signature: -------------------

Dean: ---------------------------------------------------------- Signature: -------------------------------------------

**The University of Jordan**

**Faculty of Nursing**

Student Led Presentation

 Evaluation Form

Presenter-----------------------------

Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Area to be Evaluated:** | **Points****Required** | **Points****Earned** |
| 1. Demonstrated a sound knowledge base of the topic.Comments: | 1.5 |  |
| 2. Applied goals/objectives to clinical experiences.Comments: | 1.0 |  |
| 3. Organized material.Comments: | 1.0 |  |
| 4. Utilized time effectively.Comments: | 1.0 |  |
| 5. Professional in presenting seminar: dress, promptness.Comments: | 1.0 |  |
| 6. Answered questions effectively.Comments: | 1.0 |  |
| 7. Demonstrated an effective teaching style; spoke clearly, used a variety of methods (overheads, videos, interactive activities).Comments: | 1.0 |  |
| 8. Overall impression.Comments: | 1.5 |  |
| 9.Emphasizes nursing implications | 1.0 |  |
| Total Points | 10 |  |

The University of Jordan

Faculty of Nursing

Assignments

Assignment #1: Case Analysis

Each student will select a case (actual from the work setting or from the book of cases) and prepare an oral presentation that provides an overview of the case. He/she is expected to relate the case presented to substantive topic that are covered in that class. This is designed to be a briefing for the rest of the class that provides background material and presents key information on the specific topic that goes beyond the assigned readings. It is expected that each presentation also utilize some type of audio-visual material (such as a PowerPoint presentation) to assist in presenting the material. The instructor will work with each student in laying out more specific expectations for this presentation

Assignment #2: QI individual project

Purpose:

This is a scholarly paper to provide an in-depth analysis of an issue/problem in the workplace. , its significance and your role as a PhD nurse. You are expected to gather information through research and discussion with stakeholders, go through the various stages of quality improvement, and submit a report of the results of your actions.

The paper must not exceed 10 pages in length, excluding references. You must have a minimum of 8 current references, including articles from scholarly journals and texts, as well as from the Internet. Correct APA style as well as grammar and spelling are expected. This assignment is due Dec. 22

Guidelines:

1. Identify the issue by the 5th class session and follow throughout the course. It is suggested that you phrase your issue as a question. Check with faculty if you are unsure about how specific or broad your issue should be. Explain your reasons for selecting the issue.

2. Read scholarly literature, the Library, the Internet and the media about your subject. You are encouraged also to gather information through interviews with stakeholders and others affected by the issue.

3. Provide an overview of the issue by discussing the historical background and the current situation in terms of its significance to health and nursing practice.

4. Analyse the issue in terms of scientific, sociologic, political, economic, ethical and cultural factors.

5. Evaluate your learning about the issue and the assignment.

Assignment #3: Group project

The class will be divided into three groups each of which will be assigned a topic from the three listed topics and submit a report on week 15 (Dec. 12). The topics are:

1. Quality culture in hospitals
2. Patient safety culture
3. Building students’ capacity on QI.

The process for conducting this assignment will be discussed in the classroom