

***Graduate School of Nursing, Midwifery & Health
Course Outline***

NURS 525 - Trimester 2

Special Topic: Clinical Indicators for Nurse Sensitive Care

Trimester date

Teaching dates: 12 July - 15 October 2010

**Course Co-ordinator:
Jan Weststrate**

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

Produced by the Graduate School of Nursing, Midwifery & Health,
P O Box 7625, Newtown, Wellington 6242.

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Staff Teaching in this Course

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Office Hours: Monday to Friday 9.00am to 4.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Tuesday 5 January 2010 and close on Wednesday 22 December 2010.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.

Course Description

This is a clinically focused course that aims to explore and evaluate the important contribution nurses make to the patient's rehabilitation process. Strongly rooted in the value of evidence based guidelines, the course shows nurses how to assess which areas of the care they provide are critical to improving patient outcomes. It teaches students how to design, implement and work with clinical indicators for nurse sensitive care issues in a single ward environment. Students learn how to use these instruments at the prevalence (what) and incidence level (why). Nurses will acquire increased control over the care they deliver when the quality or quantity of that care delivery is threatened. Students must work in a ward based clinical area and understand basic statistical concepts. NURS 518 is a recommended prerequisite.

Course Aims

This course explores methods that assess the quality of the care that is provided to patients in today's complex and dynamic healthcare environment. It specifically investigates the impact nurse sensitive issues have on patient outcomes. It will teach you ways and methods on how to analyse and quantify that impact by using epidemiological and statistical methods. The course particularly focuses on the clinical ward. They are the "corner stones" of each healthcare institution. As they have their own working habits and culture it will influence the quality of care provided by the professionals who work there. High quality standards increase patient safety levels. Therefore this course also informs you about the available methods there are to help you to investigate and find the underlying cause(s) when the quality of care level is challenged by recurrent faults and/or mistakes. Assessing and analysing is one thing, improving the quality of care is another issue. Towards the end of the course you will look at a few approaches that are internationally used to improve the quality of patient care within healthcare institutions. The ultimate aim of the course is to provide you with knowledge, tools and some experience that enable you to assess, analyse and improve the quality of care of nurse sensitive care issues in the ward . environment.

Course Objectives

On completion of this course the student should be able to:

1. Apply previously gained knowledge and skills to the issues covered in this paper.
2. Articulate characteristics of Nurses Sensitive Care Indicators (NSCI) from the literature.
3. Perform small, ward based measurements into the prevalence and incidence of different NSCI.
4. Design specific NSCI that are relevant to a specific ward environment.
5. Understand and apply basic epidemiological and bio- statistical concepts.
6. Distinguish and apply the critical components of the two main root analysis programs (PRISMA & the FMEA).
7. Apply the six sigma method / strategy in one or more NSCI at ward level.
8. Identify the care bundle principle as a method for quality improvement.
9. Identify the current state of the art of research in four NSCI (pressure ulcers, falls, failure to rescue, hospital acquired infection).

Course Content

In the first part of the course you will discover some of the tools you need or can use when working with nurse sensitive care indicators. After the introduction on the topic you first tackle some necessary epidemiological principles. You need to be familiar with them in order to understand the material you are going to read and study. You will be looking at issues such as measuring prevalence and incidence and for what kind of questions they provide answers and for which questions they don't. Also, what kind of factors influence the reliability of the results. You will apply some of these principles in a clinical situation in order to give you a feel of what kind of work is involved in measuring (nurse sensitive) clinical indicators and what the results will be.

You will also investigate the use of specific quality assurance approaches like six sigma that use statistical principles to measure improvement in quality of care. You will also investigate the role of root cause analysis programs and how you can use these tools in clinical practice to find out why things are going wrong.

In the second part of the course you will evaluate the current literature in the light of what you have learned in the first part. This prepares you for your assignments. It also provides you with the current state of the art information around the issues discussed.

Suggested Text

Primary text

- Lloyd, R. (2004). *Quality Health Care. A guide to developing and using indicators*, Massachusetts, USA: Jones and Bartlett publishers.

This book will be your main guide throughout the course and it will be extremely valuable in your clinical practice, regardless of being enrolled as a student. It is therefore important you consider buying this book as it will be used on a continuous basis. For instance it functions well as a reference book for any quality improvement project in the future which requires collecting and analysing quantitative data.

The book can be ordered at Medical Books (N.Z) limited. Wellington Branch, 173 Riddiford Street, Newtown Wellington, tel. +64 4 3897592, email: medbksw@iprolink.co.nz. The costs are 153.00 \$NZ (including GST) with post-free delivery within New Zealand.

- American Psychological Association (APA) 6th edition (2009).

Other recommended texts

- Freeman, J. V., Walters, S. J. & Campbell, M. J. (2008). *How to display data*. Massachusetts, USA: Blackwell publishing.
- Glaser, A. N. (2005). *High-Yield Biostatistics*. Baltimore, USA: Lippincott Williams & Wilkins.
- Gordis, L. (2004). *Epidemiology*. Philadelphia, USA: Elsevier Saunders.
- Gygi, C., DeCarlo, N. & Williams, B. (2005). *Six Sigma for Dummies*. Indianapolis, USA: Willey Publishing.
- Carey, R. G. & Lloyd, R. C. (2001). *Measuring Quality improvement in healthcare. A guide to statistical Process Control Applications*. Milwaukee, USA: Quality Press.

Blackboard Information

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

Workload

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week. As your course runs over Trimester two only you will need to allocate up to 24 hours per week.

Mandatory Course Requirements

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

Students must submit and pass all pieces of assessment and post answers of at least 8 out of 10 weekly provided learning & instruction guides on blackboard to satisfactorily complete the course.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at: http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Mentor/Critical Friend

You may choose to identify a (clinical) mentor (an experienced, competent practitioner) or 'critical friend' to support you throughout this course.

If you do identify a mentor or 'friend' please let the Course Co-ordinator know in advance of the course start date so that an information pack may be sent to this person with a letter of thanks.

Course Timetable

WEEK STARTING Monday	DATES	EVENT	ACTION
5 July	9 July	Introduction to the theme.	Background reading chapter 1 out of Quality Health Care from Robert Lloyd.
12 July	16 July		
19 July	23 July		
26 July	30 July		
2 August	6 August		
9 August	13 August		
16 August	20 August		
23 August	27 August	Mid term break	
30 August	4 September	Mid term break	
6 September	10 September		Post ideas for 2 ^{ed} assignment
13 September	17 September		
20 September	24 September		
27 September	1 October		
4 October	8 October		
11 October	11 & 12 October	1st School / 1st Assignment due	
18 October			
25 October	25 October 29 October	Labour weekend 2^{ed} Assignment due	

School Timetable

1ST SCHOOL

Dates: Monday 11 & Tuesday 12 October 2010

Times: 8.30 – 16.30 each day

Venue: CS801, Level 8, CSB, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

There is only one school to attend in Wellington for this course.

Assignment Submission Guidelines

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Electronic versions of assignments may be submitted by email to meet the assignment submission deadline, but a hard copy must have already been posted. Some courses require that you access Blackboard and submit all assignments through this site; please refer to your course outline for identification of these courses and assignments.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date.

RECEIPT OF ASSIGNMENTS

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments are to be sent to **Abbey McDonald, Student Administrator**, who will record the details and pass it to the appropriate marker. **Please do not address assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete stamped, self addressed envelope and attach it to the front of your assignment.

EXTENSIONS

An extension to a deadline will only be considered where there are extenuating circumstances. You should let your course co-ordinator know as soon as possible in advance of the deadline if you are seeking an extension. An application for extension should be made via email or written application after discussion with your course co-ordinator.

LATE PENALTIES

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows;

- Work submitted without an approved extension up to 7 days late will receive a 10% reduction in mark, equivalent to a two grade penalty, for example;
A to B+
B to C+
- For lateness of 7-14 days the work will be marked but will receive no more than a C grade;
- Work submitted without an approved extension that remains outstanding beyond two weeks from the due date will attract an 'E' (fail) grade;
- A penalty will also be incurred for exceeding the word limit to the extent that it is unnecessarily excessive. The penalty may be to ignore the work incorporated in the excess.

Student coursework assignments submitted by the due date will normally be returned with feedback within **four weeks** of the due date. Students who do not submit assignments within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.

GRADING

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

Assignment Writing: Guidelines for format and presentation

The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

Publication Manual of the American Psychological Association: 6th ed. (2009).

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
 - Course number, assignment number and student ID number (left aligned), e.g. *NURS 525, Assignment 2, 300011122*
 - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

Ethical Considerations

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course co-ordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course co-ordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course co-ordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, kathy.nelson@vuw.ac.nz; +64 4 463 6138.

Conference & School Presentations

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course co-ordinators and teaching associates who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

Reporting student achievements and awards

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for this course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Assignment Number One

Assignment Name: Multiple choice questionnaire

Due Date: 11 October 2010 – Done in class time during school

This assignment is marked as 40 % of your final course grade.

This assignment is done in class on the Monday the 11th of October from 09.00 am till 10.30 am. Within that time period you will complete a multiple choice questionnaire. Additional to studying the main text book: “*Quality in health care, A guide to developing and using indicators*” completing the weekly teaching & learning guides will help to prepare you adequately in answering the questions correctly. The multiple choice questionnaire contains predominantly questions of statistical and epidemiological nature and some cover also nurse sensitive care content issues. At the outset of the course the scope of preparation for this multiple choice questionnaire will be made available via blackboard.

Assignment Number Two

Assignment Name: Critical review: Scholarly essay

Due Date: 19 October 2010

Word Guide: 4000 words

This assignment is worth 60% of your final grade.

You are asked to write about the design and value of a Nurse Sensitive Indicator in a particular area of care (for example indicators that are used to assess the impact of pressure ulcer prevention strategy). You investigate in which way these indicators measure and contribute to the quality of patient care. The essay should mainly focus on outcome indicators as these predominantly show the effect the provided care has on the patient. If relevant, permitting the patient is benefitting from them, process and structure indicators can be included.

Students will review and critique the research that has been carried out in the area of choice and suggest whether or not the indicators are useful in a New Zealand Health care context (for example due to how various ethnic groups handle that particular issue differently).

The assessment instrument for this assignment will be provided at the beginning of the course.

Please note:

You are required to complete and submit this form [Record of Special Achievements related to Study at Victoria](#) (attached to back of outline) with your final assignment.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH
Record of Special Achievements related to Study at Victoria

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Student Name: _____

Course Code: _____

Industry sponsorship

Name of Sponsor	Notes in relation to the conditions of sponsorship	Value	Year
eg, C&C DHB	50% Student fees paid on successful completion of the course of study	\$	2010

Special awards, Prizes & Scholarships

Name of Award/ Prize/ Scholarship	Source/Provider	Notes in relation to the prize/award/scholarship	Value/ Form	Year
eg 'Best clinical innovation'	Mental Health College of Nurses	A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care	\$500 Award Certificate	2010

Professional presentations / Seminars /Conferences

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

Example: Student, A. (2010). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2010.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)

Example: Student, A & Teacher, B. (2010). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

Other Special Achievements

If you have had any other special achievements during the year please provide the details.

Attach and submit with your final assignment thank you