NURS D735 Clinical Epidemiology and Statistics: Epidemiology in Nursing

Course information

- 3 credit hour course [distance accessible]
- Placement in curriculum: Post master’s and admission to DNP
- Co-requisites: D749 DNP Practicum (1 credit)

Faculty: TBA

Course Description

Providing students with intermediate epidemiologic concepts of populations and biostatistical techniques for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

Course Competencies

Upon completion of this course, the student will be able to:
1. Identify a broad range of sources of data applicable to a specific question/problem;
2. Determine the strengths and weaknesses of the data sources;
3. Select appropriate epidemiological techniques for addressing question/problem of interest;
4. Use epidemiological databases to explore risk factors and health outcome relationships;
5. Demonstrate the ability to a critically evaluate health and epidemiological literature;
6. Demonstrate the ability to appropriately formulate research hypotheses and use biostatistical methods to test hypotheses;
7. Accurately interpret results for clinical applications;
8. Understand advanced issues related to clinical trials, including pharmacological risk, product safety, and pharmaco-vigilance; and
9. Understand effective ways to explain the results of health and epidemiological studies to various audiences.

Topical Outline

1. History and scope of epidemiology
2. Practical applications of epidemiology
   a. Applications for the assessment of the health status of populations and the delivery of health services
b. Applications relevant to disease etiology
3. Descriptive epidemiology: person, place, and time
4. Biostatistical measures of morbidity and mortality
5. Sources of data for use in epidemiology
6. Study designs
   a. Ecologic, cross-sectional, and case-control
   b. Cohort
   c. Experimental
7. Measure of effects
8. Data interpretation issues
   a. Internal validity
   b. External validity
9. Risk assessment/adjustment
   a. Screening for disease
   b. Measures of the validity of screening tests
   c. Sensitivity and specificity
10. Epidemiology
   a. Infectious disease
   a. Work and environment
   b. Molecular and genetic
   c. Psychologic, behavioral, and social

**Required Texts and other Resources**

Harris, M., & Taylor, G. (2007). Medical statistics made easy. London, UK: information Healthcare. (Students may have this paperback book from R590.)

**Teaching Strategies**

Web-based interaction using Adobe Acrobat Connect
Assigned readings
Forum postings
Class participation
Research critiques
Population-focused, health management project
Oral presentations to classmates and clinical partners

**Evaluation and Grading**
There are several evaluation methods for this course. The course grade will be calculated in consultation with the clinical mentor and based on the School of Nursing grading scale:

1. Class participation and forum postings (graded by rubric) 10%
2. Research critiques 20%
3. Biostatistical problems 15%
4. Project 40%
5. Oral presentations 15%

Letter grades are calculated based on the School of Nursing grading scale below. Attainment of an average of B- is required to successfully pass the course.

A+ 97 - 100  B+ 87 - 89  C+ 77 - 79  D+ 67 - 69  F Below 60
A  93 - 96    B  83 - 86    C  73 - 76    D  63 – 66
A-  90 - 92   B-  80 - 82   C- 70 - 72   D- 60 – 62

**Academic Integrity**

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*: [http://www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/) and [http://www.dsa.indiana.edu/Code/Part_2acad.html](http://www.dsa.indiana.edu/Code/Part_2acad.html).

**Americans with Disabilities Act**

*If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.*
NURS D736 Inquiry I: Evidence-based Research and Translational Science

Course information | Faculty | Description | Course competencies | Texts / readings | Teaching strategies | Evaluation

Course information

- 3 credit hour course [distance accessible]
- Placement in curriculum: Post master’s and admission to DNP
- Co requisites: D749 DNP Practicum 1-3 credits

Faculty  D. Cullen, D. Stiffler

Description

This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

Course competencies

Upon the successful completion of the course, the student will be able to:

1. Frame clinical problems and devise a literature search protocol
2. Differentiate between three comprehensive EBP models
3. Demonstrate the process for conducting a systematic review and meta-analysis
4. Carry out a meta-synthesis and economic evaluation

Search scholarly evidence for initial and potential interventions or innovations for a community of practice

5. Construct an evidence synthesis as related to the clinical problem
6. Incorporate evaluation of EBP experiences into your evolving personal-professional development

Course Content Topical Outline

This content is based on the Iowa Model of Evidence-based Practice to Promote Quality Care (2001). Critical Care Nursing Clinics of North America 13(4), 497-508.
Iowa Model of Evidence-based Practice to Promote Quality Care
1. Triggers
2. Priority of the Topic
3. Forming a Team
4. Assemble Relevant Research and Related Literature
5. Critique and Synthesis of Research
6. Is there Sufficient Research to Guide Practice
7. Insufficient Research to Guide Practice
8. Adoption in Practice
9. Institute the Change in Practice
10. Monitor and Analyze Structure, Process and Outcome Data

This content is based on the Essential Competencies for Evidence-based Practice in Nursing. (2005). Academic Center for Evidence-based Practice. San Antonio: UTHSCSA.

Ace Star Model for Evidence-Based Practice in Nursing
1. Primary Research
   a. New knowledge is discovered through traditional research methodologies and scientific inquiry
2. Evidence Summary
   a. The corpus of research is synthesized into a single, meaningful statement of the state of knowledge
3. Translation
   a. Research evidence is translated into clinical recommendations
   b. Expert opinion and other sources of knowledge are incorporated
4. Integration
   a. Individual, organizational, and environmental practices are changed through formal and informal channels
5. Evaluation
   a. Endpoints and outcomes are evaluated
   b. Evaluation of impact of EBP on patient health outcomes, provider and patient satisfaction, efficacy, efficiency, economic analysis, and health status impact

This content is based on the Joanna Briggs Institute Model of Evidence-based Healthcare (JBI, 2008) and Will it Work Here? A Decisionmaker’s Guide to Adopting Innovations (AHRQ, 2008).

Joanna Briggs Institute Model:
1. Evidence-based Practice
   a. Evidence
   b. Context
   c. Preference
   d. Judgment
2. Healthcare Evidence Generation
a. Healthcare Interventions/activities  
b. Methods of utilization/implementation

3. Evidence Synthesis  
a. Theory  
b. Methodology  
c. Systematic Review  
d. Search and appraise

4. Evidence (Knowledge Transfer)  
a. Education  
b. Information  
c. Systems  
d. Summarize and embed

5. Evidence Utilization  
a. Evaluation of Impact on systems/process/outcomes  
b. Practice change  
c. Embed system organizational change  
d. Use and evaluate

**Required Texts**

Students are expected to build their own bibliography and to read deeply and widely as related to their Doctoral of Nurse Practice project.


**Recommended Readings**

Readings may include but are not limited to the following sources:


**Teaching Strategies**

- Web-based interaction
- Negotiated learning contracts
- Self-directed learning assignments
- Online discussion forums
- Reflective self-analysis
- Student-clinical mentor- faculty conferences

**Evaluation and Grading**
There are several evaluation methods for this course. The course grade will be calculated in consultation with the clinical mentor and based on the school of nursing grading scale:

2. Problem & evidence presentation 20 percent
3. DNP project 60 percent
4. Participate in discussion forums (graded by rubric) 10 percent
5. Reflective narrative related to DNP inquiry 10 percent

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course.

A+ 97 - 100  B+ 87 - 89  C+ 77 - 79  D+ 67 - 69  F  Below 60
A 93 - 96  B 83 - 86  C 73 - 76  D 63 – 66
A- 90 - 92  B- 80 - 82  C- 70 - 72  D- 60 – 62

Academic Integrity:

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NURS D737 Inquiry II: Evidence-based Research and Translational Science

Course information | Faculty | Description | Course competencies | Texts / readings | Teaching strategies | Evaluation

Course information

- 3 credit hour course [distance accessible]
- Placement in curriculum: Post master’s and admission to DNP
- Co-requisite: D749 DNP Practicum 1-3 credits

Faculty: J. Burrage and ME Riner

Course Description:

Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course.

Course Competencies:
1. Students will critique and apply theoretical, conceptual, and operational perspectives relative to translational science as a basis for developing a project proposal.
2. Write an integrated review of the literature that addresses key components of the project proposal.
3. Review and critique multiple evaluation strategies for incorporation into the plan.
4. Project how the evaluation results will be utilized and disseminated.
5. Utilize reflective practice concepts in understanding and implementing the role of change agent.

Course Content Topical Outline

1. Organizational Change Theory
   A. Decision Makers Guide to Adopting Innovation(s)
   B. Change and Innovation: Utilization of Reflective practice concepts
2. Mid Range Theory to inform project  
   A. Communication Theories  
   B. Behavioral Theories  
   C. Systems Theories  
3. Translational Science Models  
   A. Translational Science: Conceptual Overview  
   B. Core Implementation Components  
      1. Staff Selection  
      2. Staff Training  
      3. Staff Coaching  
      4. Evaluation and Fidelity  
4. Evaluation models  
   A. Designing Performance Monitoring Systems and Evaluation Studies  
   B. Data Collection Procedures  
   C. Analyzing Evaluation Data  
   D. Getting Evaluation Results Used  
      1. Further Implementation  
      2. Dissemination  

**Required Texts**

Students are expected to build their own bibliography and to read deeply and widely related to their Doctoral of Nurse Practice project.


**Teaching Strategies**

- Web-based interaction  
- Negotiated learning contracts  
- Self-directed learning assignments  
- Online discussion forums  
- Reflective self-analysis
Evaluation and Grading

There are several evaluation methods for this course. The course grade will be calculated in consultation with the clinical mentor and based on the school of nursing grading scale:

3. Organizational assessment 20 percent
4. DNP project implementation and evaluation plan 60 percent
5. Participate in discussion forums (graded by rubric) 10 percent
6. Reflective narrative related to inquiry project 10 percent

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>C+</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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Course information

- Credit hours: 3 credits
- Placement in curriculum: admission to the PhD and/or DNP program or faculty permission
- Pre-requisites: none
- Co-requisites: none

Faculty: TBA

Course Description

Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

Course competencies

This course assumes (a) that leadership is a transactional process whereby both the formally designated leader and the emergent leader influence others in order to achieve both individual and institutional goals, (b) that all doctorally-prepared healthcare professionals will be expected to function as leaders, and (c) that the process will involve interaction and engagement between and among individuals who are informed by attributes/competencies, environmental influences, team relationships, organizational culture, strategic planning and achievement of performance outcomes. Core competencies such as self-knowledge, strategic vision, risk taking and creativity, effective engagement, and inspiring and leading change will be discussed in terms of how they play out within complex systems. In this course, students will be expected to:

- Evaluate key leadership theories and themes
- Appraise personal leadership profile through ongoing reflective analysis
- Demonstrate effective engagement with others through the use of contemporary leadership strategies, such as conscious awareness processes, action inquiry, systems thinking, and others
• Synthesize internal and external sources of knowledge to effectively shape meaningful leader behavior/s.

• Examine the processes and strategies used to effectively lead in the following complex systems domains – health services, education, research, informatics, and public policy.

Course Content:
Complex Systems Defined
Contemporary Leadership Theories
Relationship-centered Leadership
  Relationship with self (reflective analysis, self knowledge, evolving professional development)
  Relationships with others including groups and communities
  Interprofessional relationships
  Academic/Service Partnerships
Relationship-building Strategies
  Systems Thinking
  Communication
  Collaboration
  Accessibility, Accountability and Credibility
  Engaging stakeholders and constituents
  Conflict resolution
  Valuing diversity
  Action Inquiry
Shared Visioning and Strategic Planning
Effective Governance and Decision-making
Leading Sustained Change, Innovation, and Improvement
Advancing New Knowledge
Leadership Ethics
Organizational Culture

Required Text/s
  Jossey Bass
  Sage Publications.

Supplemental Resources


Secretan, L. (1997). *Reclaiming higher ground: Creating organizations that inspire the soul.* Ontario, Canada: The Secretan Center.


**Web Sites:** Examples of resources to be accessed for learning purposes


Institute of Medicine: http://www.iom.edu

Long Term Care Nursing Leadership and Management: http://ltcnurseleader.umn.edu/resource.html.

National Business Coalition on Health: http://www.nbch.org

Nursing Leadership Institute: http://www.fau.edu/nli/about.html.

Society for Human Resource Management (see particularly materials on value of diversity): http://shrm.org

The Business Forum: http://www.bizforum.org (see particularly whitepaper on the Balanced Scorecard)

The Institute for Nursing Healthcare Leadership: http://home.caregroup.org/templatesnew/departments/CG/INHL


Links to decision making information and tools:

http://www.mindtools.com/pages/main/newMN_TED.htm Business oriented site?lots of information and links to decision making tools

http://www.managementhelp.org/prsn_prd/decision.htm Information on various management topics, including decision making

http://www.sjdm.org/ Society for Judgment and Decision Making?links to their journal?can access full text articles from the first volume

http://www.virtualsalt.com/crebook5.htm Interesting introduction to decision making

Links to leadership and complex systems:

Article on leadership and systems thinking

http://www.goalsys.com/systemsthinking/ Set of articles on systems thinking, complex systems, and leadership

Article on public leadership and complex systems

Article on leadership innovations in complex systems

Teaching strategies

- Discussion
- Required and Supplemental Readings
- Required Learning Activities

Evaluation and Grading

Reflective Analysis of Leadership Skills – ongoing reflective analysis of leadership strengths and challenges; using this growing self-knowledge, begin to construct an integrated profile of engaged leadership in a complex system. Weekly journal entries culminating in an analysis of evolving leadership capacity (using what you have learned in the course including engagement with self and faculty, peers and mentor), and future goals related to ongoing leadership development.

Leadership Ethics Case Study - Select one of the leadership ethics case studies (13.1, 13.2, or 13.3) presented in Northouse, pgs. 319 - 323. Briefly answer the questions associated with the case study you have selected

Analysis of Organizational Culture – complete a brief analysis of the culture in your current organization, addressing shared history, symbols, rituals and ceremonies, language and dress, overt and implicit norms of behavior, paying particular attention to the nature of relationships.

Leadership Paper – using one of the systems domains as a background, choose a leadership strategy to effect change/ innovation/improvement or advance new knowledge. Include a relevant review of the literature on the nature of the problem or desired change, including its importance/significance. Clearly describe the method/s for implementation (who, what, when, where) and address how you would ensure that all opinions and ideas were heard. Incorporate how you would evaluate its success and ensure sustained change. Write a 15 page paper using the format of a professional journal (of your choice).

<table>
<thead>
<tr>
<th>Course Participation</th>
<th>30%</th>
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<tbody>
<tr>
<td>Reflective Analysis of Leadership Skills</td>
<td>20%</td>
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<tr>
<td>Analysis of Organizational Culture</td>
<td>10%</td>
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<tr>
<td>Leadership Ethics Case Study</td>
<td>10%</td>
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<td>Leadership Concept Paper</td>
<td>30%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale (IUPUI CAMPUS SCALE)**

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<tr>
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<td>93-96.99</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
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<td>77-79.99</td>
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<td>C</td>
<td>73-76.99</td>
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<tr>
<td>C-</td>
<td>70-72.99</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
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<td>D</td>
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<td>D-</td>
<td>60-62.99</td>
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<tr>
<td>F</td>
<td>0-59.99</td>
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**Note About Inclement Weather:**

In case of inclement weather the university may need to cancel classes. An announcement will be made on many Indianapolis TV and radio stations. You can also get information about the campus closing by dialing 317-278-1600. If classes are canceled, the School of Nursing will also cancel classes. If you live in a county that has declared a “Snow Emergency” do not try to come to class whether the campus closes or not. Use your best judgment: if you feel it is dangerous for you to drive, stay home.
NURS D743 Influencing Health Public Policy

Course information | Faculty | Description | Course competencies | Texts / readings | Teaching strategies | Evaluation

**Course information**

- 3 credit hour course
- Placement in curriculum: Graduate status
- Prerequisites: Graduate standing or permission of instructor

**Faculty**  C.A. Wheeler, M.B. Riner, J. Martin

Other: Invited faculty and guest speakers

**Course Description:**
Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research.

**Course Competencies:**
1. Upon the completion of the course, the student will be able to:

1. Articulate the development and interplay of the health systems issues of access, cost and quality in the United States.
2. Understand the U.S. and State public policy-making process.
3. Discuss U.S. and State health policy issues including, quality, mental health, equity and health disparities, aging, disability, and health system reform.
4. Analyze and articulate the competing interests and actors, as well as historical factors which have created and perpetuated the "health system" in the U.S.
5. Develop and evaluate policy options related to major health policy issues at the state or national level.
6. Articulate your disciplines role in the legislative/political process, including consumer and advocacy aspects of practice.
7. Discuss the US health care system today, including Medicare, Medicaid, S-CHIP, as well as employer-based health benefits and the health insurance system.
8. Recognize the comparative advantages of your home discipline to make important contributions to interdisciplinary research teams.
9. Describe the forces that influence health policy decisions.
10. Understand how health care professionals can influence and participate in formulating, advocating and implementing policy.
11. Identify health services research that could be used as evidence in policy formulation or policy evaluation.

Course Content Topical Outline

1. OVERVIEW HEALTH POLICYMAKING
   A. Public Policy-Making Process
   B. Role of Government
   C. Introduction to U.S. Health Care
   D. Determinants of Health

2. ETHICS
   A. Justice and Health
   B. Responsibility for Health
   C. Priority Setting and Fair Process

3. POLITICS OF HEALTH
   A. Public Opinion and Health Politics
   B. The History of US Health Reform
   C. Special Interest Groups
   D. Forces that Influence Policy Decisions

4. QUALITY
   A. Quality of Care
   B. Organizations & Quality
   C. Patient Safety

5. ECONOMICS OF HEALTH CARE
   A. Health Care Financing
   B. Regional Variations in Health Care
   C. Payment Systems & Provider Incentives
   D. Health Care Reform Proposals

6. SPECIAL POPULATIONS
   A. Aging and Long-Term Care
   B. Mental Health
   C. Disparities in Health

7. INTEGRATING RESEARCH, PRACTICE, AND POLICY
   A. Communication skills for Political Success
   B. Using Health Services Research as evidence in policy decision making

Required Texts

Students are expected to build their own bibliography and to read deeply and widely related to their Doctoral of Nurse Practice project.


Teaching Strategies

Lecture  
Interactive Discussion  
Guest Speakers  
Participation in legislative event  
Internet Forums  
Reading assignments

Evaluation and Grading

There are several evaluation methods for this course. The course grade will be calculated in consultation with the clinical mentor and based on the school of nursing grading scale:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Self Analysis</td>
<td>20%</td>
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<tr>
<td>Policy Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Legislative Testimony</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
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</table>

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course.

- **A+**: 97 - 100  
- **B +**: 87 - 89  
- **C +**: 77 - 79  
- **D +**: 67 - 69  
- **F**: Below 60

- **A**: 93 - 96  
- **B**: 83 - 86  
- **C**: 73 - 76  
- **D**: 63 – 66

- **A-**: 90 - 92  
- **B-**: 80 - 82  
- **C-**: 70 - 72  
- **D-**: 60 – 62

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NURS D744: Strategic Resource Management in Nursing and Health Systems

Course Information | Faculty | Course Description | Course Competencies | Course Topical Outline | Texts / Readings | Teaching Strategies | Evaluation

Course Information:

- 3 credit hour course
- Placement in curriculum: Post master’s and admission to DNP
- Co-requisites: D749 DNP Practicum (1 credit)

Faculty: TBA

Course Description:

This course is about the design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization’s human and financial assets, and (2) How to implement these strategies to achieve the organization’s objectives.

Course Competencies:

1. Incorporate principles of human and financial resource management for planning and implementation of change within complex health systems.

2. Recognize the competitive and strategic advantage associated with effective human resource practices.

3. Examine key human resource levers to enhance the value of people in organizations.

4. Apply basic principles of accounting & budgeting for health care entities.

5. Evaluate decision making and strategy development using financial analysis.

6. Synthesize key financial and human resource management concepts and apply to various case studies throughout the course.
Course Topical Outline:

1. Complexities influencing alignment between human and financial resource management
   A. Strategic importance of the balance between human and financial resource management
   B. External influences impacting alignment
   C. Internal influences impacting alignment

2. Human Resource Management
   A. Role of nurse executive in human resource management
   B. Levers that influence human resources
   C. Translating levers to practice

3. Financial Management
   A. Accounting framework
   B. Developing a budget strategy
   C. Using financial metrics to improve decision making

4. Concept integration and application of learning to case studies

Texts | Readings:


Other readings to be added.

Teaching Strategies:

- Problem-based learning
- Case studies
- Reflective learning assignments based on required/supplemental readings
- Online discussion forums
- Class discussion
Evaluation and Grading:

There are several evaluation methods for this course. The course grade will be calculated based on the school of nursing grading scale:

4. Class participation 30 percent
5. Reading assignments and reflective exercises posted on online forum 30 percent
3. Case study (group assignment) 40 percent

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course.

A+ 97 - 100  B+ 87 - 89  C+ 77 - 79  D+ 67 - 69  F Below 60
A  93 - 96  B  83 - 86  C  73 - 76  D  63 – 66
A- 90 - 92  B- 80 - 82  C- 70 - 72  D- 60 – 62

Academic Integrity:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the IU Code of Student Rights, Responsibilities, and Conduct: http://www.dsa.indiana.edu/Code/ and http://www.dsa.indiana.edu/Code/Part_2acad.html.

Americans with Disabilities Act:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.
D749: DNP Practicum

Course Information
Variable 1-3 (DNP students will take a total of 7 credits over the course of their program). Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester). Concurrent enrollment in DNP didactic course required.

Faculty  TBA

Course description:
Provides opportunities to develop knowledge and skills in specific area of advanced nursing practice or professional role, building on didactic courses. Includes in-depth work with experts from multiple disciplines, and engagement within communities of practice. Enables students to synthesize and integrate leadership, policy, inquiry, evidence-based practice, and clinical expertise in selected settings.

Course outcomes: At the end of each practicum, the student
1. Articulates successful negotiation of the experience with an agency or mentor.
2. Clearly summarizes how the experience promoted achievement of specified program outcomes.
3. Integrates the experience with past didactic work and the individual inquiry project.
4. Completes a practicum-related project or product, as negotiated with advisors.

Teaching Strategies:
Student keeps a reflective journal of practicum experiences that is discussed with the academic advisor and becomes part of the student’s electronic portfolio.
The student will initiate and engage in timely consultation involving the academic advisor, inquiry advisor, and practicum mentor.

Evaluation and Grading
Advisors review and evaluate achievement of specified and individual goals established at the beginning of each practicum semester.
Timely conferencing with advisors 10%
Reflective Journal 20%
E-Portfolio 20%
Project/product 50%

GRADING SCALE: in graduate nursing experiential courses, the lowest passing grade is B-
A+ = 100 – 98
A = 97-95
A-= 94-91
B+ = 90-88  
B = 87-85  
B-= 81-84  

**Academic Integrity:**
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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**

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<tr>
<th></th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>Project Grades</td>
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<tr>
<td>3 Interim reports 10% each</td>
<td>30%</td>
<td>30</td>
</tr>
<tr>
<td>Final Report and project presentation</td>
<td>30%</td>
<td>30</td>
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<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>
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<tr>
<td>Group class presentation – On assigned topic</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Total Class Points</td>
<td>100%</td>
<td>100</td>
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Grades will be awarded on the following scale:

- 93 – 100 = A
- 90 – 92 = A-
- 87 – 89 = B
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- Below 73 – Does not meet course requirements.

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 health care 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

Academic Integrity:
This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:  

35

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