

YORK UNIVERSITY SCHOOL OF NURSING

GS/ NURS 5180 3.0 Leadership for Quality and Safety in Health Services Organizations

Summer 2017 COURSE OUTLINE

Course Professor: Lillie Lum, RN., PhD, Associate Professor, School of Nursing and School of Health Policy and Management

Contact Information

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Office Hours: to be scheduled either in person or by telephone or skype. Please do not hesitate to contact me if you have questions. I will respond within 48 hours, Monday to Friday.

Course Format

This course is offered as an online course using Moodle via course website: www.moodle.yorku.ca. If you need technical assistance, contact ithelp@yorku.ca or use Chat feature on the Moodle course site.

Additional classroom or electronic access sessions to be scheduled for student presentations. Dates to be announced.

Calendar Course Description

Analyzes leadership for quality improvement in health care organizations. Develops knowledge and skills necessary to strategically improve quality and patient safety. Makes connections between individual behaviour and quality improvement initiatives in organizations.

Prerequisites: Nursing 5100 6.0 Theoretical & Philosophical Foundations of Nursing Science; Nursing 5300 Quantitative Research.

Expanded Course Description

Over the past decade, quality improvement concepts and skills have been introduced in healthcare organizations as a means to achieve better outcomes for patients while maintaining or reducing costs by reducing rework and waste. These skills and knowledge require the use of structured process to analyze and improve work processes, to understand and respond to the needs of patients and other customers, and to continually identify and improve all aspects of care and service.

Using a framework of adaptive leadership (i.e. leadership to mobilize adaptive work to meet new challenges), this course focuses on the knowledge and skills necessary to lead improvement in quality and patient safety in health services organizations. The work in this course will center on understanding the nature of improvement and safety concepts,

developing knowledge about their application in health care organizations, and providing students with an orientation to, and experience with improvement concepts and principal methods. The successful move to new management models such as continual improvement requires an understanding of the interface between individual staff behaviour and the requirements of the organization. Attention therefore is also given to theories of individual and group behaviour in organizations, including what motivates individuals and teams to behave in certain ways, how people respond to different leadership styles and influence strategies in their work environment.

Learning Outcomes

Upon completion of this course, students will be able to:

- Analyze individual leadership skills through self-assessment and self-knowledge
- Apply principles of leadership to evaluate and improve nursing practice
- Explain the underlying theoretical framework for continual improvement of health care based on industrial quality management.
- Explain the underlying theoretical framework for patient safety in health care based on high performance organizations
- Describe and give examples of nursing leadership roles and responsibilities for continual improvement
- Analyze strategies for motivating organizational members in the successful implementation of organizational initiatives related to improving quality and safety outcomes
- Apply basic continual improvement methods and tools for analyzing work processes (including developing customer knowledge and using that knowledge for the design or redesign of healthcare) and for assisting groups in developing remedies for improving these processes.

Learning Activities

Exploring the knowledge and skills necessary to lead improvement in quality and patient safety in health services organizations will be the focus over the semester. Learning will follow a trajectory including, but not limited to, 1) development of evidence-based knowledge of current patient safety issues in the Canadian healthcare system; 2) identification, and critical appraisal of nursing educational and practice imperatives to address the issues, and 3) application of appropriate current leadership principles within a specific healthcare context in order to continuously improve safety and quality outcomes.

Students are expected to engage in critical analyses of course readings and to actively engage in self-directed learning through participation in the discussion forums on a weekly basis. In order to do so, students are expected to complete the class preparation prior to participating in the week/module's learning activities and discussion.

Course Resources (Textbooks)

Required Texts

Barling, J. (2014). *The Science of Leadership: Lessons from research for organizational leaders*. Oxford University Press, U.S.A.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Course Readings

Required and recommended weekly readings will be posted on Moodle. Required readings that are not in your required text will be available electronically through the York University Library.

York Library Resources and Search Information

You may need to retrieve some recommended readings through inter-library loans (RACER) which are easily arranged online through the York University Library system. Students are responsible for locating and accessing the necessary resources. If you need assistance, contact Ms. Ilo-Katryn Maimets, Head Librarian, Steacie Science and Engineering Library at ilo@yorku.ca.

An electronic copy of the articles can be obtained through the York University library:

- NOTE: Use a browser such as Firefox or Chrome - **Internet Explorer will not work** .
- Go to <http://www.library.yorku.ca/web/>

Click on eResources.

- Type in the name of the journal and then click 'Find.'
- Click on the red (underlined) journal name.
- Copy the access URL and paste into a new tab/window (you may need to search for the URL as it can be found in different places depending on the journal, e.g., under 'Technical Details', 'Alternative', or 'Physical Description').
- Click on the desired year (journals will have various ways of showing the year, e.g., may initially need to also choose 'past issues').
- Click on the required issue, i.e., by volume and issue number for the desired year.
- Scroll down to find authors' names and/or title of article.
- Click on desired article; choose to download as a PDF version; then print or save the article.

Academic Policy Information

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty (<http://www.yorku.ca/univsec/policies/document.php?document=69>).

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website (<http://www.yorku.ca/academicintegrity>).

For an additional tutorial re: plagiarism:

<http://openseminar.org/ethics/courses/29/modules/1601/index/screen.do>

Definition: Plagiarism, i.e., the submission of work which you did not write, or that uses sources without proper citation, will be penalized ranging from a zero for a particular assignment to a failing grade for the entire course, depending on the nature and extent of the evidence uncovered. Lack of familiarity with York University policy on plagiarism will NOT be accepted as an excuse for this offense under any circumstances.

For more information on York University faculty of graduate studies regulation see <http://www.yorku.ca/grads/calender/facultyregulation.pdf>

Important dates and resources: <http://gradstudies.yorku.ca/current-students/student-status/important-dates/>

Assignments and Evaluation

Learning Evidences	Due Date	Percentage of Course Grade
Individual Assignment: Scholarly Essay* Nursing and Patient Safety in the Canadian Practice Setting	May 26, 2017	30%
Group (pairs) Assignment: Online Poster Presentation Topic: Leadership and Promotion of a Safety Culture in Nursing Practice	Dates to be scheduled	20%

Individual Assignment: Reflective Self-Analyses Topic: Personal Leadership Skills to Promote Organizational Change	July 10, 2017	20%
Individual Assignment: Participation in Weekly Discussions	a. Weekly contributions (over minimum 10 weeks)	30%

***assignment submitted through Turnitin**

If you choose not to submit through Turnitin, please notify me for alternative arrangements.

MScN Program Letter-Numeric Grade Equivalencies

Grades in the Faculty of Graduate Studies are interpreted as follows (**letter-numeric equivalencies were determined by the program**):

A+	90 -100	(Exceptional)
A	85 - 89	(Excellent)
A-	80 - 84	(High)
B+	75 - 79	(Highly Satisfactory)
B	70 - 74	(Satisfactory)
C	60 - 69	(Conditional)
F	59 or <	(Failure)
I		(Incomplete)

For further information please see the website <http://www.yorku.ca/grads/cal/regs.htm#gs>

I. Nursing and Patient Safety Essay

The purpose of this of assignment is to explore the current research related to nursing and patient safety in Canada.

Process:

1. Identify a nursing practice context of interest to your current role, for eg. Students in acute care may wish to focus on infection control or in long term care on the reduction or prevention of patient falls.
2. Conduct a strategic literature search of relevant research concerning nursing and patient safety in Canada in order to identify key issues related to promoting patient safety related to your practice interest.
3. Summarize the key findings in the relevant research (both quantitative and qualitative studies).
4. Discuss the quality of the identified 'best evidence' from the identified research.

5. Describe the recommendations for improving patient safety in the practice context identified in step 1.

Format

The paper will be 8 pages double spaced (12 font) of text, excluding references and appendices using APA format (version 6). A minimum of 10 relevant current scholarly references (preferably published within the past five years) are required.

Suggestion: consider using a reference system such as Mendeley; refer to <http://researchguides.library.yorku.ca/mendeley>

Instruction for using Mendeley will be posted on the course website also.

Grading Criteria- Scholarly Paper Marking Guide

% Mark	Criteria
60%	<p>a) Ideas/Substance</p> <ul style="list-style-type: none"> - Identification of relevant patient safety related nursing issue. Issue is contextualized within a nursing scenario. - Search for best evidence/research is systematic and thorough, and resulting literature review demonstrates depth and sophistication of thought and communicates central idea clearly - Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications - Illustrates connections between readings and synthesis of literature. - Understands and critically evaluates sources, raises additional "critical" questions. Clearly identifies best evidence to address researchable nursing issue. - Conclusions are accurate, compelling and pulls the paper together
20%	<p>b) Organization & Coherence</p> <ul style="list-style-type: none"> - Introduction outlines the purpose of paper and how paper is organized - Ideas flow logically & clearly between identified researchable nursing issue, systematic search for the best evidence, critical analysis of evidence, utility of evidence to answer researchable question. - Arguments supported with students perspectives and the literature - Often develop one idea from the previous one or identify logical relations and guides the reader through the chain of reasoning or progression of ideas
10%	<p>c) Support</p> <ul style="list-style-type: none"> - Uses evidence appropriately and effectively - Citations illustrate links between the process/intervention proposed and evidence - Provides sufficient evidence and explanation to be convincing. - Creative integration of own ideas with the authors cited

10%	<p>d) Writing Style and Mechanics</p> <ul style="list-style-type: none"> - Chooses words for precise meaning and appropriate level of specificity. - Sentences are varied, yet clearly structured and carefully focused. -Accurate use of academic grammar and word choice -Effective use of transitional sentences -Minor occurrence of spelling, punctuation, and grammatical errors. - Uses APA formatting and referencing correctly -Adheres to page limit
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II. Poster Presentation Assignment

The purpose of this assignment, *to be completed by a pair of students*, is to enhance collaborative skills working in practice or project teams. The focus of the presentation content will be to address the question: *How can leaders promote a safety culture in either a specific nursing practice context?*

Process

- Identify relevant literature specifically related to the question.
- Discuss the patient safety issues currently identified in the selected practice context.
- Discuss the key challenges or barriers to enhancing patient safety within the selected practice context citing the best evidence available in the research literature.
- Describe potential leadership strategies for promoting organizational change related to the specific patient safety issue.
- Have classmates complete an evaluation of your presentation developed by your group.
- A one page document, single -spaced will be submitted by each group one week following your presentation , commenting on the criteria described on pages 7 and 8 of the course outline, ie, content, originality and clarity. Also answer the question: was the group presentation effective in promoting understanding of the issue by the class? One paragraph from each group member describing each member's contribution to the group assignment is also to be included.

PowerPoint can be used although other appropriate communication strategies are most welcome. Your presentation should have a title page, followed by an outline of the objectives of the presentation, main presentation, recommended readings for the class and reference page. In order to facilitate discussion by your peers you may choose to integrate critical questions throughout the presentation or pose 3-4 critical discussion questions on the last slide. Use PowerPoint “**notes page**” function to elaborate on your presentation on each slide and provide a reference list.

Expectations and Tips for Discussion Facilitation

The group that is presenting is responsible for initiating and facilitating the discussion, including soliciting feedback on their ideas. The students in the virtual audience are expected to engage with the presentation ideas in a substantive way. All students are expected to participate in the discussions, respond to the questions posed by the presenting group and evaluate the group’s

presentation. Student participation is vital to the success of presentations and student learning.

Grading Criteria for Poster Presentation

	Criteria
Content Substance (10 marks)	<ul style="list-style-type: none"> - Demonstrates in-depth knowledge and understanding of best evidence - Clearly describes challenges and facilitators of patient safety -Integrates key concepts of patient safety into a specific practice context -Clearly demonstrate how leadership significantly influences the quality of nursing practice -Well integrated analysis-synthesis of theoretical ideas, research, leadership knowledge -Relevant information included in speakers notes -Group self evaluation demonstrates excellent ability to critique strengths and weaknesses of presentation (10-12)
Originality (5 marks)	<ul style="list-style-type: none"> - Great originality is apparent in the conceptualization/interpretive approach to topic /proposed plan in the group discussion -Creative use of material/media -Advanced use of technology to clearly inform regarding how to be most effective in implementing the change, and how to evaluate the process and effectiveness of the implementation plan. -Use creative ways to engage the class and elicit feedback from their ideas (7-8)
Clarity of Ideas (5 marks)	<ul style="list-style-type: none"> -Presentation is logically developed from introduction to conclusion -Flows well with good transitions between topics/ideas -Points of view are clearly articulated -Precise and concise use of language in slides and notes -No major errors in grammar, spelling or APA format (5-4)

III. Individual Reflective Analysis

The purpose of this assignment is assist the learner in the development of their leadership potential as nurse leaders through a critical reflection of the insights gained in this course. Suggested resource: Kangasniemi et al. (2013). Ethical Issues in Patient Safety: Implications for Nursing Management. *Nursing Ethics*. 20(8), 904-916

Format: 4 pages double spaced, MS word Format supported by 4 key scholarly references.

Grading Criteria

- 1) Depth of critical analyses of course concepts related to professional self-development (underlying values and principles such as human dignity, justice, accountability)
- 2) Demonstrated understanding of challenges in leadership roles
- 3) Demonstrated understanding of ethical perspectives of patient safety issues relevant to individual nursing practice
- 4) Identification of future goals/strategies promoting individual leadership potential

IV. Weekly Participation on Discussion Forum

Students are required to engage weekly in online scholarly dialogue related to the module, readings and your peer group presentations. In order to receive full marks, a relevant posting is expected for the majority of the course, ie. 10 of the 12 weeks. Your grade will be based upon the 1) depth of critical analysis of the readings, 2) integration of additional literature as indicated, 3) original (self) postings and engagement with postings of peers and the course professor, and 4) critical application of topics under discussion to related to nursing practice, education or research 5) ability to lead a discussion during a selected week.

Evidence supporting the assigned grade is to be provided by students. Students will submit a proposed grade with arguments using several examples (guided by the grading criteria) to support your involvement. Page limit: no longer than one page double space (font 12).

Grading Criteria

Criteria	Exceeds Standard (2 marks)	Meets Standard (1 – 1.5 mark)	Below Standard (0 - .5 marks)
Participation (3)	<ul style="list-style-type: none"> • Contributes to each opportunity for discussion and suggests other sources of information • Posts insightful comments and questions that prompt further discussion 	<ul style="list-style-type: none"> • Contributes to each opportunity for discussion 	<ul style="list-style-type: none"> • Does not participate during one of the weeks
Application of content (3)	<ul style="list-style-type: none"> • Content of readings and additional materials are incorporated into the discussion • Readily offers new interpretations of discussion material 	<ul style="list-style-type: none"> • Content of readings are incorporated into the discussion 	<ul style="list-style-type: none"> • Discussion contains no reference to content of readings • Short perfunctory postings
Level of analysis (3)	<ul style="list-style-type: none"> • Responses demonstrate analysis, synthesis and evaluation from a variety of sources • Critiques the work of others • Offers an occasional divergent viewpoint 	<ul style="list-style-type: none"> • Responses demonstrate analysis and synthesis of content from readings and other sources 	<ul style="list-style-type: none"> • Responses are superficial or lack synthesis of content from readings
Supports learning of others (2)	<ul style="list-style-type: none"> • Usually interacts with and supports learning of others 	<ul style="list-style-type: none"> • Occasionally interacts with and supports learning of others 	<ul style="list-style-type: none"> • Does not interact with and support learning of others

Course Schedule and Reading Assignments

Class	Topics
1 & 2	Introduction: Discover Your Approach to Leadership and Change
May 1 & 8, 2017	<p>Yukl, G. (2012). Effective Leadership Behavior: What We Know and What Questions Need More Attention. <i>Academy of Management Perspectives</i>. Vol. 26 Issue 4, p66-85.</p> <hr/> <p>Herd, A. M., Adams-Pope, B. L., Bowers, A., & Sims, B. (2016). Finding What Works: Leadership Competencies for the Changing Healthcare Environment. <i>Journal of Leadership Education</i>, 15(4).</p>
3 & 4	Models of Leadership
May 15 & 22	<p>Barling, J. (2014). <i>The science of leadership: Lessons from research for organizational leaders</i>. Oxford University Press, USA. Chapters 1-3</p> <p>Barling, J. (2014). <i>The science of leadership: Lessons from research for organizational leaders</i>. Oxford University Press, USA. Chapters 4-7</p>
5 & 6	Nursing Leadership and Patient Safety
May 29 & June 5	<p>World Health Organization. What is patient safety? www.who.int/patientsafetey/en/2012</p> <p>The Canadian Safety Institute www.patientsafetyinstitute.ca</p> <p>Storch, J. (2005). Patient Safety: Is it just another bandwagon? <i>Nursing Leadership</i> 18(2), 39-55</p> <p>Kangasniemi M, Vaismoradi M, Turunen H. (2013). Ethical issues in patient safety: Implications for nursing management. <i>Journal of Nursing Ethics</i> 20(8) 904–916</p>
7	Nursing and Patient Safety: The Second Victim
June 12	<p>Lewis, E., Baernholdt, M. & Hamric, A. (2013). Nurses' experience of medical errors: An integrative literature review. <i>Journal of Nursing Care Quarterly</i>, 28(2), 153-161, doi: 10.1097/NCQ.0b013e31827e05d1</p> <p>Scott, S. D., Hirschinger, L.E., Cox, K.R., McCoig, M., Brandt, J., & Hall, L.W. (2009). The natural history of recovery for the healthcare provider "second victim" after adverse patient events. <i>Quality and Safety in Health Care</i>, (18), 325-330.</p>

10 July 3	<p>Leadership and Organizational Change</p> <p>Kaminski, J (2011). Theory applied to Informatics-Lewin's Change Theory. <i>Journal of Nursing Informatics</i>. Retrieved from http://cjni.net/journal/?p=1210</p> <p>van Rossum, L., Aij, K. H., Simons, F. E., van der Eng, N., & ten Have, W. D. (2016). Lean healthcare from a change management perspective: The role of leadership and workforce flexibility in an operating theatre. <i>Journal of health organization and management</i>, 30(3), 475-493.</p>
11 July 10	<p>Leadership Strategies to Promote Patient Safety</p> <p>Cziraki, K. and Laschinger, H. (2015). Leader Empowering Behaviours and Work Engagement: The Mediating Role of Structural Empowerment . <i>Nursing Leadership</i>. 28(3). doi:10.12927/cjnl.2016.24455</p> <p>Motley C & Dolansky M. (2015). Five Steps to Providing Effective Feedback in the Clinical Setting: A New Approach to Promote Teamwork and Collaboration. <i>Journal of Nursing Education</i> . 54, (7), 399-403</p>
12 July 17	<p>Group presentations</p>
13 July 24	<p>Organizational Change, Leadership and Power</p> <p>Richter, A., von Thiele Schwarz, U., Lornudd, C., Lundmark, R., Mosson, R., & Hasson, H. (2016). iLead—a transformational leadership intervention to train healthcare managers' implementation leadership. <i>Implementation Science</i>, 11(1), 108.</p> <p>Barling, J. (2014). <i>The science of leadership: Lessons from research for organizational leaders</i>. Oxford University Press, USA. Chapters 10</p>

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