



**GNCL 5240 Leadership Seminar: Microsystem Analysis and Capstone Development
Fall 2018**

Course Credit: 3-0-0-3
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Classroom: McLeod 1004

Class Schedule: Thursdays, 9 am – 11:50 am

Preferred Communication: Email is preferred. Please allow 24-48 hours for responses. If urgent, please type "urgent" in subject of email or call mobile phone. Office hours: by appointment

Course Description: The Leadership Seminar is a three-credit course required of all CNL students. Students examine career, leadership and practice environment issues and situations. Students expand their understanding of the legal context of practice and ability to advocate for needed change job acquisition skills. The development of a microsystem assessment and formal leadership project proposal are focal points of the course.

Objectives:

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

1. Apply principles and strategies of risk anticipation to leadership situations.
2. Develop and present a formal written leadership project proposal.
3. Interpret the legal principles that affect the nurse as an employee.
4. Perform a comprehensive microsystem assessment to provide the context for problem identification and action.
5. Use performance measures to assess and improve the delivery of evidence-based practices and promote outcomes that demonstrate delivery of higher-value care.
6. Use evidence to design and direct system improvements that address trends in safety and quality
7. Collaborate with healthcare professionals to plan the implementation and evaluation of a microsystem-level quality improvement opportunity.
8. Acquire skills and knowledge to interview and obtain employment.
9. Discuss and differentiate the short-term and long-term professional growth and development needs of the CNL.

Required Texts:

- Nelson, E. C., Batalden, P. B., & Godfrey, M. M. (Eds.). (2007). Quality by design: a clinical microsystems approach. John Wiley & Sons.
- You are required to have an i>clicker for attendance and participation in review questions

Strongly Recommended Text: American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th Edition. ISBN-10: 1433805626, ISBN-13: 9781433805622.

Teaching Methods:

Student learning can be achieved through engagement in reading, writing, speaking, and listening. Not all students have equal competency across all four of these skills. Teaching methods utilize a combination of lecture, class discussion, and evaluation of student assignments. Students are expected to arrive to each class prepared for active, engaged, and prepared dialogue. Class attendance is mandatory. On-time arrival is expected.

Evaluation Methods and Grading:

Class Participation	20%
Attendance	10%
Microsystem Assessment	15%
Risk Anticipation Exercise	15%
Leadership Project Proposal (Capstone Proposal)	40%

Submission of Assignments

Late assignments are not accepted and will be given a failing grade. Extensions will be considered on a case-by-case basis, only if requested prior to the due date.

All assignments should be uploaded to the *Assignments* tab in Collab. Please name your assignments using the convention **Lastname.Assignmentname.ext** (For example “DeGuzman.CapstoneProposal.doc” or “DeGuzman.Risk.pptx.”) Assignments not adhering to this policy will be returned before grading. Exceptions to this policy will be considered on a case-by-case basis.

Graded Assignments- Requirements

- ***Class participation (20% of grade, 20 points, graded):*** Speaking and listening are critical leadership skills. To further develop these skills, ALL students are expected to participate regularly in class discussions and activities.
 - Each week students should come prepared to discuss assigned readings in class. If you know in advance that you have been unable to prepare the day’s material, please notify the instructor in advance.
 - Different individuals come to class with varying levels of comfort with public speaking. Students who are not comfortable speaking in a large group should use the class discussions as a minimal-risk environment in which to practice this skill. Students who are already comfortable with speaking up should use class to further develop skills in engaging others and listening. Students who decline to participate in class discussions, and students who regularly monopolize discussions or interrupt others will receive no greater than a C in class participation.
 - The use of electronic devices in class (laptops, mobile phones) is permitted only during designated group work, and should only be used for class work during this time. Students are welcome to leave the class at any time to utilize electronic communication or to take breaks as they deem necessary. Students who regularly do not adhere to this policy will receive no greater than a C in class participation.
 - Students are expected to raise their hands in class.
 - To further enhance class participation, students will be divided up into six groups. Each week, one group will be “on-call” for class discussions. While each student should be prepared to answer the questions accompanying the weekly readings, the group “on-call” will be expected to start and lead the discussion.

- ***Attendance (10% of grade, 10 points, graded):*** Class attendance is mandatory. Students are expected to notify the instructor in advance, when possible if they will miss class, but the reason for missing class does not need to be communicated. Greater than two missed classes regardless of reason will result in a reduction to your attendance grade. Students who use electronic devices during non-designated times will be given an absence for that day.

- ***Microsystem Assessment (15% of grade, 15 points, pass/fail):*** A strong basis of understanding of your unit is required in order to diagnose the unit needs and successfully make change. The CNL does this with a *Microsystem Assessment*, which encompasses the 5 Ps and *Metrics that Matter*.

Select a minimum of 3 people who work on your microsystem who will help you learn about the unit. Create a unit profile guided by the 5 P worksheet most appropriate to your unit, and identification of metrics that the unit is tracking. The deliverable is an abbreviated assessment of your microsystem.

To receive a passing grade you must turn in the [sections identified below](#). **Processes** and **Patterns** sections must be written in scientific style consistent with APA requirements for style and (if required) references. **Metrics that Matter** can be a table or written out. ***Because this paper is about your unit, no outside materials are required. However, if you write a statement in your paper that requires a reference, a reference must be included to be consistent with APA.*

Deliverable (4 sections):

- **Purpose, Patients, Professionals**: Complete sections A, B, and C on the appropriate 5 P worksheet. *The worksheet can be handwritten and scanned in as a PDF.* Not every section will pertain to every practice setting, but you should complete as much as you are able. *You are NOT required to complete the supplementary worksheets referred to in this section.*
- **Processes (1-2 page maximum)**: Identify which processes are critical to the unit functioning well. How well do these processes work? Are there points in the process that consistently don't work? Where are the delays? What are the "between" microsystems hand-offs? Are these successful?
- **Patterns (1-2 page maximum)**: How often does the microsystem meet to discuss patient care? Are patients and families involved? Does every member of the practice meet regularly as a team? How are safety and reliability issues reviewed and discussed among members of the microsystem? What successful changes has the unit experienced? What accomplishments are they most proud of?
- **Metrics That Matter (one page maximum)**: What metrics are tracked by your unit? How are these metrics shared with staff? Are staff aware of what metrics are being tracked? What metrics are outside of benchmarks or goals?

- ***Risk Anticipation Exercise (15% of grade, 15 points, graded)***: Anticipating risk to patients is a critical element of the CNL role. Risk can occur when new technology, equipment, treatment regimens or medication therapies are introduced, or when future patients may be at risk for a known patient safety hazard (falls, pressure ulcers, infection, etc.). *From the CNL White Paper: CNLs should be comfortable with the use of risk tools such as Failure Modes and Effects Analysis (FMEA) to evaluate processes for possible failures and to prevent them by correcting the processes proactively rather than reacting to adverse events after failures have occurred. This emphasis on prevention may reduce risk of harm to both patients and staff.*
 - Identify a NEW risk on the unit where you work (technology, equipment, procedure, treatment regimen or medication therapy)
 - Investigate the reason for the change using current literature and interviews with unit leadership
 - Use FMEA to identify the potential risks that need to be monitored

Deliverable

- 5 minute slide presentation of your findings
- Specific requirements are outlined in the [Risk Anticipation Exercise rubric](#) on Collab-> Gradebook

- ***Leadership Project Proposal (40% of grade, graded)***: During the spring semester you will complete a written Quality Improvement Capstone project. The purpose of the proposal is to plan the project.
 - Using quality improvement data, and your microsystem assessment data, identify an area for improvement. The improvement focus must have unit manager approval.
 - Develop a concise project purpose statement.
 - Find the strongest evidence to support an improvement strategy that is appropriate for your setting.
 - Develop an implementation and evaluation plan
 - Develop a change management plan

Deliverable

- MAXIMUM 12 page (not including references, tables or figures) paper describing the project.
- Paper should generally follow the capstone outline
- Specific requirements are outlined in the [Leadership Project Proposal rubric](#) on Collab-> Gradebook

Proposals will not be graded until students pass (> 85% correct) an APA guidelines quiz. The quiz may be taken at any point in the semester up until the proposal due date. It is open book, and may be taken multiple times but you cannot ask others for assistance.

Writing Help for CNLs

- **Students are highly encouraged to work with the UVA Writing Center.** Tutors help with drafting, revision, argument structure or other special concerns. *If you do not have significant experience writing in scientific style, you should utilize this resource.*
- **Availability Fall 2018:** Tuesday and Thursday 4-6pm, both in-person (CMNEB 1027) and online. Appointments are 50 minutes long and are FREE. **If these sessions do not fit your schedule, you may also sign-up for sessions at Bryan Hall or drop-in at Clemons Library. ESL trained tutors are also available at the other sites.
- **Sign-up is required** at <https://virginia.mywconline.com> and can be done the same day. (Select "School of Nursing" in the schedule drop down list). Please read all of the directions prior to attending your session
- **Questions?** Contact CNL Academic Learning Specialist Dillon Kuhn at dillon@virginia.edu.
- More information about writing tutoring at UVA: <http://professionalwriting.as.virginia.edu/welcome-writing-center>

Schedule: Schedule is subject to change. If changed, graded assignments will not be moved earlier, only later. The instructor will notify students whenever a change is made to the schedule.

Week	Date	Topics	Assignment
1	8.30.18	<p>Course overview Capstone outline Quality Improvement</p> <p><i>Guest Speaker: Clara Winfield, MSN, RN, CNL</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Nelson, Chapter 10 Overview of Path Forward Nelson, Chapter 11 Introduction to the Microsystem Thinking Newhouse, R. P., Pettit, J. C., Poe, S., & Rocco, L. (2006). The slippery slope: differentiating between quality improvement and research. <i>Journal of Nursing Administration</i>, 36(4), 211-219. <p>Prepare:</p> <ul style="list-style-type: none"> Review syllabus and capstone outline prior to class. Bring questions about both.
2	9.06.18	<p>Microsystem Assessment (Problem Description, Available Knowledge)</p> <p>Scientific Writing</p>	<p>*begin "on-call" groups</p> <p>Read:</p> <ul style="list-style-type: none"> Nelson, Chapter 12 Nelson, Chapter 13 Assessing Your Microsystem with the 5 P's Nelson, Chapter 14, PDSA <p>Prepare:</p> <ul style="list-style-type: none"> Find quality improvement data for your assigned unit. What metrics are tracked by your microsystem? Pick one metric that is currently not meeting the standards of the microsystem. Do a BRIEF search of the literature to determine why this metric is important to patients. Think about: <ul style="list-style-type: none"> What processes may be important to improve these outcomes? What has already been done to improve these outcomes? What still needs to be done? What is staff's level of awareness of quality improvement metrics and efforts to improve?

Week	Date	Topics	Assignment
3	9.13.18	Process Mapping Quality Improvement Tools Literature Review Rating the Evidence (Rationale for Intervention)	<p>Read:</p> <ul style="list-style-type: none"> Nelson, Chapter 16 Global Aim Nelson, Chapter 17 Process Mapping Nelson, Chapter 19 Conner, B. T. (2014). Demystifying literature reviews. American Nurse Today, 9(1), 13-14. <p>Prepare:</p> <ul style="list-style-type: none"> Select a quality improvement metric in conjunction with unit leadership. Develop a PICO Question for searching the literature to find out what interventions may be used to improve your metric of interest <p>In class: Utilize quality improvement tool(s) to determine root causes of variation.</p>
4	9.20.18	Risk Anticipation FMEA	<p style="text-align: center;">Microsystem Assessment Due 9.20.18</p> <p>Review: http://asq.org/learn-about-quality/process-analysis-tools/overview/fmea.html</p>
5	9.27.18	Specific Aims (project purpose) Describing and Adapting the Intervention	<p>Read</p> <ul style="list-style-type: none"> Nelson, Chapter 18 Specific Aim <p>Prepare:</p> <ul style="list-style-type: none"> Come prepared with at least one intervention identified from the literature you have reviewed. Be prepared to justify selection of this intervention. Draft a specific aim for your project. In doing so, think about: What specific measurement will you be trying to improve with your project? <p>Think about:</p> <ul style="list-style-type: none"> What are the steps in the intervention? Who will need to be involved? Who will need to provide support? Who will need to change their behavior?

Week	Date	Topics	Assignment
6	10.04.18	Measurement Institutional Review Board	<p>Read:</p> <ul style="list-style-type: none"> Nelson, Chapter 22 “QI vs. Research: UVa Guidance” (on Collab→ Resources) Try to determine if IRB approval is required for your project. Why or why not? <p>Think about:</p> <ul style="list-style-type: none"> How will you measure your quality improvement outcomes? Intervention outcomes? How often will they be available? How big of a change do you expect? How much of a change will mean you were successful? How will you evaluate your process change? How will you know if it is being done correctly (fidelity)? Will you measure stakeholder views? Why or why not?
7	10.11.18	Database Management and Basic Statistics <i>Risk Anticipation presentations</i>	
8	10.18.18	Change Management <i>Risk Anticipation presentations</i>	<p>Read:</p> <ul style="list-style-type: none"> Kotter, J. P. (1995). Leading change: why transformation efforts fail. <i>Harvard Business Review</i>, 73(2), 59-67.
9	10.25.18	Change Management <i>Risk Anticipation presentations</i>	<p>Prepare:</p> <ul style="list-style-type: none"> Outline each step of change management for your intended change on your microsystem Identify which ones will probably work, which might fail, and why
10	11.01.18	Change Management: Persuasion <i>Risk Anticipation presentations</i>	<p>Read:</p> <ul style="list-style-type: none"> Cialdini, R. B. (2001). Harnessing the science of persuasion. <i>Harvard Business Review</i>, 79(9), 72-81.

Week	Date	Topics	Assignment
11	11.08.18	Negotiation <i>Risk Anticipation presentations</i>	Assignment TBD
12	11.15.18	<i>Tentative</i> Interview Day <i>Risk Anticipation presentations</i>	Capstone Proposal Due: November 15 Assignment TBD
13	Thanksgiving Break		
14	11.29.18	10:00 am Guest: Paula Saxby, Deputy Director Virginia Board of Nursing	Review: Laws and Regulations governing nursing in Virginia: https://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm Bring: 2-3 Questions for Ms. Saxby about legal aspects of nursing practice
15	12.06.18	Course wrap up	

Inclement Weather: University policy determines UVA official closings due to weather. If the University is closed due to inclement weather, an alert will be posted on the UVA home page and the UVA Snow Line: (434) 243-SNOW or 924-SNOW. Course policy for clinical absences/make-up days/inclement weather is established by the course professor/clinical faculty member and should be included in the course syllabus.

Privacy: Faculty and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines per HIPAA regulations.

Technical Requirements: This course requires a laptop in order to meet course requirements. The laptop must be in good working order, be no more than four years of age by the conclusion of the course, and it also must meet the following requirements throughout the duration of the course: a.) the laptop must have a working battery capable of charging to at least 80% of full charge; b.) it must be able to connect to the UVA wireless infrastructure; c.) it must be free of any applications or services that hinder the ability of the laptop to function effectively in the University environment; d.) it must have a University-supported operating system installed (refer to <http://its.virginia.edu/central/>); e.) It must have functioning, up-to-date anti-virus software installed, and be free of viruses; and, f.) It must be patched with all critical/urgent updates for the operating system and core applications. If you require technical assistance with your laptop, please contact the University's 24x7 Help Desk for assistance (<http://its.virginia.edu/helpdesk/>).

This course also requires the use of online testing tools, for which a laptop is required. In addition to meeting the general laptop requirements stated above, students are required, prior to the administration of an online test, to ensure that their laptops meet specific testing requirements, posted at <http://nursing.virginia.edu/onlinetesting>. Technical assistance to ensure that the laptop meets all necessary requirements must be obtained well in advance, and may be obtained through the University's 24x7 Help Desk (<http://its.virginia.edu/helpdesk/>).

University of Virginia Mission Statement

- The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

School of Nursing Mission Statement

- The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON's multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment. (Approved by Faculty Organization, January 2013)

School of Nursing Values

- Respect and honor
- Relationships and collaboration
- Recognition and celebration
- Excellence