TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

5080 Special Topics:
Root Cause Analysis for Interprofessional Team Members

Course Syllabus

On Behalf of the Faculty Champions
Cindy Acton, DNP, RN, NEA-BC
Prepared For Spring, 2011
# 5080 Special Topics:
Root Cause Analysis for Interprofessional Team Members

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7-9</td>
</tr>
<tr>
<td><strong>and Expectations</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>for Students - Americans with Disabilities Act</strong></td>
<td>11</td>
</tr>
</tbody>
</table>
Course Description

This course focuses on the students’ professional development in assessing the healthcare as a system and practicing high performing interprofessional team skills that are necessary to achieve the six aims outlined by the Institute of Medicine (IOM). While working in interprofessional teams, learners apply their professional knowledge and team skills to resolve and reduce errors of a fabricated sentinel event, case study. Experiential activities provide hands-on opportunities for students to develop a broad knowledge of the healthcare system and skills in:

- Leadership
- Interprofessional teamwork and communication
- Analytical and conceptual reasoning
- Facility with Evidence Based Practice
- Shared accountability and decision making
- Use of system performance data
- Safety, Process, and Quality improvement
- Conflict resolution
- Business and management practices
- Formal presentation
- Interpersonal and Emotional Intelligence
- Industry knowledge

It is requirement that students work within a group of students who are intentionally from different professions. The course is WebCT enhanced, supported with online resources and technology, faculty advisors, and provides access to various professional experts as they relate to the course and case study. Due to the nature of the team structure requirements and differences in locations, delivery of some of course content/activities will be determined after enrollment is finalized. Decisions of this nature will be based on the best use of the campus, students, and faculty resources.

Six Aims of IOM

1. **Safe** – Avoid injuries to patients from the care that is intended to help them
2. **Timely** – Reduce waits and sometimes harmful delays for both those who receive and those who give care
3. **Equitable** – Provide care that does not vary in quality because of personal characteristics, such as gender, ethnicity, geographic location and socioeconomic status
4. **Patient-Centered** – Provide care that is respectful and responsive to individual patient preferences, needs, and values; and ensure patient’s values guide all clinical decisions
5. **Effective** – Provide evidence based services for all and only those who truly need them
6. **Efficient** – Avoiding waste, including waste of equipment, supplies, ideas, and energy

—Crossing the Quality Chasm: A new Health System for the 21st Century Committee on Quality healthcare in America, Institute of Medicine, 2001
Learning Objectives

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

1. Analyze issues surrounding patient safety and delivery of quality health care.

2. Apply evidence-based practices from a variety of health care settings and various professions to develop a specific plan to improve the “gap” in the system of care, including defining key measures and proposing change.

3. Synthesize interprofessional team behaviors.

Evaluation/Grading

Required Student Satisfaction Assessment Tool Completion

Accrediting agencies are requiring institutions of higher education to provide more and more assessment evidence as documentation of institutional implementation of the Culture of Assessment and the Culture of Evidence. Thus, completion of the following three tools is mandatory, effective January 1, 2008:

- Orientation Satisfaction Assessment (completed once only for attendance of your Orientation session);
- Course Satisfaction Assessment (invitations are sent via e-mail and completed for each course each semester); and
- Satisfaction at Graduation Assessment (completed once during the final semester of your degree completion).

Until the assessment tools are completed, a grade “I” will be entered for each affected course. This course will be evaluated, and the final course grade computed, in the following manner:

A = Excellent 90-100
B = Above Average 80-99
C = Average 70-79
D = Below Average 60-69
F = Unsatisfactory 59 or below

Major Graded Activities (Percent of Total Grade)

1. Group Dialogue: Individual Skill Building and WebEX Sessions (20%)

2. “it” Abstract and Poster Presentation (20%)

3. Analysis of Sentential Event (total 60%)
   a. RCA: Causes (20%)
   b. RCA: Recommendations (20%)
   c. Final: Group Presentations on Case Study (20%)
Grading Criteria
Grading forms are utilized for all assignments and discussion boards. Students are encouraged to review the grading form prior to completing assignments. Students can view his or her own returned grading form that contains earned scores and feedback via MY Grades. The grading criteria is attached to this activity. The criteria is intentionally broad and done so to push performance rather than grades. Everyone begins with an “A.”

Discussion Board - Group Dialogue
The two major forms of learning and group communication within WebCT’s are located on the Discussion Board (WebEX Sessions and Individual Skill Building). As a rule, the WebEX Sessions require students to attend presentations at a designated time while Individual Skill Building is asynchronous, allowing students to work on learning activities, independently, at his/her own pace.

Assignment and WebEX Sessions
Most of the WebEX Sessions correspond to an assignment so that groups can submit presentation material via the assignment box. Presentations are to be submitted as early as possible before the day of the WebEX Session so that faculty can adequately prepare prior to the presentations.

Group Dialogue General Guidelines
1. Specific instructions and resources are contained within each item.
2. Students are expected to read all threads and engage in discussions. Peer responses should be meaningful, respectful in tone, and add value. As long as students’ participation meets these standards, a required number of responses will not be mandated.
3. All postings should be “scholarly” written and posted within the message. Do not “attach” answer or responses, unless specifically directed to do so.

WebEX Sessions Information
When WebEX is utilized, participation requires a computer and telephone. At least one day prior to the presentation, instructions on how to join a presentation will be posted on the announcement page. Students are encouraged to join early, the first time, as loading WebEX may take additional time.

Please note: Students will be required to engage in the presentation by responding to the speaker’s comments and questions. Therefore, please try to reduce the background noise at the location used while participating in the sessions. Additionally, a recording of the sessions will posted within WebCT in the event a member is unable to attend the live session.

Topics
A foundation of knowledge on certain topics is required in order to adequately perform a RCA. The majority of these are set-up for the individual student to build skills prior to the required execution of them. However, additional discussions of specific topics related to the case study may be required and thus, be added to course. The foundational topics include:

1. Quality Improvement,
2. Healthcare Systems and Changes,
3. Patient Safety, and
4. Root Cause Analysis
5. Teams and Communication: TeamSTEPPS™
6. Budgeting and Cost Analysis
“it” Abstract and Poster Presentation
Students work in teams to create evidence based posters that will be presented at the annual TTUHSC Student Research Week in the category of TTUHSC Quality Enhancement Plan (QEP). The topic must be related to Interprofessional Teamwork.

Analysis of Sentential Event
While working in interprofessional teams, students are to apply their professional knowledge and team skills to resolve and reduce errors of a fabricated sentential event, case study. Throughout the improvement process, students will have access to experts in the field who can assist and guide them in the quest of making the targeted system of care, more effective in providing safe quality care. Experts from the field will be identified based on the case study but students are highly encouraged to self identify knowledge deficits and request additional experts to be made available for either the presentations or individual group learning. Requests for additional resources, of any nature, should be posted to the main DB, for all groups and faculty to assist.

CLARION Case Competition
A team from this course will be selected to represent Texas Tech University Health Sciences Center at the University of Minnesota. Requirements for the team and details concerning the competition itself will be discussed during the introduction of the course.

04/14/11 – 04/17/11  CLARION Case Competition Dates (includes travel time)
04/17/11

Class Schedule
Within WebCT, prompters for deadlines are easily recognized on the assignment page and within each item’s title on the discussion board (for both Individual Skill Building and WebEX Sessions). Currently these due dates are tentative due dates. Since this course has students from various schools, these dates WILL be negotiated to ensure the timeframes are suitable for the majority of the course members. After negotiations revisions will be made to ALL assignments and discussion board items (WebEX Sessions and Individual Skill Building). A course calendar will be generated and printed schedule will be posted on the home page. Students are expected to participate in the negotiations and stay up-to-date on agreed upon schedule changes.

Resources
No textbook is required. Websites, e-books, and articles will be posted within the course as resources.
# Course Facilitator, TTUHSC Lubbock Campus

<table>
<thead>
<tr>
<th>Name:</th>
<th>Cindy Acton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Credentials:</td>
<td>DNP, RN, NEA-BC</td>
</tr>
<tr>
<td>Phone:</td>
<td>(806)368-2120 - cell</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:acton@ttuhsc.edu">acton@ttuhsc.edu</a></td>
</tr>
<tr>
<td>Professional Expertise:</td>
<td>Administration/Management, Patient Safety, Autonomy, and Interprofessional Team Work</td>
</tr>
</tbody>
</table>
| Professional Accolades: | • Nurse Faculty of the Year – 2010, Texas Tech University Health Sciences Center, School of Nursing  
  • Faculty Champion, 2009-present, Texas Tech University Health Sciences Center, School of Nursing  
  • Community Partnership Award, 2008, Texas Tech University Health Sciences Center, School of Nursing  
  • Innovation Award, 2005, Texas Tech University Health Sciences Center, School of Nursing |
| Schools attended & degrees earned: | DNP – Case Western Reserve University – Clinical Leadership (Cleveland, OH)  
  MSN - West Texas University A&M – Nursing Administration (Canyon, TX)  
  BSN - West Texas State (Canyon, TX) |
| Personal Interests: | Traveling and sports |
Faculty Advisor, TTUHSC Lubbock Campus

Name: Suzanne Escudier
Title: Assistant Professor
Credentials: MD
Phone: (806) 743-2981
Email: suzanne.escudier@ttuhsc.edu

Professional Expertise:
- Anesthesiology
- Simulation: Crisis Resource Management

Professional Accolades:
- Faculty Champion, 2009 – present, Texas Tech University Health Sciences Center, School of Medicine

Schools attended & degrees earned:
- MD – University Francisco Marroquin (Guatemala City, Guatemala)
- BS Biology – Texas A & M University (College Station, TX)

Personal Interests: family’s sporting activities
Faculty Advisor, TTUHSC Midland/Odessa Campus

Name: Dorothy Jackson
Title: Assistant Professor
Credentials: PhD, RN, GCNS, FNP-BC, NP-C
Phone: 432.335.5150
Email: Dorothy.jackson@ttuhsc.edu

Professional Expertise:
- Population Health
- Health disparities in health care received and how nursing can make a difference
- Polypharmacy in older adults
- Library science healthcare resource

Professional Accolades:
- Sigma Theta Tau
- TTUHSC Institutional Review Board (IRB), Lubbock/Odessa
- Chair, Medical Center Hospital IRB, Odessa
- Faculty Champion, Permian Basin
Policies and Expectations

Each school’s student handbook contains information about policies and expectations that apply throughout a student’s academic life. Attention is specifically required for the following policies and expectations:

- Academic Integrity
- Attendance
- Communicable Diseases
- Computer Requirements
- Confidentiality
- Disabilities - Students

“Any student who, because of a disabbling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from the TTUHSC Director of Students Services.”

- First Aid/BCLS (certifications)
- Immunization Requirements
- Sexual Harassment
- Standard Precautions
- Unsafe Practice

The Student Handbook and Code of Professional and Academic Conduct contains information about policies and expectations that apply throughout a student’s academic life. Attention is specifically required for the following policies and expectations:

- Code of Professional and Academic Conduct
ADA Guidelines apply to all qualified disabled persons. A qualified disabled person is a person with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a public entity and who can perform the “essential functions” of the position. The following essential eligibility requirements for participation in the School of Nursing (Standards/Factions) and examples of necessary activities (NOT all inclusive) should be used to assist each applicant/student in determining whether accommodation or modification is necessary.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking abilities sufficient for clinical judgment</td>
<td>Identify cause-effect relationships in clinical situations, develop nursing care plans.</td>
</tr>
<tr>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds</td>
<td>Establish rapport with patients/clients and colleagues.</td>
</tr>
<tr>
<td>Communication abilities sufficient for interaction with others in verbal and written form</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.</td>
</tr>
<tr>
<td>Abilities sufficient to move from room to room and maneuver in small spaces</td>
<td>Moves around in patient’s rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.</td>
</tr>
<tr>
<td>Abilities sufficient to provide safe and effective nursing care</td>
<td>Calibrate and use equipment; position patients/clients.</td>
</tr>
<tr>
<td>Abilities sufficient to monitor and assess health needs</td>
<td>Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Abilities sufficient for observation and assessment necessary in nursing care</td>
<td>Observes patient/client responses.</td>
</tr>
<tr>
<td>Abilities sufficient for physical assessment</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
</tbody>
</table>

*Guidelines for Students – Americans with Disabilities Act*