N3347 Human Factors in Health Care

THE UNIVERSITY OF TEXAS AT ARLINGTON
COLLEGE OF NURSING & HEALTHCARE INNOVATION

RN to BSN ACCELERATED ONLINE PROGRAM

N3347 Human Factors in Health Care

<u>Must have access to reliable internet service and use Microsoft Word 2010 or later</u> during this course and throughout the RN BSN program. Course schedules require mid-week and weekend deadlines for required course activities. All assignments are due using Central Time.

Course Description

Course provides human factors concepts and principles essential for health care professionals. Topics include basics of patient safety, skills to be an effective patient safety champion, and human factors principles in patient safety improvement at individual, team and organizational levels. Case studies are used to explore ways to reduce medical errors as the third leading cause of deaths, and to address human factors that are involved in over 80% of adverse events.

As a result of taking this course, students are expected to build a foundation for

1. Incorporating imperative of safe patient care into all aspects of professional activities (e.g., direct patient care, collaboration with others, safety and quality improvement).
   - o Create safety culture by connecting with the heart about the importance of patient safety
   - o Incorporate into own practice and be a change agent for patient safety, in clinical care, in leading teams in goal-conflicting environment, and in improvement and collaboration
2. Taking systems approaches to safety to impact on culture changes, care process design, and institutional learning from adverse incidents
   - o Use human factors concepts and principles to achieve systematic changes in learner's workplace (nursing unit in small group, department, clinic, hospital, own environment)
   - o Incorporate the principle that safety is not an accident, but a result of deliberate design and organizational learning, in contrast to unsustainable way of safety (e.g., "whack a mole", reactive to individual events without changing systems, shaming and blaming)
3. Taking a human factors lens to identify problems and to examine design options

- o Use concepts about human performance in identifying systems problems and in design interventions
- o Develop a basis for continuing learning about human factors, through experiential learning on searching and identifying on-line resources on human factors.

Contact hours: Per Texas Board of Nursing (BON) rules, this course qualifies for 45 contact hours when taken for credit to meet BON continuing competency requirements if a grade of C or better is achieved [Board Rules 216.5(a) and 216.1 (1)]. For audit purposes, an image of the official transcript is adequate, not the grade report from this course.

Course completion certificate: a PDF copy is available for those who request it. Please send email to your academic coach.

Credit Hours and Clock Hours

Credit hours (3-0)

Course Prerequisites

N3345 Transition to Professional Nursing

Course Teaching Team

Faculty Member Name	Faculty Member Email	Faculty Member Role
Yan Xiao, PhD	Yan.Xiao@uta.edu	**Lead Faculty**
Mary E. Mancini, RN, PhD, NE-BC, FAHA, ANEF, FAAN	mancini@uta.edu	**Faculty**

Academic Coaches

Each of you will be assigned to an Academic Coach. These are nurses who have all the qualifications of the UT Arlington College of Nursing Faculty and have experience in the content areas covered by the course. They assist the UTA Faculty in all accelerated online courses. They are your first contact for any course questions and must be directed to them using your UTA email or through the email provided directly in the Blackboard course. Faculty and Academic Coaches will not respond to your personal email accounts. All assignments must be submitted into this Blackboard course in order to be graded. Academic Coaches will not accept any assignments via email.

UT Arlington Email: Faculty and Academic Coaches do not respond to any student emails other than UTA email addresses. Be sure you have set up your UTA email and use it!

Required Text Book

None

Course Outcomes

Course Performance Outcomes *At the end of this course, the student should be able to:*	Performance Measurement
1. Be an effective champion for patient safety. *Program Outcome 1,7*	Completion of assignment of online patient story videos that can be used to motivate safety improvement, discussions on storytelling, reflection, progress monitors
2. Incorporate insights from human factors principles into patient safety improvement at individual, team and organizational level *Program Outcome 2,4*	Completion of assignment of online videos on human errors relevant to health care, discussions on human errors and human factors principles, reflection, progress monitors
3. Develop effective improvement interventions on patient safety by using ideas from human factors principles. *Program Outcome 9*	Completion of assignment of online videos on human factors principles for safety improvement, reflection essay, progress monitors

Teaching Methods
- Readings, Lectures, Videos
- Course project
- A personal reflection essay (300 words)
- Discussion boards
- Reflections on videos
- Progress Monitors

UT Arlington College of Nursing Grading Criteria
In order to successfully complete an undergraduate nursing course, the following **minimum** criteria must be met (additional course requirements may be necessary):
- 70% weighted average on proctored exams
- 70% weighted average on major written assignments (i.e. non-written, computerized assignments, etc.)

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places, and there will be no rounding of grades. Letter grades for tests, written assignments, end-of-course grades, etc., shall be:

A: 90.00 - 100.00

B: 80.00 - 89.99

C: 70.00 - 79.99

D: 60.00 - 69.99

The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course student shall have a course grade of 70.00 or greater.

Evaluation

Components to Be Graded	Grading Weights
Course project (project progress assessments and reflection essay)	40% (5 project progress assessments at 8% each for a total 40%, including the reflection essay)
Participation (Progress Monitor, Reflection, Discussion Boards)	60% (weekly progress monitors total 30%, discussion boards total 20%, reflections on assigned videos total 9.5%, a practice assignment 0.5%)
TOTAL	100%

TO BE SUCCESSFUL IN N3347:

1. Know your **Academic Coach's email** and use it!

2. Complete the **Course Attestation Form** first thing

3. Read all the **Readings**

4. View all the **Lecture Videos and Media**

5. Interact in all the online **Discussion Boards**

6. Complete the required **Course Project**

7. Complete all **Progress Monitors**

8. **Submit all assignments and activities through Blackboard for grading**

9. **No emailed assignments** will be accepted by the Academic Coaches

10. **No assignments will be accepted after the course closes**

Participation Grade (60%): Because this is an online course, participation in the course activities is essential to completing this course. The Participation Grade consists of progress monitors and weekly discussion boards.   All are expected to be completed. If any are not completed, a grade of "0" will be entered for that activity and will be calculated into the overall Participation Grade.

Progress Monitors (40%): All Modules have reflections and progress monitors.

1. Reflections after viewing assigned videos (total **9.5 points** of the final grade, each reflection assignment **0.5 points**). Guiding questions are provided to help you to get most of the assigned videos.

2. One practice assignment (**0.5 points**). The practice assignment is on a human factors tool, to help you to get a sense of the types of tools that are available online to improve work environment based on human factors principles.

3. Progress monitors (total **30 points** of the final grade). Every module has a set of questions for lectures/media and one set for reading assignments. Each question is **0.5 points** of the final grade. The questions help you to self-assess your comprehension and understanding of course content.

Discussion Board Entries (20%): Participation in the Discussion Board is a vital part of this online course. Discussion boards are used to collectively explore topics/case studies/situations outlined in weekly course content.

1. Three posting are required for each Module and are due by the deadlines outlined in the Course Planning Calendar below. For each module, you are to create a discussion thread and respond to postings made by two colleagues.

    • Each discussion thread is to be posted by 2359 pm (CT) on Wednesday of the module. Use citations and references as appropriate.

    • You are to post a substantive respond to 2 classmate's postings by Saturday at 2359 pm (CT) of the module. Use references and citations as appropriate.

2. Due dates for each Module's Discussion Board activities are noted in the Course Calendar.

3. All postings to the Discussion Board should use APA Format. Completion of modules on APA format is required.

4. All Discussion Board entries are graded using a Rubric and calculated into the overall Participation Grade. If a required element for a Discussion Board entry is omitted, then (as shown on the rubric) a grade of "0' will be entered for that element and calculated into the final grade for the activity.

Course Project. The course project is an essential part of learning for this course, and contributes to **40%** of the final grade. The course project will be graded weekly (**8 points** each week for the assigned activity).

1. Week 1: Identify two on-line videos of **patient stories [topic 1]**, and create a Word file with (a) links to the two videos in the set and (b) a 50-100 word description for each video

2. Week 2: Identify two on-line videos of **human errors [topic 2]**, and create a Word file with (a) links to the two videos in the set and (b) a 50-100 word description for each video

3. Week 3: Identify two on-line videos of **patient safety improvement [topic 3]**, and create a Word file with (a) links to the two videos in the set and (b) a 50-100 word description of human factors principles or concepts illustrated in each video

4. Week 4: Select one video for each topic (patient stories, human errors, and patient safety improvement) for the course **project video list**, and write a **reflection essay** (250-300 words) as an introduction to the course project on how human factors principles and concepts help you to become a champion for patient safety. Create a Word file with (a) the essay (b) links to the three selected videos and descriptions

5. Week 5: Provide **feedback** to one other person's project. The feedback will include (a) comments of 100-150 words describing what you learned from watching the videos of the other person's project, and (b) comments of 100-150 words on the introductory essay, in terms of the impact on you from the essay of the other person's project.

Late assignments: All participation is electronically monitored.

-   ***Late assignments (including discussion boards, reflections, progress monitors, course projects) may be penalized up to 5% of the assignment grade for every day late.***
-   ***After late for 5 days a "0" will be entered unless prior arrangements have been made with the Academic Coach or Faculty.***
-   **No late assignments will be accepted** after the course closes unless prior arrangements have been made with the Academic Coach or Faculty.

Course Planning Calendar and Weeks/Times Assignments are Due!
(All times are Central Time Zone (CT) regardless of where the student lives)

Course Activity	Due Date (Central Time)
Module 1	**Completed by:**
Attestation Statement	**Wednesday 2359**
Discussions	**Wednesday 2359 - post discussion thread** **Saturday 2359 - post replies to 2 colleagues**
Assignment – Video topic 1	**Saturday 2359**
Progress Monitors	**Saturday 2359**
Module 2	**Complete by:**
Discussions	**Wednesday 2359 - post discussion thread** **Saturday 2359 - post replies to 2 colleagues**
Assignment – Video topic 2	**Saturday 2359**

	Progress Monitors	Saturday 2359
Module 3		**Complete by:**
	Discussions	Wednesday 2359 - post discussion thread Saturday 2359 - post replies to 2 colleagues
	Assignment – Video topic 3	Saturday 2359
	Progress Monitors	Saturday 2359
Module 4		**Complete by:**
	Discussions	Wednesday 2359 - post discussion thread Saturday 2359 - post replies to 2 colleagues
	Assignment – Project video list and reflection essay	Saturday 2359
	Progress Monitors	Saturday 2359
Module 5		**Complete by:**
	Discussions	Wednesday 2359 - post discussion thread Saturday 2359 - post replies to 2 colleagues
	Assignment – Feedback	Saturday 2359
	Progress Monitors	Saturday 2359

Student Evaluation of Teaching

At the end of the course, you will be asked to complete an evaluation form of the course content and the Faculty's effectiveness. **Please take the time to complete this evaluation. Your input is vital as changes to the courses are made based on students' constructive comments**.

Faculty's Philosophy and Responsibilities

Learning is about transformative experience and about gaining new perspective. Knowing a new field is like opening a new door to the world, such that you'll develop new ways to look at familiar phenomena. We have designed the course to encourage and help you to seek your own answers to often challenging problems in health care. Although we have tried to highlight essential elements, these should be the foundation for you to explore more, and for you to come back in the future when you are solving real-life problems. We are confident that you will be motivated to learn progressively through reading, viewing motivating presentations,

and personal reflection.

Instructor Response Time. All coaches and faculty members will have up to 24 hours to respond to any email communication. Grading of assignments should occur within 72 hours of submitting any given assignment.

Student Responsibilities

The student is responsible for reading assigned materials, viewing the lecture videos, participating in the course discussions, completing assigned work, and reviewing other materials as necessary to support comprehension of course content. Students are responsible for all material provided online, including lecture notes, announcements, and material that results from group discussions. Students are responsible for communicating needs/concerns to their Academic Coach. As necessary, the Academic Coach will communicate with the course faculty member.

Students are expected to participate in the online discussions and students' comments/responses should reflect academic preparation. All written presentations should follow APA format guidelines, using correct grammar, spelling, and punctuation.

Library Information

Peace Williamson, Nursing Librarian

Email: peace@uta.edu

Research information on Nursing: http://www.uta.edu/library/research/rt-nursing.html

Permissions

Reading materials from none-open-source are provided by the UTA Library as part of the student access rights to the library's databases. All publisher materials, images, graphic materials, tables, videos, audio recordings, websites, and slides are used with permission.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or* jmhood@uta.edu.

Academic Integrity

Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students.

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. **Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University**. Additional information is available at https://www.uta.edu/conduct/.   Students are encouraged to review these guides on plagiarism http://libguides.uta.edu/researchprocess/plagiarism

 http://libguides.uta.edu/copyright/plagiarism

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Online Conduct

The discussion opportunities should be viewed as a public and professional forum for course-related discussions.

Students are free to discuss academic matters and consult one another regarding academic resources. The tone of online postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature or statements criticizing classmates or faculty.

Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the discussion board.

College of Nursing Information

APA Format

All nursing papers are expected to follow American Psychological Association (APA) format. In addition to the APA manual, a brief summary of commonly used APA information may be found under the UTASON Student Handbook.

The Student Handbook can be found by going to the following link: http://www.uta.edu/nursing/handbook/toc.php or by going to the Nursing website (www.uta.edu/nursing) and using the link provided under Current Students

No Gift Policy

In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the School of Nursing has a "no gift" policy. A donation to the UTA School of Nursing Scholarship Fund would be an appropriate way to recognize an Academic Coach or faculty member's contribution to your learning.

For information regarding the Scholarship Fund, please contact the Dean's office.

N3345 Module Objective Alignment

Module	Learning Objectives	Course Activities
1	1. Identify the traits of a motivating storytelling experience in championing for patient safety 2. Recap key events of the patient safety movement 3. Articulate scope and common types of preventable patient harms in health care 4. Characterize the impact of hierarchy on patient safety 5. Identify a key resource for patient safety related information 6. Identify and evaluate patient safety challenges your practice setting 1. Identify and then evaluate a patient safety story for use in safety improvement.	Lecture and video viewing Reading Reflections on videos Progress monitors Discussion board Course project (topic 1 videos)
2	1. Articulate a definition of human factors 2. Characterize human factors and limitations in physical, cognitive, psycho-social and cultural domains 3. Articulate key work system components as performance shaping factors 4. Use examples to illustrate human errors as part of human performance 5. Incorporate insights from human factors into patient safety improvement at individual, team and organizational levels	Lecture and video viewing Reading Reflections on videos Practice assignment Progress monitors Discussion board Course project (topic 2 videos)
3	1. Appraise human performance enhancement strategies (e.g., checklists, cognitive aids) 2. Appraise common teamwork improvement strategies (e.g., non-technical skills, structured communication) 3. Illustrate the concept of hierarchy of interventions Critique interventions using the hierarchy of interventions and the work system framework	Lecture and video viewing Reading Reflections on videos Progress monitors Discussion board Course project (topic 3 videos)

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4	1. Articulate key characteristics of effective interventions 2. Appraise training or education based interventions 3. Demonstrate visual design principles to enhance patient safety 4. Illustrate rationales for failure mode and effect analysis 5. Outline key requirements for high reliability organizing	Lecture and video viewing Reading Reflections on videos Progress monitors Discussion board Course project (video list + essay)
5	1. Appraise current patient safety improvement strategies 2. Illustrate impact of fragmented healthcare on patient safety with an example 3. Describe key opportunities to lead patient safety improvement 4. Appraise current reporting requirements on inpatient quality and safety	Lecture and video viewing Reading Reflections on videos Progress monitors Discussion board Course project (feedback on the course project by another student)