



كلية فقيه للعلوم الطبية
Fakieh College for Medical Sciences

COURSE HANDBOOK

Program: Post-Graduate Online Courses

Course Name: Quality Improvement & Patient Safety

Course Code & Number: SNBC 102

Sep-Nov 2021

Welcome Message from Your Teaching Staff



WELCOME to Quality Improvement and Patient Safety on-line course (SNBC 102)

We hope you embark with us on an enriching and enjoyable learning experience. We are committed to providing you with high quality education in an active learning environment.

This handbook provides you with an overview of this course. It includes all the information relevant to the educational process, including but not limited to teaching, learning, assessment, staff members and learning resources.

Your journey in this course will take 12 weeks. We look forward to a productive course with you.

REMEMBER



During your journey in this course, you have to remember the followings:

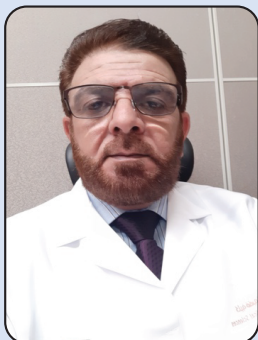



In addition to the teaching hours provided by the teaching staff, there is additional learning hours that you (as a participants) are expected to study independently (e.g. in assignments or other work associated with the course). For this course, these expected hours are (14 hrs. /week) over the course duration.



To get the best achievements in this course, it is highly recommended to demonstrate your commitment, hard work, regular class attendance and participation in all assigned activities and readings. In addition it is important to utilize all the learning resources provided by the college such as library, language and IT labs, and electronic facilities....etc.

Course Identification:

College:	Fakeeh College for Medical Sciences	
Program:	Post-Graduate On-Line Courses	
Course Title:	Quality Improvement and Patient Safety	
Course Code:	SNBC 102	
Credit Hours	2 CHs (Two contact hours/week)	
Target Audience	Health Care Workers	
Date & Time of Delivery	Mondays: 1-3 PM	
Course Instructors	Course Coordinator Dr. Hussein M. Tumah <u>Email:</u> htumah@fcms.edu.sa <u>Contact No.</u> 0562956342 <u>Academic Rank:</u> Assistant Professor at FCMS Specialty: Nursing Education (Curriculum & Teaching Strategies in Nursing) <u>Position:</u> Deputy/Head of Nursing Department	Co-Coordinator Dr. Dena M. Attallah <u>Email:</u> dmattallah@fcms.edu.sa <u>Contact No.</u> 0562956342 <u>Academic Rank:</u> Assistant Professor at FCMS Specialty: Oncology & Palliative Nursing Care <u>Position:</u> Head of Nursing Department
		

Course Description and Main Objective**1. Course Description**

This course is designed to develop the participants knowledge, skills, and understanding of the generic nature of quality improvement and patient safety via offering a foundation of the principles, concepts, theories, and methods for promoting and improving healthcare quality and patient safety, which will enable them to lead and influence their application to service delivery.

Also, it will help them to understand the nature of patient harm and its causes, human factors, and their influence on patient safety. In addition to introduces the students to the unique challenges encountered when assessing, designing, and implementing a Quality Improvement and Patient Safety activities.

2. Course Main Objective

The purpose of this course is to provide participants with the necessary knowledge of quality and patient safety principles and practices to enable them functioning effectively as healthcare professionals in their clinical areas.

Course Learning Outcomes, Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding:		
1.1	Recognize the concepts, design, the methodology of quality and patient safety	<ul style="list-style-type: none"> Interactive Lectures & group discussions 	Exam (MCQ, Essay questions)
1.2	Identify the link between quality and patient safety	<ul style="list-style-type: none"> Interactive Lectures & group discussions 	Exam (MCQ, Essay questions)
1.3	Describe the frameworks and theories for assessing and improving quality and patient safety	<ul style="list-style-type: none"> Interactive Lectures & group discussions 	Exam (MCQ, Essay questions)
2.0	Skills		
2.1	Clarify the contributions of nursing in quality and safety improvement.	<ul style="list-style-type: none"> Interactive Lectures & group discussions 	Exam (MCQ, Essay questions)
2.2	Evaluate critically the methodology of quality and safety improvement related to their area of clinical practice.	<ul style="list-style-type: none"> Flipped classes. Team based Learning. Case study Assignment 	Assessment of assignments (rubric)
3.0	Values		
3.1	Prepare quality and safety improvement project plan.	<ul style="list-style-type: none"> Small Group discussions Individual and group assignments 	<ul style="list-style-type: none"> Assignments rubric Presentation Rubric
3.2	Show evidence-based skills in the application of improving quality and	<ul style="list-style-type: none"> Small Group discussions 	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	patient safety.	<ul style="list-style-type: none"> Individual and group assignments 	

Mode of Instruction (Teaching Strategies):

The teaching strategies of this course in the below table are planned and identified according to course learning outcome and chosen based on the type of skills to be developed that fit the course learning domains (Knowledge, Skills & Values). For example: (1) Interactive lecture and discussion are designed to impart knowledge and cognitive skills; (2) Student prepared presentation and case-based learning are designed to develop communication and information technology; (3) Topic presentation and case study are designed to develop interpersonal skills and responsibility.

These innovative teaching methods aim to increase participants engagement and active class participation and enhance teamwork and leadership skills. They also contribute to increase in retention of course content, increased motivation, and improved interpersonal skills. Furthermore, active teaching strategies foster students' learning and their autonomy.

No	Activity	Learning Hours
Contact Hours		
1	Interactive Lecture	12 Hours
2	Interactive teaching strategies (Flipped classroom, Case-based learning, small group discussions, and Student prepared presentations, and case study)	12 Hours
	Total	24 Hours

Course Evaluation System:

Assessment methods (direct and indirect) that show in the below tables are designed to measure the different levels of course learning domains (Knowledge, Skills & Values). The direct method includes written examinations (MCQs & Essay Questions) and other course activities (Reflections, Oral Presentations & Written Assignments)

• Direct Assessment:

#	Assessment task*	Due Date	Percentage of Assessment Score
1	Assignments	Week-11	20%
2	Presentations	Week-12	10%
3	Reflection	Continuous	10%
4	Quizzes (2)	Week 5 & 10	20%
5	Final written examination	Week-12	40%
Total			100 %

• Indirect Assessment:

Indirect assessment method includes evaluation of the course through surveys as present in the following table.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
- Learning facilities and resources	Students	- Facilities and learning resources survey
- Course Learning Outcome achievement	Student	- Course Learning Outcomes survey
- Course content	Student	- Course Evaluation Survey - Focus group discussion with students at the end of the course.

Grading System:

The grades earned by participants in the course are calculated as follows:

Percent	Rating	Rating Symbol	Rating Weight out of 5
100-95	Exceptional	A+	5.0
90 to less than 95	Excellent	A	4.75
85 to less than 90	Superior	B+	4.5
80 to less than 85	Very good	B	4.0
75 to less than 80	Above Average	C+	3.5
70 to less than 75	Good	C	3.5
less than 70	Failed	F	2.5

Learning Resources:

Required Textbooks	<ul style="list-style-type: none"> Fondahn, E., De Fer, T.M., Lane, M. and Vannucci, A., 2016. <i>Washington Manual of Patient Safety and Quality Improvement</i>. Lippincott Williams & Wilkins. Institute of Medicine. Crossing the Quality Chasm. Washington, DC: National Academy Press, 2001, ch. 1, pp. 23-38.
Essential Reference Materials	<ul style="list-style-type: none"> Institute of Medicine. (2013). Delivering high quality cancer care: Charting a new course for a system in crisis. Washington, DC National Academies Press. Ferrell B, McCabe SM. (2013). The Institute of Medicine Report on high quality cancer care: Implications for oncology nursing. <i>Oncology Nursing Forum</i>, 40(6):603-609.
Electronic Materials	<ul style="list-style-type: none"> Saudi Digital Library: https://sdl.edu.sa/SDLPortal/en/publishers.aspx EBSCO: http://search.ebscohost.com Pubmed: www.pubmed.com. Medline: https://medlineplus.gov/druginformation.html • Electronic Textbooks

	<ol style="list-style-type: none"> 1. Surgical Patient Care-Improving Safety, Quality & Value 2. Establishing Culture of Patient Safety 3. Patient Safety & Quality An Evidence-Based Handbook for Nurses
Other Learning Materials	<ul style="list-style-type: none"> - Blackboard - http://www.moh.gov.sa/

Course Content:

No	List of Topics	Contact Hours
1.	Overview of quality improvement (Definitions, history, the rationale for undertaking quality improvement, and future)	2
2.	Overview of patient safety (Definitions, history, and future)	2
3.	Applied human factors in healthcare quality and safety	2
4.	Culture of safety in healthcare settings	2
5.	Safety problems in priority areas	2
6.	Models for Quality (LEAN, Six Sigma, and their difficulties and limitations)	2
7.	Quality Indicators (KPIs)	2
8.	Measuring, monitoring and analysis of improvement in practice	2
9.	Quality indicators: Nurse-sensitive patient outcomes	2
10.	Ensuring future fidelity inpatient and quality: the evolving role of the nurses	2
11.	The use of evidence (data) to improve quality and safety	2
12.	Planning an improvement project	2
	Final Exam	
Total		24

Course Study Plan:

Date	Topic	Student Learning Outcomes (SLO) <i>By the end of the session, you should be able to:</i>	Speaker	Reference
Week-1	Orientation to Quality & Patient Safety Course	<ul style="list-style-type: none"> List the Course Contents Explain Course requirement Describe Grading and Evaluation system 	<ul style="list-style-type: none"> Dr. Hussein Tumah Dr. Dena Attallah 	<ul style="list-style-type: none"> Course Specification
Week-2	Overview of quality improvement	<ul style="list-style-type: none"> Define quality control, assurance & improvement. Explain the purpose and dimensions of quality. 	<ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Surgical Patient Care-Improving Safety, Quality & Value Chapter-9
Week-3	Overview of patient safety	<ul style="list-style-type: none"> Define patient safety and medical errors. Explain the factors that enhancing patient safety. Identify steps that minimize medical errors. 	<ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Surgical Patient Care-Improving Safety, Quality & Value Chapter-1
Week-4	Applied human factors in healthcare quality and safety	<ul style="list-style-type: none"> Define human factors. Identify the effect of human factors on quality. Improve the quality through human factors. 	<ul style="list-style-type: none"> Dr. Dena Attallah 	<ul style="list-style-type: none"> Washington Manual of Patient Safety and Quality Improvement. Chapter 16
Week-5	Culture of safety in healthcare settings	<ul style="list-style-type: none"> Define culture of safety. Identify the component of safety culture. Identify the barriers of creating safety culture. Create culture of safety. 	<ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Establishing Culture of Patient Safety Chapter-1 Surgical Patient Care-Improving Safety, Quality & Value Chapter-15
Week-6	Safety problems in priority areas	<ul style="list-style-type: none"> Define the safety problems. Identify the major safety problems in priority areas. 	<ul style="list-style-type: none"> Dr. Dena Attallah 	<ul style="list-style-type: none"> Washington Manual of Patient Safety and Quality Improvement. Section 3
Week-7	(LEAN, Six Sigma, and	<ul style="list-style-type: none"> Define the quality models. Identify the components and benefits of 	<ul style="list-style-type: none"> Dr. Dena Attallah 	<ul style="list-style-type: none"> and Quality Improvement.

Date	Topic	Student Learning Outcomes (SLO) <i>By the end of the session, you should be able to:</i>	Speaker	Reference
	their difficulties and limitations)	<ul style="list-style-type: none"> these model. Identify the difficulties and limitations of LEAN, Six Sigma models. 		Chapter 5 <ul style="list-style-type: none"> Continuous Quality Improvement in Health Care Chapter 5
Week-8	Quality Indicators (KPIs)	<ul style="list-style-type: none"> Define quality indicators. Formulate quality indicators. Identify the importance of quality indicators. 	<ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Patient Safety & Quality An Evidence-Based Handbook for Nurses Chapter-4
Week-9	Measuring, monitoring and analysis of improvement in practice	<ul style="list-style-type: none"> Define measuring, monitoring and analysis of quality indicators. Identify the importance of measuring, monitoring and analysis. Apply the PDCA Cycle. 	<ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Patient Safety & Quality An Evidence-Based Handbook for Nurses Chapter-17
Week-10	Quality indicators: Nurse-sensitive patient outcomes	<ul style="list-style-type: none"> Discuss the types of quality indicators. Analyze the quality indicators. Identify the impact of quality indicators analysis on quality. 	<ul style="list-style-type: none"> Dr. Dena Attallah 	<ul style="list-style-type: none"> Nursing Outcomes. Continuous Quality Improvement in Health Care Chapter 4
Week-11	Ensuring future fidelity inpatient and quality: the evolving role of the nurses	<ul style="list-style-type: none"> Identify the Future fidelity inpatient and quality. Explain the evolving role of the nurses in the future. 	<ul style="list-style-type: none"> Dr. Dena Attallah 	<ul style="list-style-type: none"> Continuous Quality Improvement in Health Care Chapter 14
Week-12	The use of evidence (data) to improve quality and safety	<ul style="list-style-type: none"> Identify the Types of evidence (data). Identify the methods of data collection. Explain the importance of using good evidence (data) to improve quality and safety. 	1 <ul style="list-style-type: none"> Dr. Hussein Tumah 	<ul style="list-style-type: none"> Patient Safety & Quality And Evidence-Based Handbook for Nurses Chapter-7

Communication and Attitude:

- Communicate and behave in a professional and respectful manner with Patients / Family, FCMS Faculty Staff, Clinical Instructor, Preceptor, Colleagues, and Other Multidisciplinary Team Members.
- Follow defined chain of commands during communication.
- Use proper and respectable words and voice tone in verbal communication.
- Illustrate proper and respectful body language and facial expressions in non-verbal communication.
 - ✓ Share the course learning objectives with the FCMS Faculty Staff.
 - ✓ Participate in all session's discussions.
- Accept constructive feedback and comments of FCMS Faculty Staff and Peers.

Punctuality Guidelines:

- Arrive on time (not to be late more than (10) minutes).
- Attend all sessions unless an official excuse is provided by the participant.
- Respect the approved break times.
- Do not leave the session's site/ area before you take permission from FCMS Faculty Staff.

Commitment:

- Communicate and behave in a professional and respectful manner with FCMS Faculty Staff, Colleagues, and Other Multidisciplinary Team Members.
- Comply with the FCMS and DSFH policy and procedures.
- Sustain a professional appearance (uniform, hair, nails, shoes, communication, chewing gum and use of mobile phone).
- Accept and complete projects, tasks and assignments given by the FCMS Faculty within a given time.

FCMS Examination Policy:

- Re-sit Exam:** This exam conducted for those who get less than 70% of the total course score or those with unaccepted or no excuse to attend the final examination.
- Academic warning:** is given to those who have absenteeism more than 25%, with unaccepted or no excuses for examinations and all with any academic misconduct according to MOE bylaws.



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