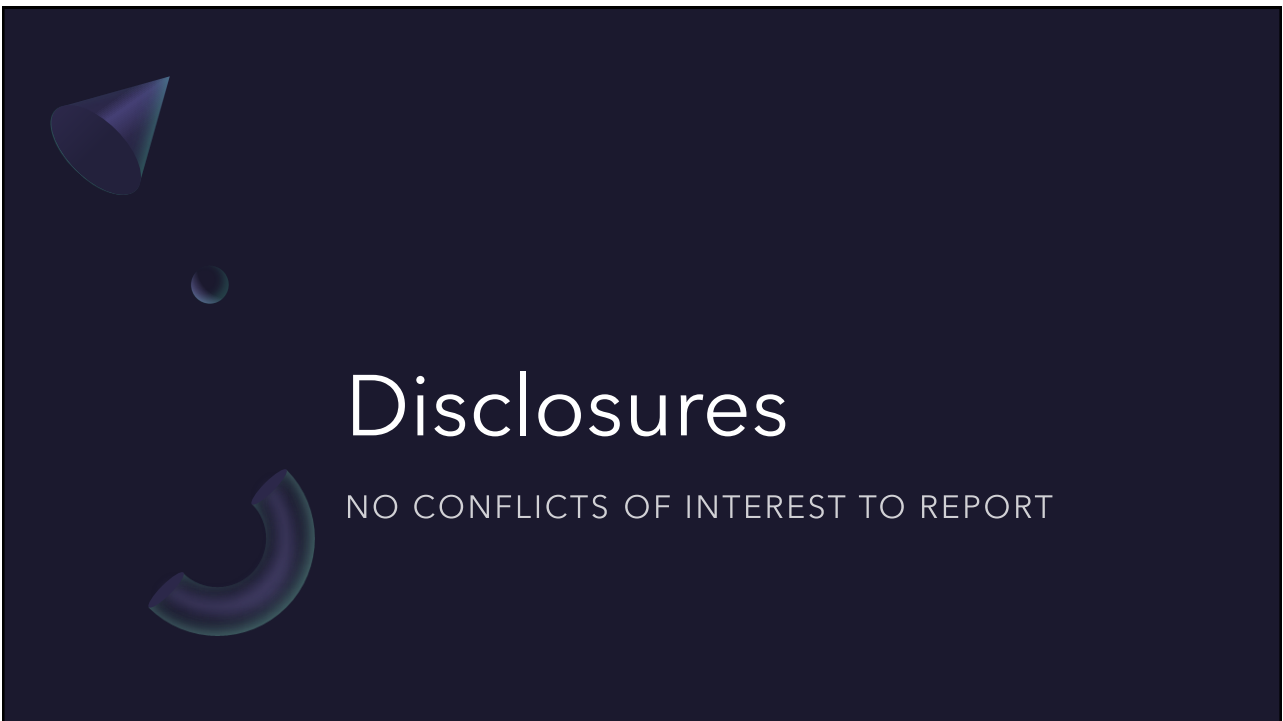




1



2

# AACN Master's Essential for Quality & Safety (#3)

Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.



3

## AACN Quality & Safety Competencies (Domain 5)



**5.1 APPLY QUALITY IMPROVEMENT PRINCIPLES IN CARE DELIVERY.**



**5.2 CONTRIBUTE TO A CULTURE OF PATIENT SAFETY.**



**5.3 CONTRIBUTE TO A CULTURE OF PROVIDER AND WORK ENVIRONMENT SAFETY.**



4

# Course Overview

NURS 603



5

## Improvement Science & Outcomes Management

- With an emphasis on the foundations of quality and safety science, the techniques and tools for analyzing organizational and clinical processes for efficacy, root cause analysis when examining medical errors, and developing or using valid and reliable metrics to measure outcomes are presented.
- The importance of building a culture of quality and safety is reinforced, along with the role of regulators and regulations to monitor safety.

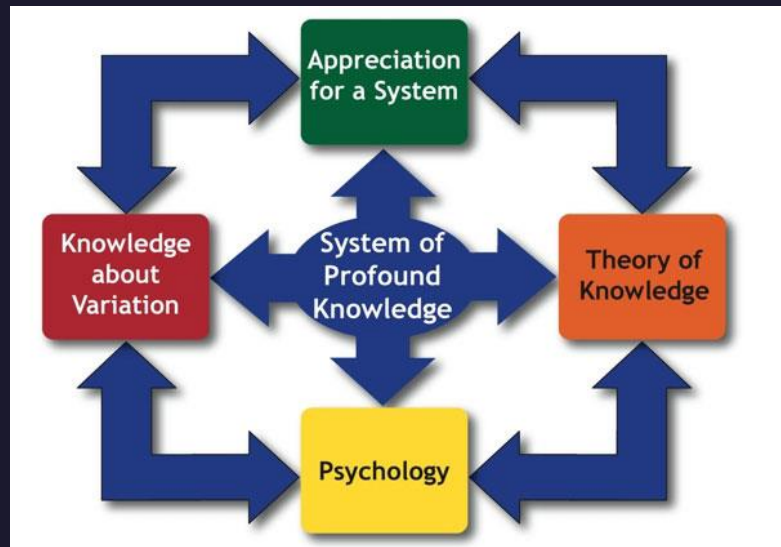
6

# Course Objectives

- Relate knowledge of systems thinking and design to organizational improvement.
- Examine the nature of quality science and its relationship to change management and measurement science.
- Apply techniques and tools derived from quality science to practice applications.
- Explore the magnitude of quality and safety issues in healthcare through the eyes of patients, families, regulators, and risk managers.
- Develop or identify metrics from existing databases consistent with analyzing clinical and organizational outcomes

7

## Our Guiding Framework



8

# Organization of Content



Module I - Conceptual Foundations of Quality, Improvement, and safety Science



Module II - Data Science for Performance Improvement



Module III - Skills for System Thinking and Leading Sustained Change



Module IV - Skills for Building Knowledge

9

# Content Delivery Approach & Methods

10 Weeks of Asynchronous Online Learning

Interactive and Multisensory

Video Presentations

Audio Discussions

Reading/Web Site Assignments

Self Reflective Learning

10

# Resources Required

---

Access to broadband internet

---

Access to Netflix

---

Access to 2 textbooks

---

Access to the designated HBR Course Pack

---

Access to a computer with video capability

---

A desire to learn & good time management skills!

11

## Evaluation Methods

### Individual Assignments

- Oral Quizzes (20%)
- Case Studies (30%)
- Challenger Discussions (20%)
- Self-Assessments (0% & not graded)

### Group Assignments

- High Tide Improvement Project (30%)
- Practice Exercises (0% & not graded)

12

# Overview of Calendar

<b>Week 1</b> <ul style="list-style-type: none"><li>• Self Assessments</li><li>• Project Practice Exercise 1</li></ul>	<b>Week 2</b> <ul style="list-style-type: none"><li>• Challenger VT 1</li><li>• Culture of Safety Data Review</li></ul>	<b>Week 3</b> <ul style="list-style-type: none"><li>• Oral Quiz 1</li><li>• Project Practice Exercise 2</li></ul>	<b>Week 4</b> <ul style="list-style-type: none"><li>• Challenger VT 2</li></ul>	<b>Week 5</b> <ul style="list-style-type: none"><li>• Data Science Case Study</li><li>• Project Practice Exercise 3</li></ul>
<b>Week 6</b> <ul style="list-style-type: none"><li>• Challenger VT 3</li><li>• Project Practice Exercise 4</li></ul>	<b>Week 7</b> <ul style="list-style-type: none"><li>• Oral Quiz 2</li><li>• Project Practice Exercise 5</li></ul>	<b>Week 8</b> <ul style="list-style-type: none"><li>• Sentinel Event Case Study</li><li>• Project Practice Exercise 6</li></ul>	<b>Week 9</b> <ul style="list-style-type: none"><li>• Challenger VT 4</li><li>• Project Practice Exercise 7</li></ul>	<b>Week 10</b> <ul style="list-style-type: none"><li>• High Tide Improvement Project</li></ul>

13

Faculty Resources

## ALT LAB

### What is Voice Thread? How do I Use It?


**Voice Thread**

Making connections with students is an important aspect of creating a positive online learning experience, and helps students to become engage with learning the subject matter. A simple and effective way to connect with your students is through [simple\_tooltip content="Voice Thread website which offers insightful information about the uses of this tool."/>[Voice Thread](#)/simple\_tooltip].

Voice Thread is a Audio/Video discussion tool that is available for free online, as well as integrated with VCU Canvas. Please watch the following video to learn more:

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And here is how to actually operate and create a new Voice Thread:










Voice Thread can be used with your Canvas account to spark engaging conversations on whatever topic you see fit. VCU Technology Services offers support and information on Voice Thread ([VCU Tech Services](#)). Also, please note the Voice Thread [Privacy Policy](#).

While the myth of 90% of communication being non-verbal has been debunked, online critics continue to stress the loss of “in person” cues in the online environment. The intent behind Voice Thread is to offer students opportunities to come contact with the professor, as well as, other classmates which will offer opportunities for them to feel connected and inspired to learn.

Never used Voice Thread before? Don't know how to post or interact with the software? The following videos are a great reference for first time users of Voice

15

# Voice Thread Options

						
VOICE ONLY	VOICE & VIDEO	MEDIA/SLIDES AND VOICE	MEDIA/SLIDES, VOICE, VIDEO	WATCH ONLY	WATCH & RESPOND (PUBLIC OR PRIVATE COMMENTS)	STUDENT-ADDED MEDIA OPTIONAL

16



# Integration of Voice Thread

Learning Community Introductions

Oral Instructions for Assignments

Oral Instructions for Practice Exercises

Oral Quiz over Foundational Content

Class Discussion of Challenger Episodes

Formative Feedback on Group project

17

603 Learning Community Introductions (Slide 1 of 2) sign in CC

Welcome to the NURS 603 Learning Community

## Professional Learning Communities



Diverse individuals collaborate together and combine their individual strengths to achieve more than they could alone.

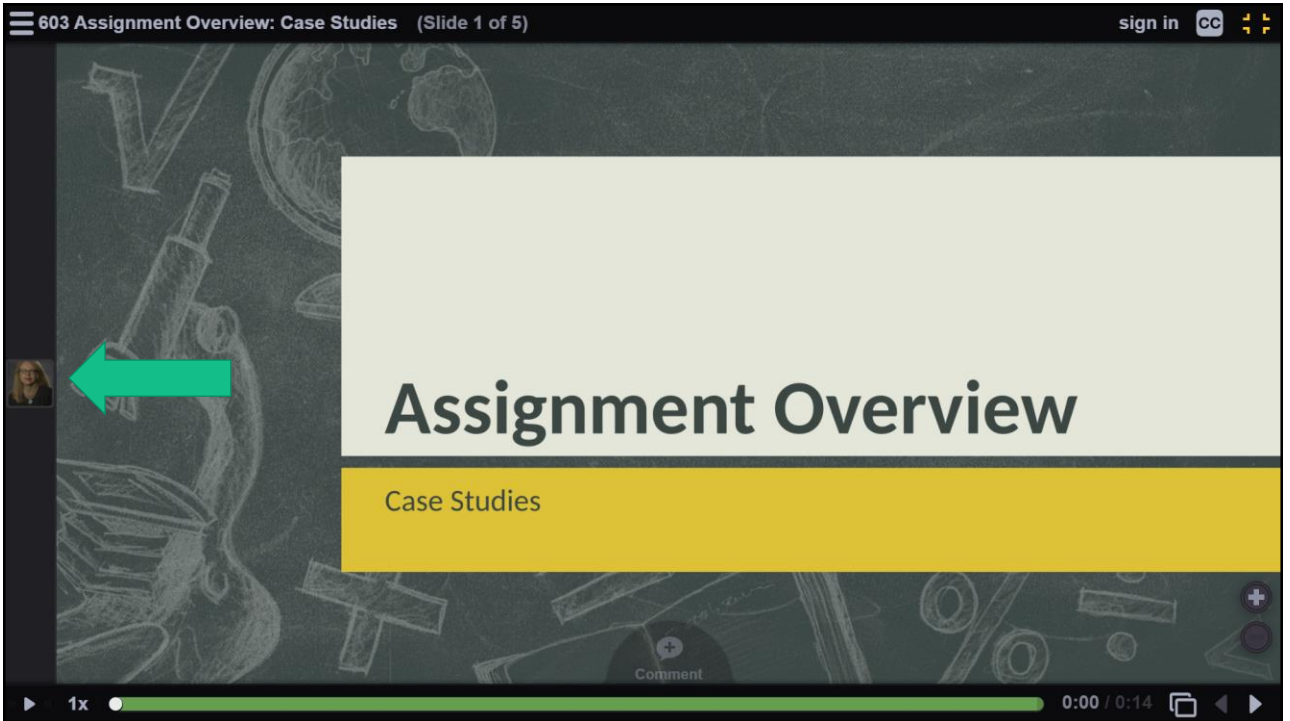
TL  
JB

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18



603 Assignment Overview: Case Studies (Slide 1 of 5) sign in CC



Assignment Overview

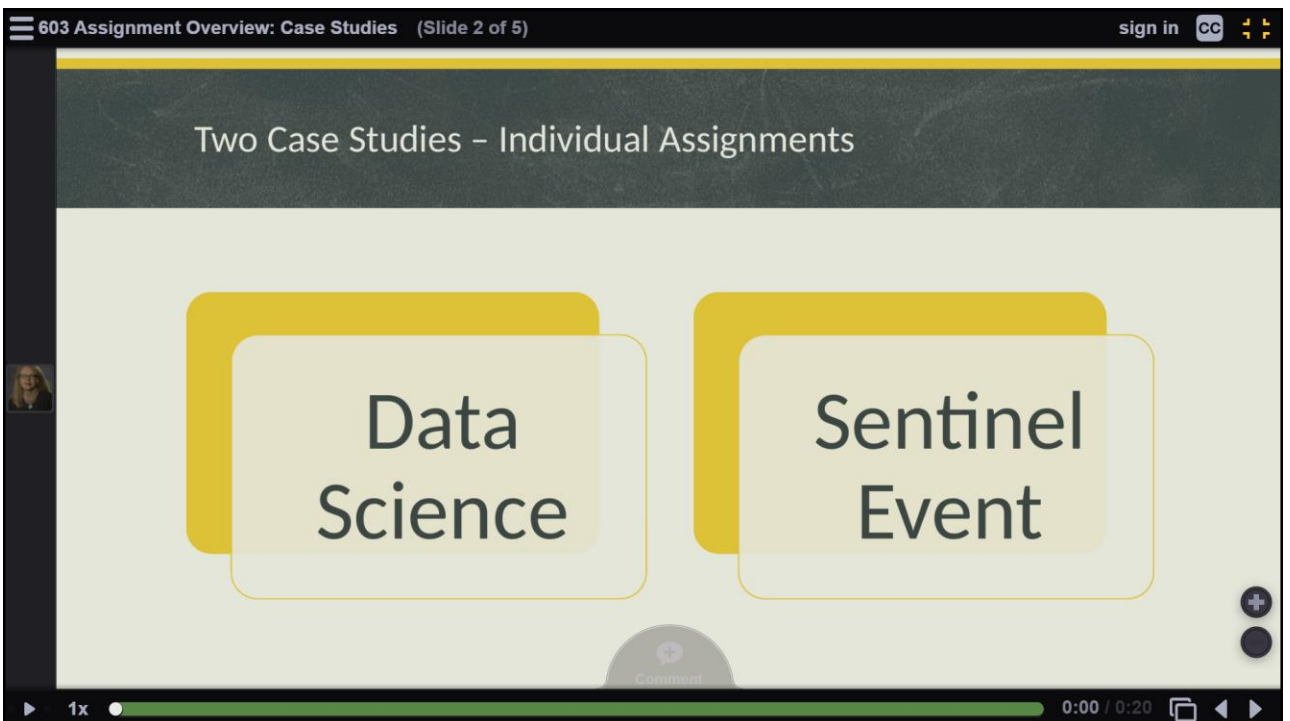
Case Studies

1x 0:00 / 0:14

This image shows a video player interface for a presentation slide. The slide has a dark grey background with faint white sketches of scientific equipment like test tubes and a globe. A large white rectangular box is centered on the slide, containing the text 'Assignment Overview' in a large, bold, dark grey font. Below this box is a solid yellow horizontal bar with the text 'Case Studies' in a smaller, dark grey font. A green arrow points from the left side of the slide towards the white box. The video player interface includes a top bar with a menu icon, the title '603 Assignment Overview: Case Studies (Slide 1 of 5)', and a 'sign in' button with a Creative Commons logo. On the left side, there is a small circular profile picture of a woman. At the bottom, there is a green progress bar showing '1x' and '0:00 / 0:14', along with a 'Comment' button and navigation icons.

21

603 Assignment Overview: Case Studies (Slide 2 of 5) sign in CC



Two Case Studies - Individual Assignments

Data Science

Sentinel Event

1x 0:00 / 0:20

This image shows a video player interface for a presentation slide. The slide has a dark grey background with a yellow horizontal bar at the top. Below the bar, the text 'Two Case Studies - Individual Assignments' is centered in a white font. The main content area is white and features two yellow rounded rectangular boxes. The left box contains the text 'Data Science' and the right box contains the text 'Sentinel Event', both in a dark grey font. The video player interface includes a top bar with a menu icon, the title '603 Assignment Overview: Case Studies (Slide 2 of 5)', and a 'sign in' button with a Creative Commons logo. On the left side, there is a small circular profile picture of a woman. At the bottom, there is a green progress bar showing '1x' and '0:00 / 0:20', along with a 'Comment' button and navigation icons.

22

## General Instructions

- Written scenarios related to course content on data science and sentinel events can be downloaded in Canvas. The scenarios include prompts for written responses related to the cases. Written responses will be uploaded in Canvas.
- Data files for analysis are provided by course faculty. No additional data collection is required.
- Some scenarios direct the student to sections of the High Tide Health System Intranet for additional information.
- Students may use non-human resources when completing the case study sets.
- Students may not consult with each other when completing the case study sets.


23

## Tips for Success

- Download the case studies early in the associated modules and review the scenarios.
- Download the data files and save as working files to your computer.
- The case studies are useful in helping you focus attention when completing assigned readings and reviewing video presentations. They are interdependent- the case studies give purpose to the readings!
- Work in sections - don't try to do them all at once. Spread out the work so you don't get overloaded.

24

603 Project Exercise #1 (Slide 1 of 21) sign in CC



# Project Exercise #1

Information Gathering & Review for Background

Comment

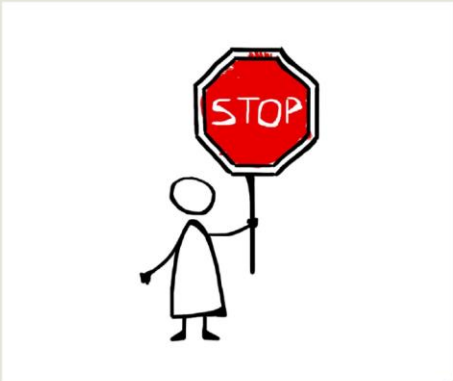
1x 0:00 / 0:30

This is a video player interface for a presentation slide. The slide has a dark background with faint white sketches of scientific instruments like a microscope and a globe. A large white rectangle in the center contains the title 'Project Exercise #1' in a bold, dark font. Below the title, a yellow horizontal bar contains the subtitle 'Information Gathering & Review for Background'. The video player includes a 'sign in' button, a Creative Commons license icon, a 'Comment' button, a '1x' speed control, and a progress bar showing '0:00 / 0:30'.

25

603 Project Exercise #1 (Slide 2 of 21) sign in CC

## Stop and Locate



- IHI Tools
  - Charter Template
  - Aim Statement Worksheet
  - Practicum Handbook

Comment

1x 0:00 / 0:41

This is a video player interface for a presentation slide. The slide has a dark background with faint white sketches. The title 'Stop and Locate' is centered at the top. Below the title, there is a white square containing a simple line drawing of a stick figure holding a red octagonal stop sign with the word 'STOP' written on it. To the right of the drawing is a bulleted list titled 'IHI Tools' with three items: 'Charter Template', 'Aim Statement Worksheet', and 'Practicum Handbook'. The video player includes a 'sign in' button, a Creative Commons license icon, a 'Comment' button, a '1x' speed control, and a progress bar showing '0:00 / 0:41'.

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## Questions to Answer

- Has this problem been reported in the literature and/or in the organization?
- What is the significance of the problem?
- Who is affected by the problem?
- How does the problem impact the quadruple aim?
- How does the problem impact High Tide Mission, Vision, Goals?
- Are evidence-based practices to address this problem reported in the literature?



## Suggested Resources to Explore

- VCU Library Search Engines
- The Joint Commission Website
- CMS Website
- AHRQ Website
- National Quality Forum
- Institute for Healthcare Improvement
- High Tide Web Site



603 Project Exercise #1 (Slide 18 of 21) sign in CC

## Draft the Problem and Reason Sections for the Improvement Project

- Describe what is known about the problem nationally and /or locally.
- Why should anyone care about this problem and project?
- Why should the organization approve this project?
- Use statistics when available and indicated to describe the significance of the problem.

+

Comment

1x 0:00 / 1:15

31

603 Project Exercise #1 (Slide 20 of 21) sign in CC

## Post Requests for Formative Feedback on this Voice Thread

+

Comment

1x 0:00 / 11:41

32



Oral Quiz 1 (Slide 1 of 13) Terry Jones CC

# Oral Quiz 1

NURS 603

1x 0:00 / 0:14

Type here to search 45°F Sunny 3:16 PM 11/14/2022

This screenshot shows the first slide of a video presentation. The slide has a dark background with faint white line drawings of a microscope, a globe, and a human torso. A white rectangular box in the center contains the title 'Oral Quiz 1' in a large, bold, black font. Below this box is a solid yellow horizontal bar containing the text 'NURS 603' in a smaller, black font. The video player interface includes a search bar, a list of application icons, a weather widget showing '45°F Sunny', and a clock showing '3:16 PM 11/14/2022'. The video progress bar is at the beginning, showing '0:00 / 0:14'.

33

Oral Quiz 1 (Slide 2 of 13) Terry Jones CC

## Instructions

- Open Book – No Human resources
- Short Answers - Time Limited Responses
- 10 Questions
- Answer in Any Sequence Preferred
- Don't Submit Until All 10 Questions are Answered

1x 0:00 / 1:48

Type here to search 45°F Sunny 3:17 PM 11/14/2022

This screenshot shows the second slide of the video presentation. The slide has a dark background with a white rectangular box containing the title 'Instructions' in a large, black font. Below the title is a list of five instructions, each preceded by a small square bullet point. The instructions are: 'Open Book – No Human resources', 'Short Answers - Time Limited Responses', '10 Questions', 'Answer in Any Sequence Preferred', and 'Don't Submit Until All 10 Questions are Answered'. The video player interface is similar to the first slide, showing the same search bar, application icons, weather widget, and clock. The video progress bar is at the beginning, showing '0:00 / 1:48'.

34

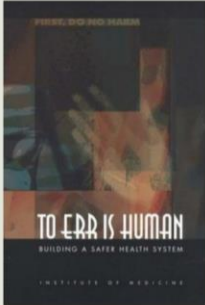
Oral Quiz 1 (Slide 3 of 13) Terry Jones

## Question #1

What did the classic IOM Report, To Err is Human reveal about the US healthcare system?

Brief take-away!

Mentioned in some of the videos



1x 0:00 / 20:08 3:18 PM 11/14/2022


35

Oral Quiz 1 (Slide 6 of 13) Terry Jones

## Question #4

- Avedis Donabedian was known as one of the grandfathers of the quality movement in healthcare. He suggested that quality could not be measured directly. Rather, quality can only be inferred based on assessment of structures, processes, and outcomes of care.
- Identify a patient population and propose at least one measure from each category that you might use to evaluate quality in this population.
- Keep in mind what Donabedian and Hammermeister et al said about the importance of SPO linkages.

A classic approach to developing measures



Dr. Avedis Donabedian (1919-2003)

$$S + P = O$$

Structure + Process = Outcomes

Source: Donabedian, A. *Dimensions in Quality Assessment and Monitoring*. Volume 1: The Judgment of Quality and Agreement for Its Assessment. Ann Arbor, MI: Health Administration Press, 1988.


1x 0:00 / 35:07 3:19 PM 11/14/2022

36

Oral Quiz 1 (Slide 12 of 13) Terry Jones

## Question 10

After reviewing the High Tide Safety Culture Survey Results, what do you see as the strengths and weaknesses of the culture at High Tide?



1x 0:00 / 20:51 45°F Sunny 3:21 PM 11/14/2022

37


myVCU Introduction to High Tide - x Inbox (16) - tjones59@vcu... x Virginia Commonwealth U... x voicethread at vcu - Yahoo... x What is Voice Thread? Ho... x VoiceThread | Technology... x VoiceThread - Home... x

virginiacommonwealth.instructure.com/courses/59367/pages/introduction-to-high-tide-health-system?module\_item\_id=1916113

IMPROV SCI & OUTCOMES MGMNT > Pages > Introduction to High Tide Health System 63 Student View

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## Introduction to High Tide Health System

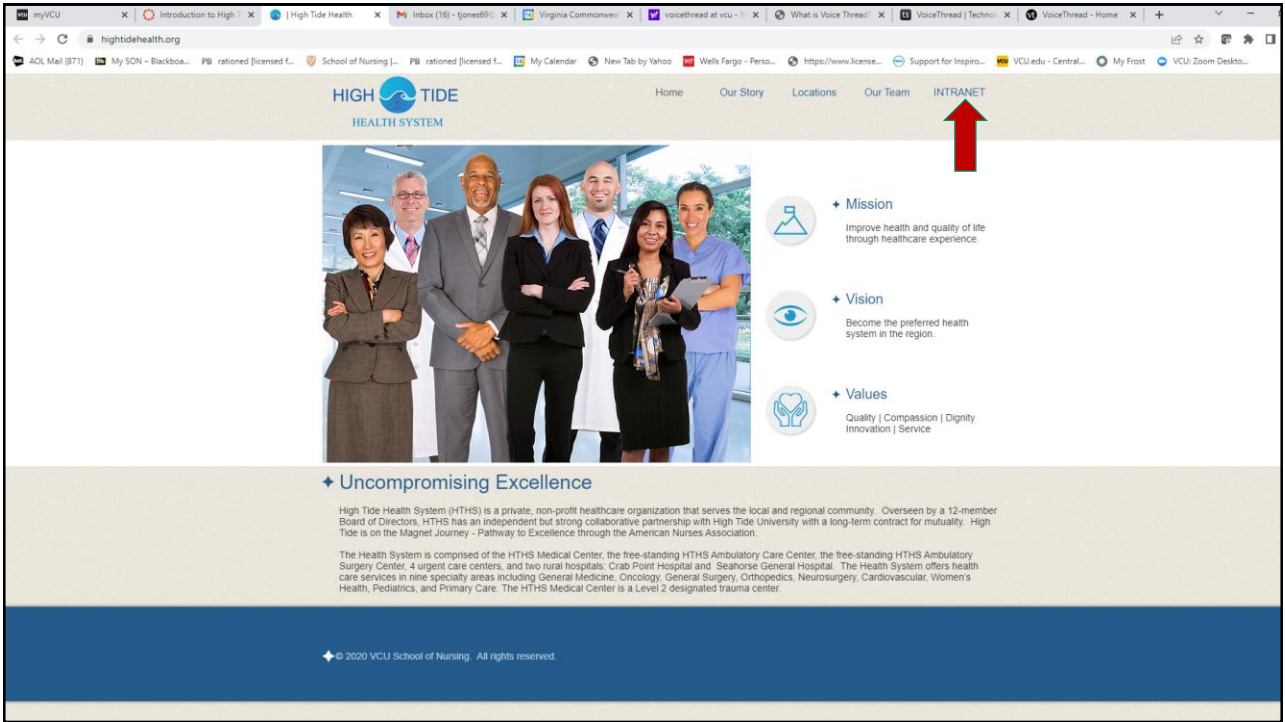


In this course, you'll participate in scenarios as a nurse at High Tide Health System. Take this opportunity to get acquainted with High Tide by [exploring its website](#) (password: ceomast).

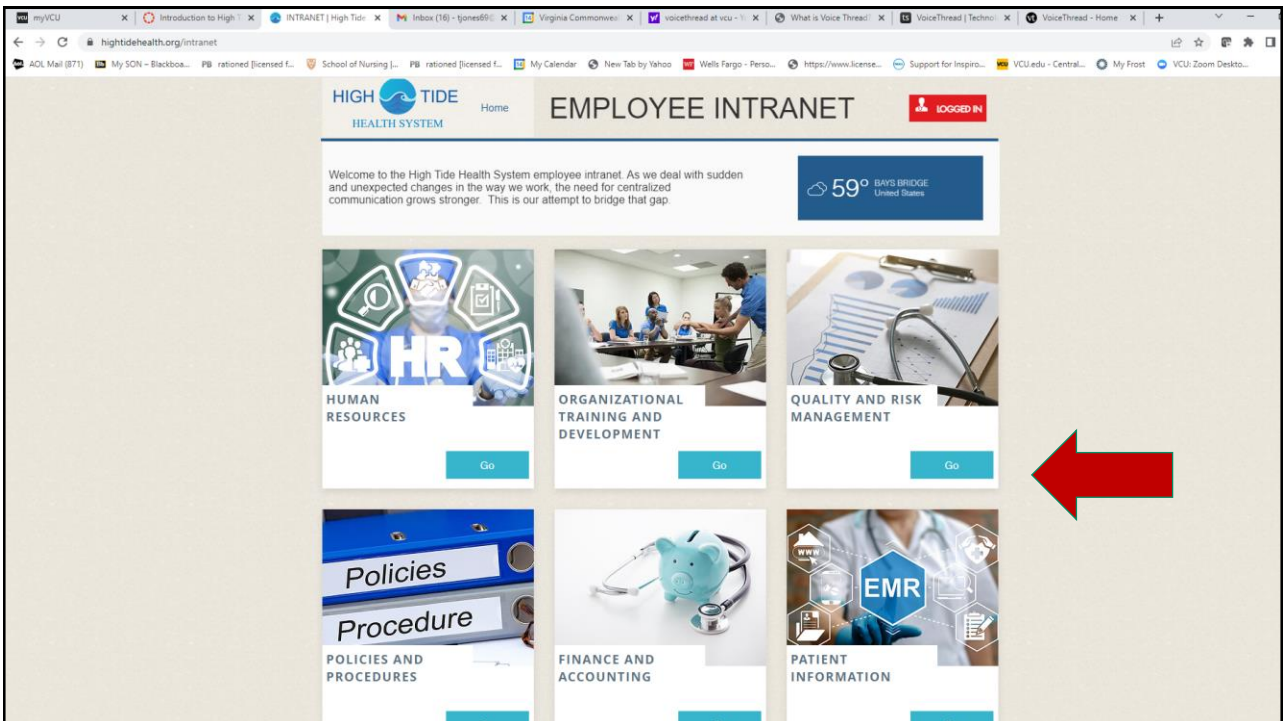
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- Settings

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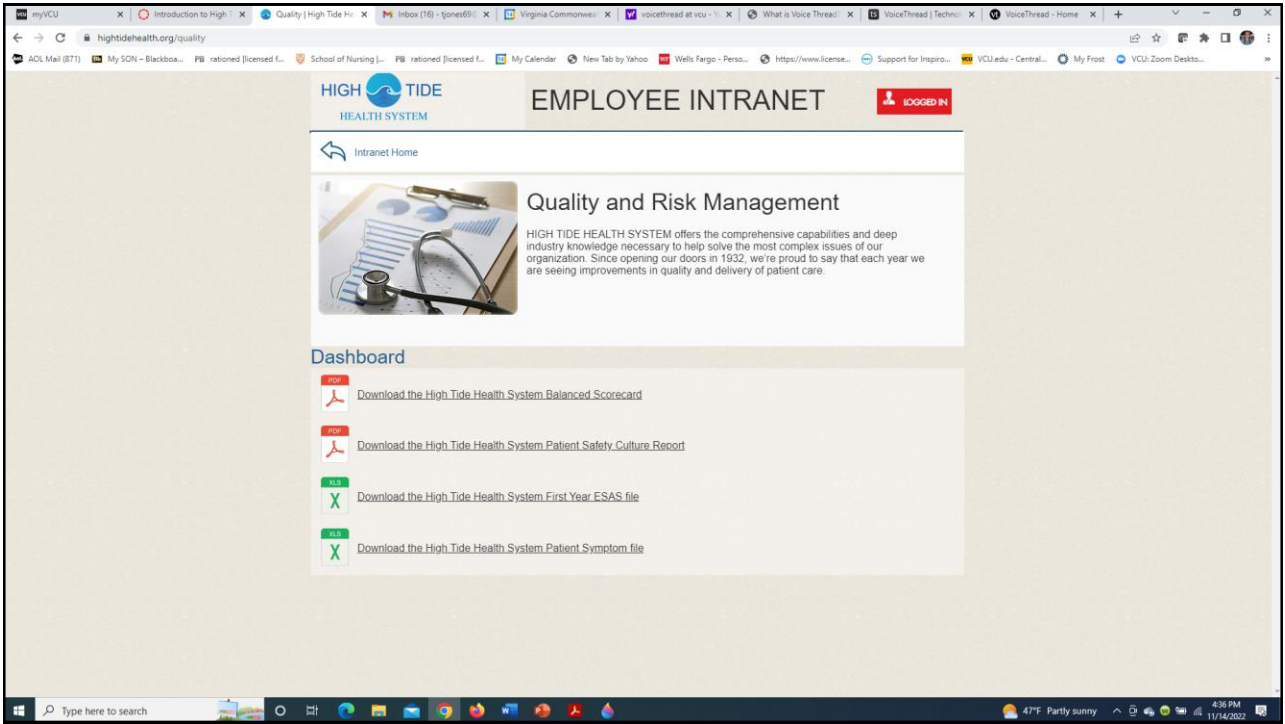


39

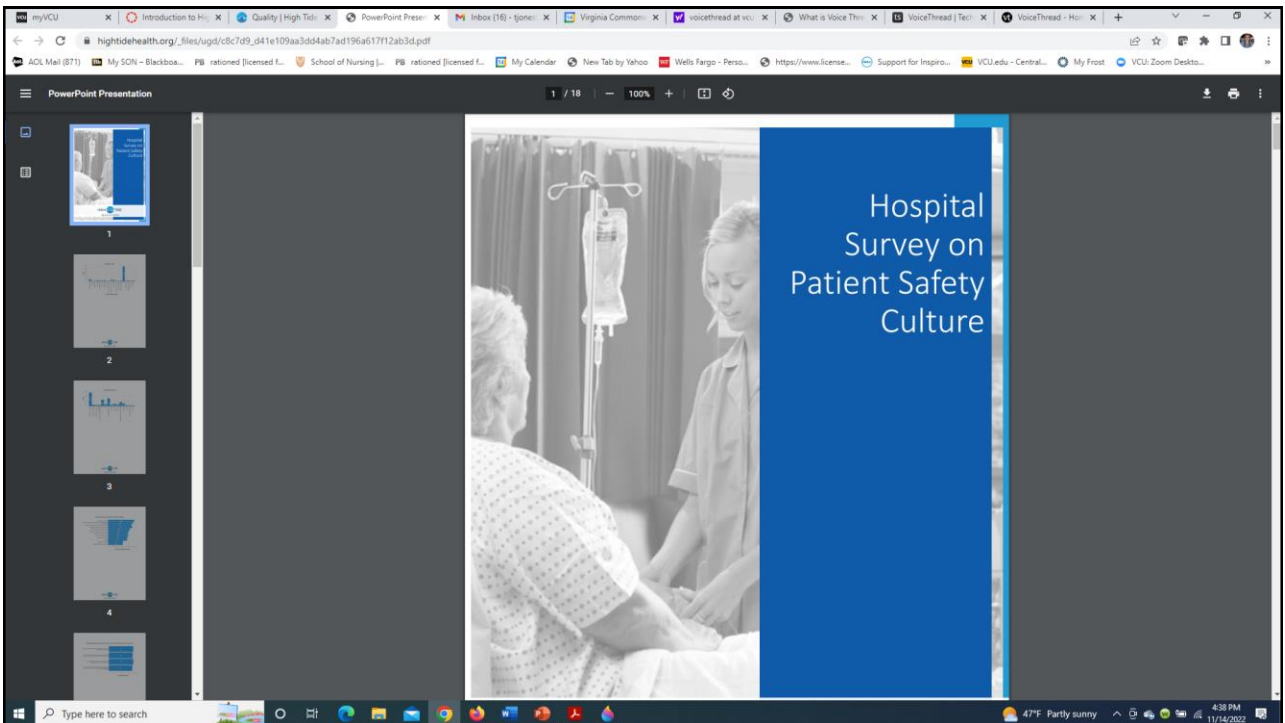


40





41



42

AutoSave (D) Symptoms (1) Search (Alt+Q) Terry Jones

File Home Insert Page Layout Formulas Data Review View Help PDF Suite 2021

Calibri 11 A A' Wrap Text Number Conditional Formatting Normal Bad Good Neutral Calculation Click Cell Insert Delete Format AutoSum Fill Sort & Filter Find & Select Analyze Data

Undo Paste Copy Format Painter Clipboard Font Alignment Number

C19

**HIGH TIDE**  
HEALTH SYSTEM

PatientID	Fatigue	Nausea	Depression	Anxiety	Drowsiness	Shortness	SleepProt	LossOfApp	Pain	SensationofWellBeing
32-051132	4	0	0	2	0	0	0	0	0	1
17-127004	7	0	0	1	0	0	0	0	0	0
33-144837	8	0	0	3	0	0	0	0	0	0
51-268947	9	6	0	3	0	0	0	0	0	0
95-040393	2	0	0	1	0	0	0	0	0	0
20-907767	0	0	0	0	4	0	0	0	0	0
19-745580	6	0	0	1	0	1	0	0	0	0
09-687437	2	0	0	3	0	3	0	1	0	0
91-222863	7	0	0	1	0	1	0	0	0	0
81-228767	2	0	0	0	0	1	0	0	0	0
52-695863	0	0	0	0	0	2	0	0	0	0
90-085643	4	0	0	2	0	2	0	0	0	0
41-897050	2	0	3	3	0	2	0	0	0	0
83-735793	10	0	0	5	3	2	0	0	0	0
96-565438	0	0	0	0	0	3	0	0	0	0
63-491974	0	0	0	0	0	4	0	0	0	0
43-254955	1	0	0	0	0	4	0	0	0	0
58-575733	1	0	0	0	0	4	0	0	0	0
45-185613	1	0	0	0	0	4	0	0	0	0
03-793757	6	0	0	1	0	4	0	0	0	0
79-395506	2	0	0	0	0	4	0	0	0	0
97-602068	5	0	2	2	3	4	0	0	0	0
10-353002	7	0	0	1	0	5	0	0	0	0
27-175793	9	0	0	2	0	5	0	0	0	0
73-648551	2	0	4	5	0	5	0	0	0	0
28-901493	6	0	0	1	0	6	0	0	0	0
05-409279	1	0	0	0	0	5	1	0	0	0
50-435392	3	0	0	0	0	5	1	0	0	0
33-308875	1	0	0	0	0	6	1	0	0	0
94-699818	2	0	0	0	0	6	1	0	0	0
60-111645	3	0	0	0	0	6	1	0	0	0
76-377074	5	0	0	1	0	6	1	0	0	0

Raw Symptom Scores Recoded Symptom Scores Pareto

43

myVCU Challenger: The Final Flight Inboxes (16) - tgonet9@vcu... Virginia Commonwealth U... voicebread at vcu - Yahoo... What is Voice Thread? Ho... VoiceThread | Technology... VoiceThread - Home

virginiacommonwealthinstitute.com/courses/59367/pages/challenger-the-final-flight?module\_item\_id=1916112


IMPROV SCI & OUTCOMES MGMT - Pages - Challenger: The Final Flight 63 Student View Published

Summer 2022 View All Pages

## Challenger: The Final Flight

This course uses the 1986 Space Shuttle Challenger as a case study.

If you are not already a Netflix subscriber, plan to subscribe in order to watch the four-part Netflix docuseries: [Challenger: The Final Flight](#). Throughout this course you will be asked to relate ideas from this film to course content as part of regular discussions.



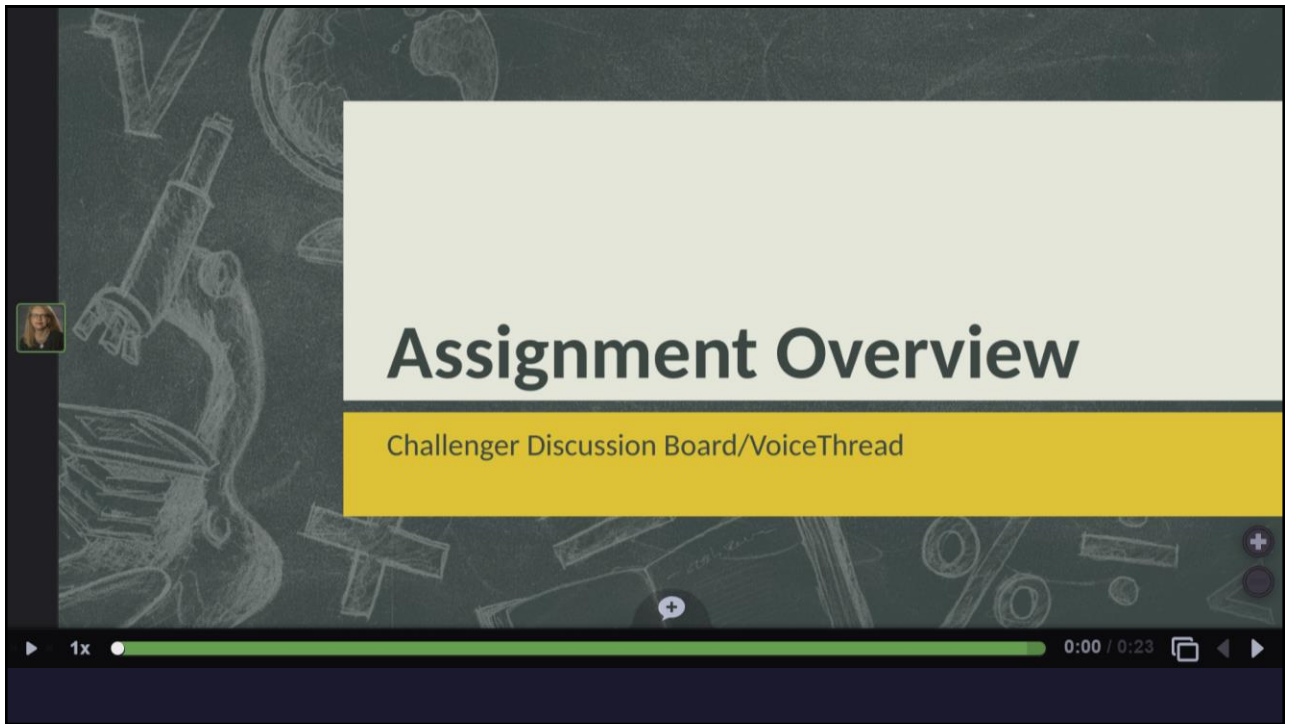
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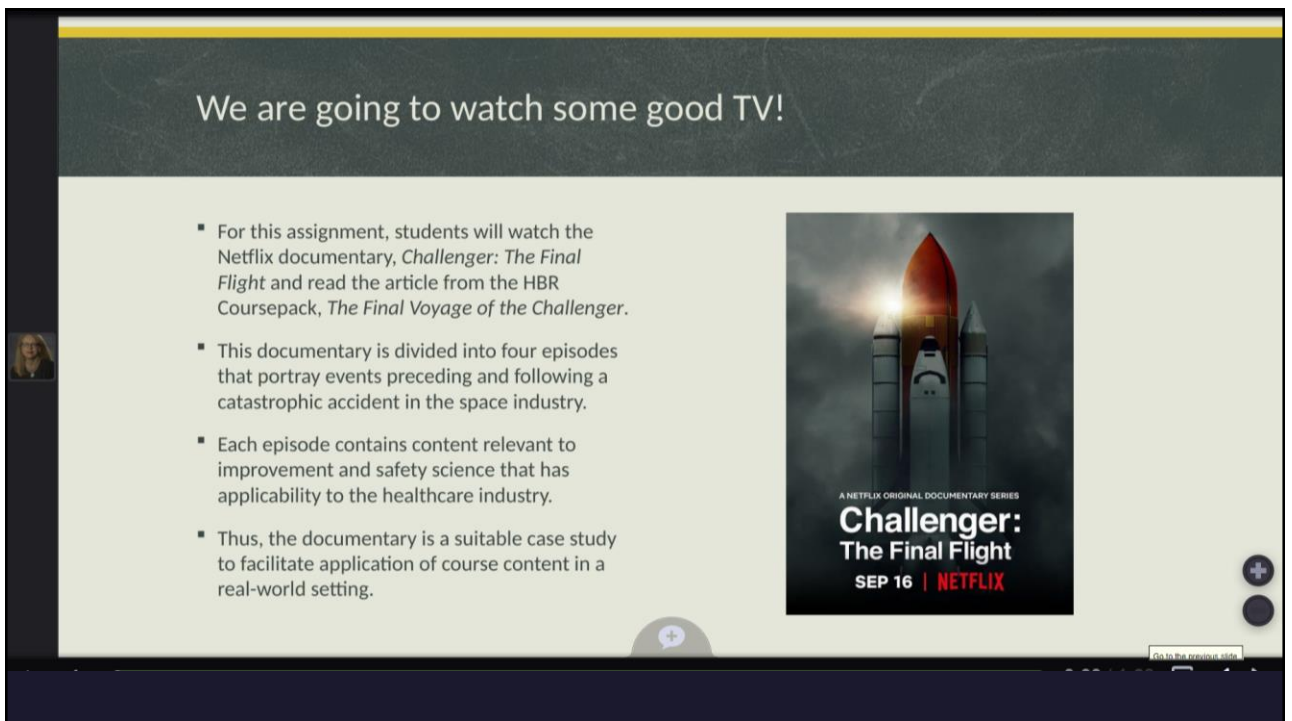


A video player interface showing a slide titled "Assignment Overview". The slide has a dark background with faint technical drawings. A white box contains the title "Assignment Overview" in a large, bold, sans-serif font. Below it, a yellow box contains the text "Challenger Discussion Board/VoiceThread". The video player includes a play button, a progress bar at 1x speed, and a timestamp of 0:00 / 0:23. A small profile picture of a woman is visible in the top left corner of the video frame.

# Assignment Overview

Challenger Discussion Board/VoiceThread


45



A video player interface showing a slide titled "We are going to watch some good TV!". The slide has a dark background with faint technical drawings. The text "We are going to watch some good TV!" is displayed in a white, sans-serif font. Below the title, a list of four bullet points provides details about the assignment. To the right of the text is a promotional poster for the Netflix documentary series "Challenger: The Final Flight". The poster features a space shuttle launching with a bright orange flame, set against a dark sky. Text on the poster includes "A NETFLIX ORIGINAL DOCUMENTARY SERIES", "Challenger: The Final Flight", and "SEP 16 | NETFLIX". The video player includes a play button, a progress bar, and a timestamp of 0:00 / 0:23. A small profile picture of a woman is visible in the top left corner of the video frame.

## We are going to watch some good TV!

- For this assignment, students will watch the Netflix documentary, *Challenger: The Final Flight* and read the article from the HBR Coursepack, *The Final Voyage of the Challenger*.
- This documentary is divided into four episodes that portray events preceding and following a catastrophic accident in the space industry.
- Each episode contains content relevant to improvement and safety science that has applicability to the healthcare industry.
- Thus, the documentary is a suitable case study to facilitate application of course content in a real-world setting.



A NETFLIX ORIGINAL DOCUMENTARY SERIES  
**Challenger:  
The Final Flight**  
SEP 16 | NETFLIX

46

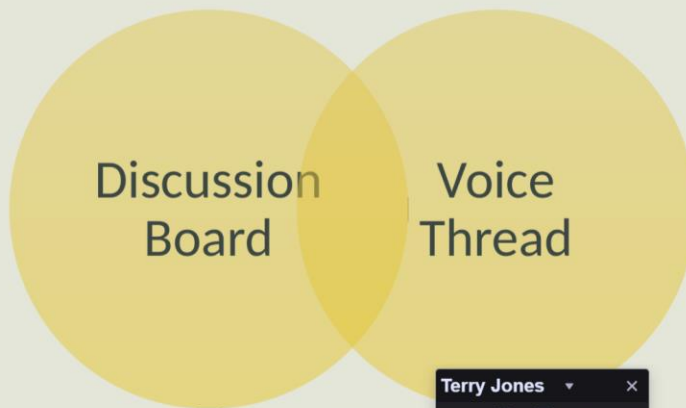
We are going to engage in reflective learning!

- Students will view each episode and engage in reflective learning to identify how they might apply principles of improvement and safety science in their role as leader/manager.
  - Challenger Content
  - Course Content
  - Current Practice



47

We are going to have great discussion!



Terry Jones [dropdown arrow] [close icon]

[trash icon] [CC icon] [share icon]

48



# Faculty Directed Prompts & Student Responses

<b>Episode 1 – Module 1</b> <ul style="list-style-type: none"><li>• 3 prompts</li><li>• 3 initial responses</li><li>• 2 peer responses</li></ul>	<b>Episode 2 – Module 2</b> <ul style="list-style-type: none"><li>• 3 prompts</li><li>• 3 initial responses</li><li>• 2 peer responses</li></ul>
<b>Episode 3 – Module 3</b> <ul style="list-style-type: none"><li>• 3 prompts</li><li>• 3 initial responses</li><li>• 2 peer responses</li></ul>	<b>Episode 4 – Module 4</b> <ul style="list-style-type: none"><li>• 3 prompts</li><li>• 3 initial responses</li><li>• 2 peer responses</li></ul>

1x 0:00 / 1:14

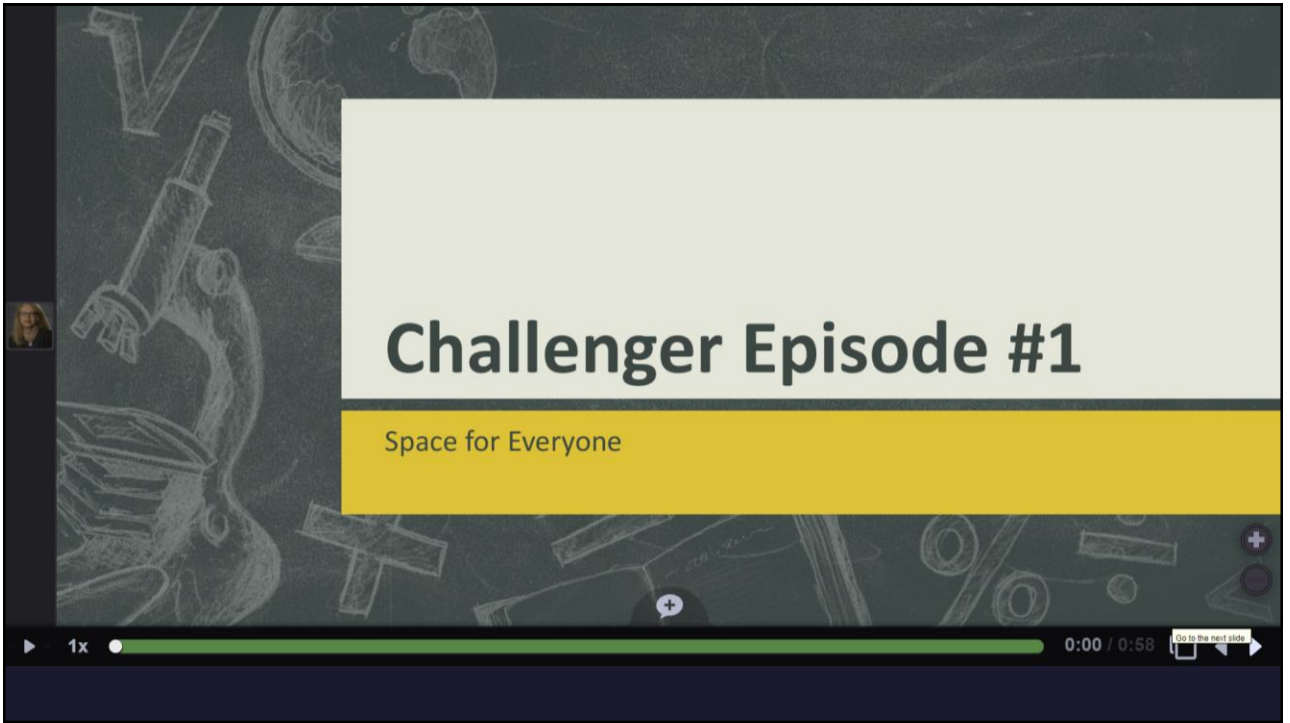
49

NURS 603 Challenger 1 VoiceThread (Slide 1 of 7: Challenger One) Terry Jones CC

# Challenger: The Final Flight

Terry Jones

50



**Challenger Episode #1**

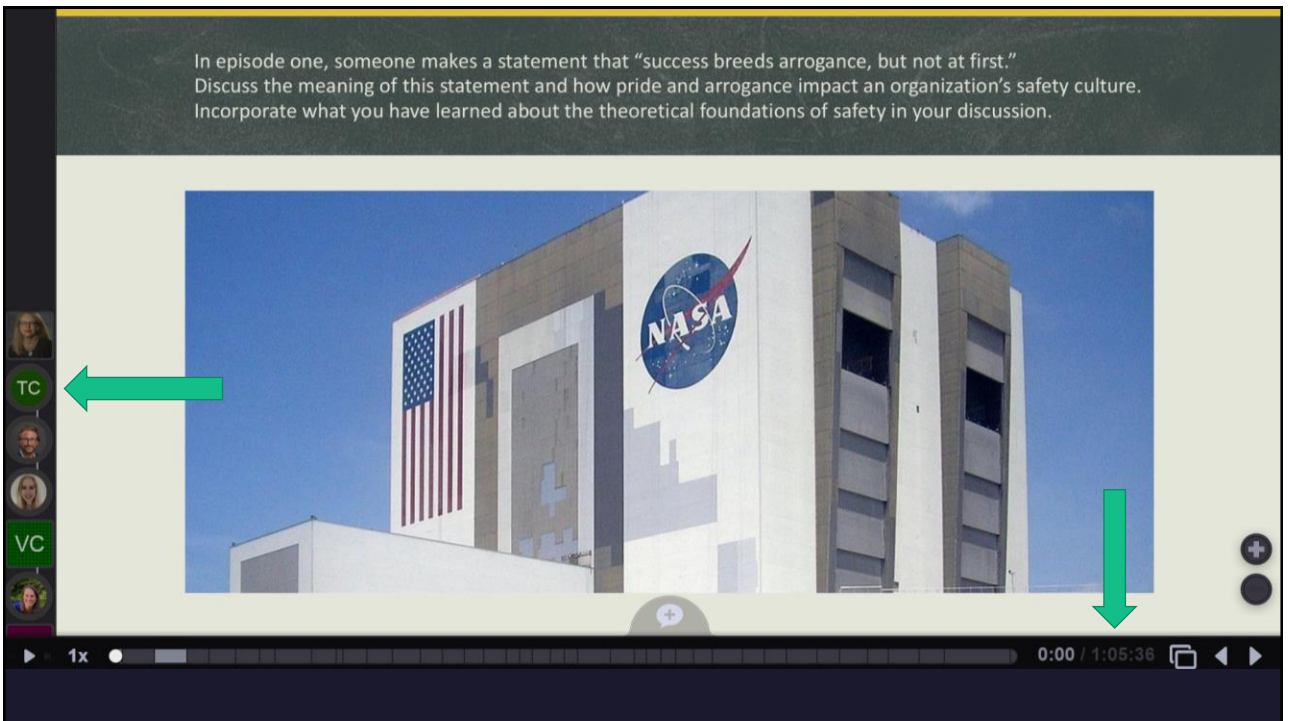
Space for Everyone

1x 0:00 / 0:58 Go to the next slide

This image shows a video player interface. The background is a dark chalkboard with white chalk drawings of a telescope, a globe, and various geometric shapes. A white rectangular box in the upper right contains the title "Challenger Episode #1" in a bold, black sans-serif font. Below this, a yellow horizontal bar contains the subtitle "Space for Everyone" in a black sans-serif font. At the bottom, a green progress bar shows the video is at the beginning (0:00 / 0:58). A small video thumbnail of a person is visible on the left side of the player.

51

In episode one, someone makes a statement that "success breeds arrogance, but not at first."  
Discuss the meaning of this statement and how pride and arrogance impact an organization's safety culture.  
Incorporate what you have learned about the theoretical foundations of safety in your discussion.



TC  
VC

1x 0:00 / 1:05:36


This image shows a video player interface. The main content area displays a photograph of a large, modern building with a white facade. On the left side of the building, there is a large American flag. To the right of the flag, there is a large circular logo featuring the NASA "meatball" design. The video player interface includes a dark grey header with the text: "In episode one, someone makes a statement that 'success breeds arrogance, but not at first.' Discuss the meaning of this statement and how pride and arrogance impact an organization's safety culture. Incorporate what you have learned about the theoretical foundations of safety in your discussion." On the left side of the player, there is a vertical list of user avatars, with "TC" and "VC" highlighted in green. A green arrow points from the "TC" avatar to the left edge of the video frame. Another green arrow points from the bottom right corner of the video frame down to the progress bar. The progress bar at the bottom shows "1x" and "0:00 / 1:05:36".

52

In episode one, we learn about the complexity of the shuttle design and a bit about the complexity of the space industry.

Compare and contrast these complexities with the health care system and discuss the implications for safety in both industries.

Incorporate what you have learned about the theoretical foundations of safety in your discussion.



TC


TL

VC

1x 0:00 / 1:04:09

53

- Reflect on how the principle of redundancy was applied in the design of the solid rocket boosters and discuss the implications of a failure in redundancy.
- Reflect on the data collection processes used by the engineers to evaluate performance of the solid rocket boosters.
- Based on what they learned in the near miss of the Discovery launch in 1985, what was identified as a possible contributing factor in the O Ring redundancy failure?
- Discuss and critique data collection procedures used in a near miss encountered at your facility. What recommendations do you have for improvement?



TC

TL


TL

1x 0:00 / 1:15:53

54



TC  
SS  
JB



- Discuss the NASA environment leading up to the Challenger launch.
- What factors influenced managerial decision making?
- Discuss whether decisions by healthcare managers are influenced by these types of factors.

1x 0:00 / 1:06:05

55


TC  
MR  
EJ  
BC

In episode three, we learn that Commander Dick Scobe asked his wife if he should tell the civilians training for the flight about the risks involved. His wife affirms his inclination, and he discloses the risks.

The engineers at Thiokol perceive an increased risk during the launch due to the unresolved O Ring problem.

Should they have disclosed this risk to the astronauts?

Do you think we adequately inform patients of the risks involved in healthcare today? Explain.




1x 0:00 / 1:13:20

56

Discuss the root causes of the Challenger Explosion in the context of Reason's Swiss Cheese Model and Resident Pathogen Metaphor.

Support your conclusions with evidence.

Based on these root causes, what recommendations would you make in a follow up action plan and why?



TC

WT


EJ

1x 0:00 / 1:11:14

57

Describe NASA's initial response to the Challenger explosion in the context of what you learned about high reliability organizations, safety culture, learning organizations, and disclosure of error.

Comment on whether your facility has a policy on disclosure of error and whether you have ever been involved in a disclosure.



TC

SS

AA


TC

1x 0:00 / 1:13:00

58

59

- Discuss the processes and conclusions of the Presidents Commission in the context of what you have learned about the concepts of blame and accountability.
- Do you agree or disagree with their findings? Explain.




1x 0:00 / 1:15:07

59

60

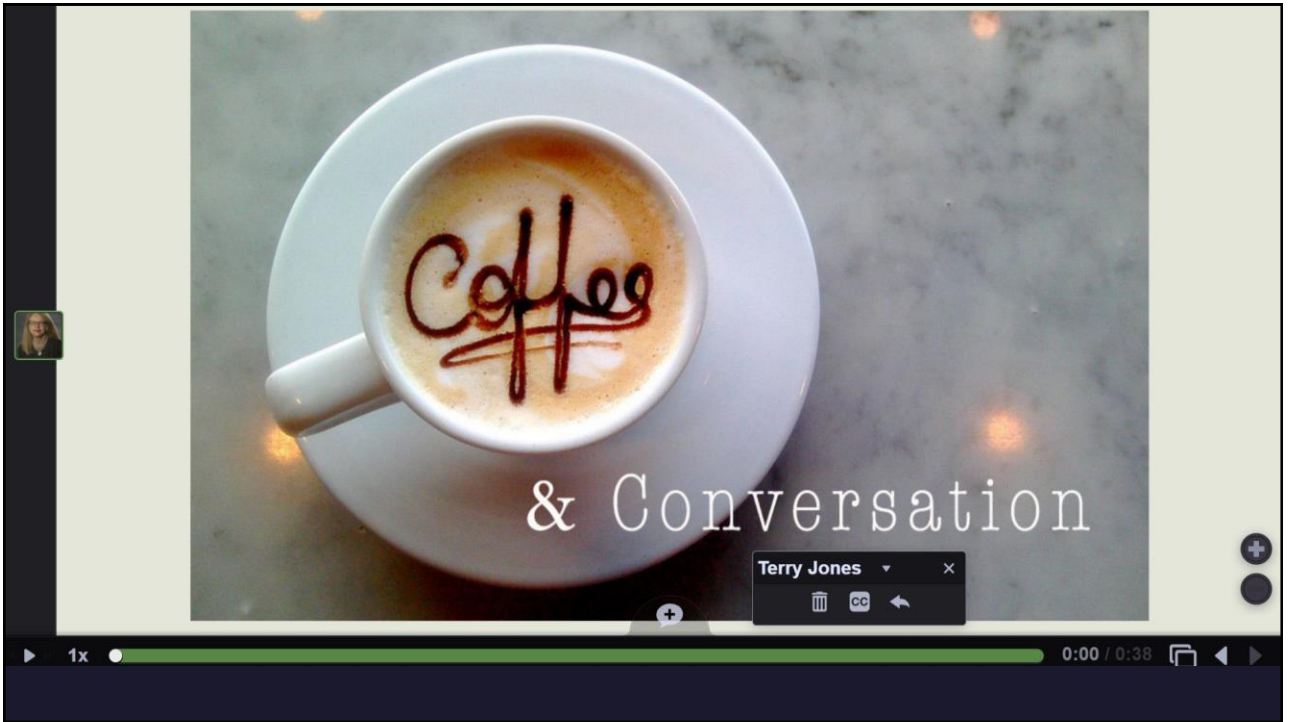
What was the most impactful aspect of episode four?

How did the content in episode four validate and/or change your perspective about quality and safety in healthcare?



1x 0:00 / 1:10:00

60



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## Summary & Conclusions

- Effective interactive strategies for teaching quality & safety to graduate students in the online asynchronous environment
  - Voice Thread Technology
    - Building the Community
    - Explaining Assignments
    - Formative Assessment & Feedback
    - Summative Assessment of Learning
    - Conversations About Reflective Learning
  - Case Studies
    - Entertainment Media Related to Course Content
    - Simulation of Institutional Data Access & Interpretation

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