Course Syllabus

HITT 2343 – Quality Assessment and Performance Improvement

Catalog Description: Study of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation and presentation of data in statistical formats, quality management and performance improvement functions, utilization management, risk management, and medical staff data quality issues. Approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems and approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems.

Pre-requisites: HITT 1345, HITT 1301

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 0
Contact Hours per Semester: 48

State Approval Code: 51.0707

Class section meeting time: Online—students are expected to spend at least 3-4 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes: The purpose of this course is to introduce the student to the theory, practice, and management of performance and quality improvement processes in healthcare organizations. To provide students with a basic background in performance improvement philosophy and methodology for healthcare practice today. Students will gain hands-on practice applying the analytical and graphic tools used in performance and quality improvement.

Learning Outcomes:
Upon successful completion of this course, the student will be able to:
1. Monitor compliance with governmental and organizational regulations and accreditation standards.
2. Use tools to perform quality assessment and improvement.
3. Identify potential risk management issues.
4. Define utilization and resource management functions.
5. Assist in medical staff quality improvement functions.
6. Collect, organize and present data for quality management, utilization management, risk management and other related studies.
7. Organize and contribute to work teams and committees.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to: complete all objectives listed below with a minimum competency of 70% on assignments and exams.

1. **Defining a Performance Improvement Model (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 2a-i, ii, iii. 2b-i,ii, iv,v,vi. 2c-i, ii, iii, iv.)**
   a. To explain the cyclical nature of performance improvement activities.
   b. To introduce terminology and standards common to performance improvement activities.
   c. To describe the distinction between organization-wide performance improvement activities and team-based performance improvement activities.
   d. To outline the organization-wide performance improvement cycle.
   e. To outline the team-based performance improvement cycle.

2. **Identifying Improvement Opportunities Based on Performance Measurement (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2b-i, ii, iii, iv,v,vi. 2d-i,ii,iii.)**
   a. To explain the principal aspects of healthcare that are targeted for performance measurement.
   b. To describe the significance of outcomes and proactive risk reduction in performance improvement methodology.
   c. To explain how brainstorming and the nominal group technique can be used in performance improvement activities.

3. **Using Teamwork in Performance Improvement (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2b-i, ii, iii, iv,v,vi. 2d-i,ii,iii.)**
   a. To identify the effective use of teams in performance improvement activities.
   b. To enumerate the differences between the roles of the leader and the members in performance improvement teams.
   c. To describe the contributions that team charters, team roles, ground rules, listening, and questioning can make to improve the effectiveness of performance improvement teams.

4. **Aggregating and Analyzing Performance Improvement Data (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
   a. To differentiate between internal and external benchmark comparisons.
   b. To identify common healthcare data collection tools.
   c. To introduce the concept of data aggregation in support of data analysis.
   d. To describe the various data types.
   e. To recognize the correct graphic presentation for a specific data type.
   f. To design graphic displays for a given set of data.
   g. To analyze the data for changes in performance displayed in graphic form.

5. **Communicating Performance Improvement Activities and Recommendations(1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
   a. To apply communication tools such as minutes, quarterly reports, and storyboards in performance improvement processes.
   b. To recognize the key elements in a storyboard and critique a storyboard layout.

6. **Measuring Customer Satisfaction (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
   a. To identify the differences between internal and external customers.
   b. To outline the reasons why customers' perspectives are important to the performance improvement process.
   c. To describe the difference between surveys and interviews.
   d. To outline the characteristics that make surveys and interviews effective.
   e. To critique a survey or interview format.

7. **Refining the Continuum of Care (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv. 2d-i,ii,iii.)**
   a. To explain the reasons why processes have been developed to optimize the continuum of care.
   b. To identify and discuss the steps in the case management function.
   c. To describe how criteria sets/core measures contribute to the management of care in the

U.S. healthcare system.

8. **Preventing and Controlling Infectious Disease (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
   a. To describe why the control of infection is so important in healthcare organizations.
   b. To differentiate healthcare-associated infections (HAI) from community-acquired infections.
   c. To identify the governmental organizations that develops regulations in this area, and explains the regulatory approaches often taken by healthcare facilities.
   d. To explore the National Patient Safety Goals related to infectious disease and their impact on healthcare providers.

9. **Decreasing Risk Exposure (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
   a. To describe the importance of managing risk exposure in today's healthcare organization.
   b. To explain the importance of using occurrence reporting to decreasing risk exposure.
   c. To define the concept of a sentinel event.
   d. To understand how sentinel events can point to important opportunities to improve safety in healthcare organizations.
   e. To explain how risk managers use their skills in patient advocacy to lessen the impact that potentially compensable events can have on healthcare organizations.
   f. To emphasize the importance of National Patient Safety Goals for healthcare organizations and strategies for proactive risk reduction activities.

10. **Improving the Provision of Care, Treatment, and Services (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
    a. To identify four core processes or elements in the care, treatment, and service of patients and to recognize the common means by which healthcare organizations monitor and improve the quality of these elements of care.
    b. To understand the roles that clinical practice guidelines and evidence-based medicine play in standardizing patient care.
    c. To explore how partnering with agencies and consumer groups has improved the quality of patient care.

11. **Building a Safe Medication Management System (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv. 2d-i,ii,iii. 2e-i,ii,iii.)**
    a. To identify how health policy, national initiative, the private sector, and professional advocacy all contribute to the design of safe medication management systems.
    b. To recognize the important functions included in a safe and effective medication management system.
    c. To use the failure mode and effects analysis (FMEA) tool as a proactive risk reduction strategy in anticipating medication system failures.
    d. To become familiar with the process of monitoring and reporting medication errors and adverse drug events.
    e. To understand patient safety issues and the legal consequences associated with medication errors and adverse drug events.

12. **Improving Care Environment and Life Safety (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv. 2d-i,ii,iii.)**
    a. To identify the relationship between the environment of care and patient safety.
    b. To list the seven safety functions outlined by the Joint Commission on Accreditation of Healthcare Organizations.
    c. To describe a risk assessment and a hazard vulnerability analysis.
    d. To describe the safety monitoring process.

13. **Developing Staff and Human Resources (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.)**
    a. To recognize the need to integrate performance improvement and patient safety data into the management of the human resources function in healthcare.
    b. To identify the tools commonly used to manage the recruitment and retention of human resources.
    c. To outline the credentialing process for independent practitioners and employed clinical staff.

14. **Navigating the Accreditation, Certification, or Licensure Process (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv.2d-i,ii,iii.)**
    a. To differentiate between compulsory and voluntary reviews.
    b. To explain the performance improvement perspectives of accreditation, certification, and licensure organizations.
    c. To describe the various approaches of accreditation, certification, and licensure agencies to the site visit and survey.
    d. To identify approaches that lead to success in the survey process.

15. **Managing the Human Side of Change (1a-i, ii, iv, v. 1b-ii, iii, iv, v, vi. 1c-i, ii, iv, v. 2a-i, iii. 2c-i, ii, iii, iv. 2d-i,ii,iii. 2e-i,ii,iii.)**
    a. To apply change management techniques to implement performance improvements.
    b. To describe the three phases of change.
    c. To identify key steps in change management.

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes/Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:
1. Demonstrate knowledge of course material by completing midterm examination and final examination under proctor supervision at either Panola College or an official Panola College testing center.
2. Read all class lecture material, which has been provided in an online format.
3. Use the current learning management system (LMS) to access assignments and course materials.
4. Use the current LMS email to communicate with the instructor.
5. Interact with other students through online discussion groups.
6. Complete all online assignments.

Methods of Instruction/Course Format/Delivery:
- Students in the Internet class will have access to this course via the current LMS.
- All assignments will be submitted through the current LMS. After the assignment has been graded, the student will be able to view his or her grades by clicking the Grades link in the left banner.
- Students should use the Email within the LMS to communicate with the instructor. This email gives you access to the instructor and other classmates without having to remember or type email addresses- you must select a name from the list. If you are not able to contact me using this email, you may use my Panola College email address, contact me by telephone, or stop by my office. I attempt to respond to all email within 24 hours. Please always include a subject line and your name in your email.

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

1. Chapter Assignments/Case Studies (Chapters 1-11)
2. Quality project

Assessment(s):

1. 3 Major Exams
2. Final Exam (compressive)

Course Grade:
The grading scale for this course is as follows:
- Major exams 40%

- Performance improvement project 30%
- Chapter exercises/case studies 10%
- Final Exam 20%

Letter Grades for the course will be assigned as follows:
- A: 90-100
- B: 80-89.9
- C: 70-79.9
- D: 60-69.9
- F: Below 60

Texts, Materials, and Supplies:
- Introduction to Healthcare Quality Management, Third Edition, Patrice L Spath, HAP, Copyright 2018

Required Readings:
- Introduction to Healthcare Quality Management, Second Edition, Patrice L Spath, HAP, Copyright 2018

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to http://www.panola.edu/student- success/disability-support-services/ for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder:* http://www.panola.edu/student- success/documents/pathfinder.pdf

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.

i) Acquire and Evaluate Information.

ii) Organize and Maintain Information.

iii) Interpret and Communicate Information.

iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.

i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.

i) Select Technology: choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.