# Reinhardt University

Bachelor of Healthcare Administration (BHA) Program

HCA 406: Quality Management and Assessment

## Instructor: Professor Gina Stephens, MSN, RN, CPC-I, CPPM

Instructor Contact Information:

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Please contact me through the “Messages” option within the course site or through my Reinhardt email address, [LSS@reinhardt.edu.](mailto:LSS@reinhardt.edu.%20) I will answer e-mails as soon as possible**.**

## Course Description:

This course examines the relationship between health care quality assurance and organizational performance assessment. The student is introduced to various methodologies for assessing both the processes and outcomes of health treatment, both in the aggregate and on a case basis. The role of the governing bodies of health care organizations in ensuring compliance with regulatory standards is investigated. (Three credit hours)

## Reinhardt University BHA Program Student Learning Outcomes:

1. Graduates will identify and describe the structure and components of the US healthcare system.
2. Graduates will be able to identify the key economic, regulatory, legal, and ethical issues currently affecting the US healthcare system.
3. Graduates will master key clinical and managerial terminology and demonstrate the ability to communicate effectively about healthcare administrative issues in discussions with healthcare administration professionals, faculty, and other students.
4. Graduates will demonstrate their ability to apply management principles to theoretical and real scenarios in healthcare administration.
5. Students will demonstrate the ability to recognize and analyze issues and problems associated with changes in the healthcare administration field and to subsequently propose and/or enact constructive responses.

## Student Learning Outcomes for this course in the Program

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

1. Articulate the quality mandate in health care.
2. Integrate key concepts in quality improvement.
3. Apply quality and performance improvement concepts and tools in various case situations.
4. Use quality improvement tools and techniques to monitor, report and improve processes.
5. Integrate behavioral science theory in order to create the culture that is free from blame and open to change and innovation.
6. Understand how to apply the Institute of Medicine’s (IOM’s) framework and guidelines for the redesign of health care systems.

## Required Textbook:

Ransom, E., Joshi, M., Nash, D., & Ransom, S. (2014). *The healthcare quality book: Vision, strategies, and tools.* Chicago: Health Administration Press (3rd ed.). ISBN 978-1-56793-590-5.

***Other Reference for QI tools (not required)***

Brassard, M., & Ritter, D. (2010). The memory jogger II: A pocket guide of tools for continuous improvement & effective planning (2nd ed.), Salem, NH:QOAL/QPC

**Attendance, Participation, and Conduct and Work Policy**: Your course grade depends on your active and timely participation in on-line exchanges of ideas, personal observations, and questions regarding the course material with your fellow students and the instructor. As seen on the weekly schedule of course events, there are regular activities requiring all students to post to the discussion forum, take quizzes, and complete writing assignments. Please be attentive to these assignments and plan on meeting the following expectations:

1. Online courses are delivered over a period of eight weeks with activities and assignments specified for each week. An online week is defined as being Monday 12:00 AM (EST) through Sunday at 11:59 PM (EST). Deadlines for attendance are based on Eastern Standard Time. (Courses during the Summer Term follow a seven-week schedule.)
2. A student will be recorded as “Present” for a given week of online instruction if he or she participates in the course. Participation is defined as posting on the discussion forum or submitting a completed course room activity/assignment during the online week prior to Sunday at 11:59 PM (EST).

**3. A student who fails to participate as defined above during the first 8 calendar days of a course shall be automatically administratively dropped from the course.**

1. Students are expected to visit the course site several times (5-7 times) a week to read material found there, participate in the forum, take quizzes or exams, and compose and submit written assignments.

Students are responsible for completing all Forum work within the assigned week. There is no make-up work to replace incomplete or missed Forums.

1. Each student must post an **INITIAL** comment to the weekly forum by Tuesday evening at 10:00 PM. This will give everyone time to read and respond to posted comments by the weekly deadline of Sunday night. Reading the on-line lecture and most of the other reading assignments over the prior weekend may be necessary in order to be well-informed for forum participation.
2. Weekly quizzes and other assignments must be submitted by the Sunday midnight deadline of the week they are due. No assignments more than a week late will be accepted. A grading penalty will be applied to late assignments.

Life happens, however, and I understand that. However, the student must take the responsibility to communicate with me if circumstances related to work, personal health, or family are going to interfere with timely completion of assignments. Given advanced notice, we can work things out in a reasonable and responsible manner.

1. **Administrative Withdrawal Policy**: After the first week, students who do not participate (See above definition of “participation”) in a course during a week are not satisfying ongoing course participation requirements and will be recorded as “absent” for that lesson. Students will be notified by e-mail of such recorded absences. Participation in the course must resume within 3 calendar days following this notification. Students who do not resume participation in the course by completing and submitting the previous week’s assignment or by posting to the current week’s forum discussion will be administratively withdrawn from the course and issued a grade of “W” or “F”. A grade of “W” will be issued only if the administrative withdrawal occurs **before** 11:59 PM on Friday of the fifth week of the course. After that time, any student withdrawn from the course for non-participation will receive a grade of “F.” Students may be impacted academically and/or financially in the case of such withdrawals.
2. How much time you spend on this course depends largely on your reading and writing skills. Since this course is the equivalent of a traditional class that would actually meet five hours each week for half a semester, you should anticipate spending eight to twelve hours each week engaging with the on-line course materials, reading assignments, completing learning exercises, writing papers, and studying for tests.

The Need for Academic Honesty: Education thrives in an atmosphere of honesty and trust. Students who do not do their own work degrade education, demonstrate a lack of respect for themselves and the university, and rob themselves of the opportunity to improve their own thinking and writing. In this course, all work must be your own. Cheating will not be tolerated. Plagiarism, the use of someone else’s ideas or words without acknowledging them as such, is a serious academic offense. Any suspected cases of academic misconduct will be dealt with strictly, normally resulting in a failing grade in the course. The Academic Catalog of Reinhardt University details what constitutes academic dishonesty, as well as the alternative consequences for such behavior. If you are ever uncertain about whether or not your actions are academically honest, please consult your instructor, who will be glad to advise you.

Disability Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Prof. Tunji Adesesan, Director of the Academic Support Office (ASO) at Reinhardt University, by e-mail at [AAA@reinhardt.edu](mailto:AAA@reinhardt.edu) or by phone at 770-720-5567. The ASO staff will work with the on-line program faculty to arrange testing and other accommodations that are found to be appropriate.

Non-discrimination Statement: Reinhardt University does not discriminate in any of its policies, programs, or activities on the basis of race, color, age, culture, national origin, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability or genetic information.

Protection of Student Identity, Confidentiality and Privacy: In keeping with Reinhardt University’s commitment to the protection of students’ on-line identity, confidentiality, and privacy, students are required to never reveal their course site log-in names and passwords to anyone. In all University–related business and class interactions conducted via e-mail, students and instructors are required to use their Reinhardt University e-mail accounts.

### Reinhardt University Procedure for Protecting the Privacy of Students Enrolled in Online and Hybrid Courses

Faculty members teaching online/hybrid courses are responsible for creating and maintaining an online teaching and learning environment that provides for the privacy and security of students’ personal data and coursework. Accordingly, online/hybrid instructors will enforce the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of students’ educational records. The University’s policies and procedures are used to ensure that students’ FERPA rights are protected. The policy and procedure is outlined in the undergraduate and graduate catalogs and is applied to online, hybrid, and traditional on-campus courses alike.

To further ensure student privacy in online/hybrid courses, instructors shall follow these procedures:

1. Protection of student information, course data, and student participation is required by all Reinhardt University faculty and staff involved in the design, development, delivery, and administration of online/hybrid courses. Reinhardt University will only authorize the use of learning management systems that employ at least 128-bit encryption methods and require unique log-in names and secure passwords that meet industry standards for length and complexity.
2. Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.
3. Instructors shall use the gradebook provided by the learning management system and/or the EagleWeb gradebook, which prohibits students from accessing other students’ grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student.
4. Grades for discussion board participation, online student examinations, and written assignments are confidential, and are only accessible by the individual student, the course instructor(s), the program coordinator and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.
5. Material from online/hybrid courses provided by course instructors to be used in program assessment reports will not include the identity of individual students; program coordinators will be responsible to ensure that no information specific to individually identified students will be included in such reports.
6. Instructors shall ask students never to reveal their log-in names and passwords to anyone.
7. In all University–related business and classroom interactions conducted via e-mail, students and instructors are required to use their Reinhardt University email account.

Procedure Draft Sent to Deans: 2.13.15

Reviewed and Approved by Deans Assembly: 2.16.15

Forums (Threaded Discussions) and Chats: Forums and Chat Rooms are the on-line equivalent to traditional classroom discussions. As you may already know, Forums are set up to allow the exchange of observations, questions, and ideas whenever a student can log on to participate. Sometimes these are referred to as bulletin boards. Chats, on the other hand, are live exchanges between a group of students and their instructor at a given, scheduled time.

Your instructor will be monitoring your discussions and will be noting the number of responses and the quality of the responses to each discussion. All postings to the forums are considered formal writing and should follow the rules of good grammar and spelling. As mentioned above, an initial comment to a forum thread must be posted no later than 10:00 PM Tuesday evening.

As a class, we agree to the following guidelines for our Forums:

* 1. That all postings to the Forums should be formal short essays (i.e. in paragraph form, as short as a single paragraph of several sentences) reflecting well-articulated critical thinking;
  2. To proof-read and spell check our contributions before posting to the Forum;
  3. To stay on track with the topic as presented by the course instructor;
  4. To politely challenge the ideas of others without becoming personal, since it is only by engaging differences of opinions that we develop our ideas;
  5. To respect one another’s ideas;
  6. To avoid slang and non-academic styles of expression;
  7. To build on our interpretation of evidence, meaning that we must be knowledgeable of that evidence and be able to support our opinions with facts, as well as recognize ours and others assumptions.
  8. To remember that all comments posted to the forum by your instructor are designed to encourage postings that earn the best possible grade.

## Evaluation of Learning Outcomes and Grade Computation

Course work will have the following values in determining the student’s course grade: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

## Grades

Grades for this course will be posted in the “Grades” section of this online course. Final course grades will be tabulated at the end of the session. Assignments will be graded and returned in a timely manner. Comments on student work will be provided via the assignment site within the on-line course. If you do not understand the instructor’s comments or the grade on an assignment, please ask for further clarification.

Calculation of Final Grade

A student’s final course grade will be calculated using the following weights for assignments:

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| --- | --- | --- | --- |
| **Assessment** | **# of Items** | **Points/Item** | **Grade** |
| Discussion Forum Participation | 8 | 40 | 320 Points |
| Graded Assignments | 7 | 30 | 210 Points |
| Weekly Quizzes | 8 | 100 | 800 Points |
| Comprehensive Assignment | 1 | 60 | 60 Points |
| **Total** |  |  | **1390 Points** |

## SCHEDULE OF TOPICS

*COURSE OUTLINE HCA 406*

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| --- | --- | --- |
| **Lesson** | **Learning Outcomes** | **Reading Assignments** |
| **Lesson 1:**  **Introduction to Quality and Performance Improvement (QI/PI) and PDCA**  **Model** | 1. To describe the major forces and trends/issues that affect healthcare delivery 2. To identify the mandate for quality improvement 3. To provide an overview of the basic concepts of QI & PI 4. To identify the elements of the IOM Framework for   health systems change   1. To provide an overview of PDCA/PDSA | * Read the entire course syllabus * e-lecture * Ransom: Chapters 1-2 * Jacobson, J. (2009). *Quality Engrained in Culture in Iowa Hospital*, [www.asq.org,](http://www.asq.org/) 1-4.   Retrieved, July 15, 2013.   * QI Primer, A slide set designed by the Society of Hospital Medicine |

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| **Lesson** | **Learning Outcomes** | **Reading Assignments** |
| **Lesson 2:** | 1. To apply IOM guidelines for | * e-Lecture |
| **Fundamentals of**  **QI and the Baldrige Quality Award Criteria** | the redesign of care   1. To understand evidence- based healthcare 2. To discuss key QI systems   and theories   1. To understand the Baldrige quality criteria and how these can be used to assess and   improve quality and  organizational performance | * Ransom, Chapters 1-5 * DeBusk, C., Pexton,,C. ,Cogswell,   N. (2010). *Streamlining Diagnostic Testing at Northwestern Memorial* (2010) Retrieved July 18, 2013. |
| **Lesson 3:**  **Performance Improvement Approaches: Lean Six Sigma & FOCUS-PDSA** | 1. To discuss Lean Six Sigma concepts 2. To provide an overview of the Six Sigma model of DMAIC 3. To identify basic QI tools used in Lean and Six Sigma models | * e-Lecture * Ransom: Chapter 4 * Chassin, M.,(1998) Is Health Care Ready for Six Sigma Quality? *The Milbank Quarterly*, 76, No 4, 565-   587. |
| **Lesson 4:** | 1. Apply structure, process and | * e-Lecture |
| **Performance**  **Measurement, National Quality Forum (NQF)** | outcome measures to  evaluate quality   1. Describe common performance measures of healthcare services 2. Demonstrate the steps involved in developing   performance measures   1. Identify national groups influencing healthcare performance measurement priorities | * Ransom: Chapters 5-6 * Berwick, D., (2005). My right knee.   *Annals of Internal Medicine*, 142, 121-125   * Chassin, M., et.al (2010) Accountability Measures—Using measurement to promote quality improvement. *New England Journal of Medicine*, 63, 683-688. |
| **Lesson 5: Profiling, Dashboards, Scorecards and Whole System Measures Risk Adjustment** | 1. To understand and critique approaches to provider profiling 2. To understand the development and use of   balanced scorecards,  dashboards and whole system measures for performance improvement   1. Describe the purpose of risk | * e-Lecture * Ransom: Chapters 7 and 10 * McMahon, L., Hofer, T., Hayward, R.,(2007) Commentary. *The American Journal of Managed Care*, 13:233-236. * Stone-Griffith, S. et.al, (2012).   Data-Driven Process and Operational Improvement in the  Emergency Department: The ED |

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| **Lesson** | **Learning Outcomes** | **Reading Assignments** |
|  | adjustment in healthcare performance measurement | Dashboard and Reporting Application, *Journal of Healthcare Management*, 57:3 167-180 |
|  |
| **Lesson 6:** | 1. Identify the objectives, | * e-Lecture |
| **Healthcare Consumer Satisfaction Surveys & Service Excellence; and QIOs** | substantive content, and  methods of H-CAHPS and similar healthcare consumer satisfaction surveys   1. Interpret the results of healthcare consumer   satisfaction surveys, including comparisons over time and among healthcare  providers   1. Discuss service excellence methods and best practices 2. Understand the role of   accreditation with QI   1. Understand the role of the QIO and how it influences QI in healthcare organizations | * Ransom: Chapter 9 |
| **Lesson 7:**  **Quality Leadership, Infrastructure & Strategic Quality Planning** | 1. To discuss the leader’s role in QI & PI 2. To understand the roles of the Governing Board, the   Quality Council, Leadership  and Quality Management Department   1. To understand concepts and methods for change   management   1. To understand concepts and methods for effective teamwork 2. To apply the concepts and   approaches to strategic quality planning | * e-Lecture * Ransom: Chapters 14, 15 and 16 * Kaplan, C., MD.(2012) . “Waste Not: The Management Imperative for Healthcare.” Journal of Healthcare Management 57(3), 160-166. * Cohn, K. (2009). “Changing physician behavior through involvement and collaboration.” Journal of Healthcare Management 54(2), 80-86. |

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| **Lesson** | **Learning Outcomes** | **Reading Assignments** |
| **Lesson 8:** | 1. To discuss different | * e-Lecture |
| **Quality Improvement Collaboratives, Changing Clinician Behavior; Value- Based Purchasing and Accountable** | approaches QI spread via  Quality Improvement Collaboratives   1. To understand methods for   changing clinician behavior   1. Explore performance measures and VBP programs employed in Accountable   Care Organizations | * Ransom: Chapter 17, 18, 21 * McClellan, M., et. Al. (2010). “A National Strategy to Put Accountable Care into Practice.” Health Affairs, 29.5: 982-90. * Walker, J.; McKethan, A. (2013). “Achieving Accountable Care ---“It’s Not About the Bike”, The New England Journal of Medicine, 10:1056, 1-3. |
| **Care Organizations (ACO)** | 1. Recognize the strength and   weaknesses of performance measures used in VBP, as well as the potential impact of VBP on access, quality, safety, costs, etc.   1. To describe Accountable Care Organizations |