

Murphy Deming College of Health Sciences - Mary Baldwin University Healthcare Administration (HCA) Program

HCA 243 – Introduction to Healthcare Quality & Risk Management

Credit Hours: 3 Spring 2021

Course Start and End Dates: Monday, January 11, 2021 – Monday, April 19th, 2021

Course Instructor – Carol Vogt Dr. P.H., MSN

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Office Hours – Virtual; by appointment.

Course Description: This course examines the relationships between healthcare quality, risk management and organizational performance. The course focuses on points such as the role of a risk manager, medical errors, managing and controlling risks, accident causation theories, and ensuring compliance with the standards of regulatory and accreditation organizations. Risk management is introduced and examined across a variety of healthcare organizations.

Course Prerequisites: HCA 310

Course Objectives: At the completion of this course the student will be able to:

- 1) Analyze the fundamental principles and practical applications of enterprise risk management
- 2) Describe the foundations of healthcare quality including its history, the current landscape and the implications of practice variations for quality
- 3) Demonstrate the use of quality tools, measures and their applications
- 4) Compare and contrast how information technology can enhance patient safety and performance in a healthcare setting.
- 5) Discuss the importance of culture, good governance and leadership in driving quality throughout organizational processes, the patient experience and in outcomes.
- 6) Apply an understanding of emerging quality trends in healthcare the field including different settings, influential bodies, value-based reimbursement, and population health

Course Textbook and Other Assigned Readings:

(See Readings folder in Modules)

The Healthcare Quality Book – Visions, Strategy and Tools, 4th edition (2019)

By David B. Nash MD, Maulik S. Joshi, Elizabeth R. Ransom MD and Scott B. Ransom DO, FACHE. Health Administration Press, A division of the Foundation of the American College of Healthcare Executives, ISBN: 978-1-64055-053-7

Enterprise Risk Management – Aligning Risk with Strategy & Performance, EXECUTIVE SUMMARY 2017 edition, PwC (2017, June), New York, NY: Committee of Sponsoring Organizations of the Treadway Commission

Certified Professional in Healthcare Quality Detailed Content Outline. Healthcare Quality Certification Commission (January 2018).

Key Workforce Competencies for Quality-Driven Healthcare: Where We Are and Imperatives for Improvement. National Association for Healthcare Quality (April 2019).

Selected Readings about Parkland Health & Hospital System

- Centers for Medicare & Medicaid Services (July 21, 2011) *CMS Official Report - Proposed Amended Action Plan*
- Oh, Jamie. (August 11, 2011) *Texas' Parkland Memorial Hospital's Medicare Status Threatened, Cited as "Serious Threat" to Patient Safety*
- Tocknell, Margaret. (August 24, 2011) *CMS ACCEPTS PARKLAND HOSPITAL'S PLAN FOR CORRECTIVE ACTION*. Health Leaders Media article.
- Odle, Ginger. (August 29, 2011) *CMS letter to Parkland Health and Hospital System CEO*.
- Alvarez & Marsal. (April 10, 2012) *Report of the Independent Consultative Expert Monthly Progress Report - March 2012*
- O'Donnell, Paul. (May 14, 2012) *New report reveals weakness of Parkland's internal watchdogs*. The Dallas Morning News.
- *Parkland Health & Hospital System Corrective Action Plan Implementation Review - May 2012 presentation*

Reference: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Other materials as provided by the Professor is noted in the weekly module. See Appendix 2 for optional reading resources provided for information only; not required.

Murphy Deming College of Health Sciences Policies:

Americans with Disabilities Act:

Students with Disabilities – Academic Resource Center, Accessibility Services Program
 Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Mary Baldwin University/Murphy Deming College of Health Sciences to provide academic adjustments or accommodations for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Dr. Jenny Joczlik, Director, Academic Resource Center / Accessibility Services Program Coordinator. All information is confidential. Please visit the office's website at <https://go.marybaldwin.edu/learning-skills/swd/> or contact Dr. Joczlik at vjoczlik@marybaldwin.edu. Additional information about accessibility services can be found in the student handbook/PolicyStat.

The Academic Resource Center:

The ARC is your one-stop-shop for writing, math, and all other subject tutoring. Residential students meet face-to-face with tutors in the Center for Student Success, on the first floor of Grafton Library. Online students can work online with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu) or in person, and group tutorials and walk-ins are welcome. For more information, Contact Dr. Jenny Joczlik, Director of the ARC, (vjoczlik@marybaldwin.edu, ext. 7250).

Academic Integrity Policy and Professional Behavior Expectations:

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the Honor Code for the purposes of a) providing an atmosphere of mutual trust, concern, and respect; b) fostering

honorable and ethical behavior; and c) cultivating lifelong professional conduct. To promote these purposes matter regarding misconduct shall fall under the jurisdiction of the Honor Code, while other aspects of a student's graduate education will be covered by the guidelines stated in the Student PolicyStat.

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

Please see the complete Social Media Policy in the Student PolicyStat.

For additional information related to Academic Integrity and/or Professional Behavior expectations please see the Student PolicyStat.

Communication Between the Program and Students:

E-mail- All official student communication from the Vice President, School and Program Directors, Course Instructor, faculty, and staff will be sent to the student's MBU e-mail address ONLY. The program will not send e-mail to personal accounts other than MBU. Students are required to check their MBU email accounts often, even while on vacation or away from campus.

Attendance Policy:

Online format: Attendance in the online course is required and defined as active participation in the course. Online courses will, at a minimum, have weekly assignments to record student participation, which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments
- Participation in Discussion Forums
- Communication with the instructor

Students who do not log on to the course within the drop/add period will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and University Academic Catalog). Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the University's current attendance policy, which may include any of the following actions:

- Meeting with the course instructor or the Program Director
- Meeting with the faculty advisor
- Referral to the faculty committee to determine an appropriate course of action which may include any of the following:
 - Warning letter to be placed in the student's temporary file
 - Letter of reprimand to become part of the permanent record with the Registrar
 - Dismissal from the Program

Mandatory Follow Up with Instructor:

Students scoring a grade of "C" or below on the first scheduled examination/test/assignment in a course will be required to meet with the course instructor to discuss test/assignment performance. Students are expected to have reviewed the examination/test/assignment and be prepared to talk with the course instructor about strategies for improvement.

Course Policies:

Schedule Management:

Students are expected to keep track of the course schedule and assignments, as well as any changes that are announced. If conflicts arise please notify the instructor immediately.

Communication of Problems:

Students having difficulty with grasping course content, assignments, or time management should talk to the instructor for assistance as early as possible.

Recorded Lectures:

Duplication or redistribution of recorded materials by students is prohibited. Students may not copy or redistribute lecture capture materials. Unauthorized duplication or dissemination of lecture capture materials may violate federal or state law and University policy. Violation of University policy may result in disciplinary action.

Class Preparation and Participation

All readings listed in the syllabus are *required*, not suggested. Understanding and synthesizing the reading materials is an important component of doing well in this course. While some students may be able to read, understand, and memorize large amounts of material in short periods of time, keeping up with assignments as they are given is the optimal way to perform well in any course.

Participation adds immeasurably to the quality of a class. There will be opportunities for discussion on a regular basis, and questions are always welcome. It is the responsibility of every student to contribute to an atmosphere in which discussion can freely take place. A vigorous exchange of ideas is encouraged. While it is important to learn the information and facts taught in this class, there is room for varying opinions on many of the topics we cover in this course. Disagreement with fellow students or the instructor does not negatively affect grades. Everyone is expected to treat all participants with respect and courtesy.

Course Content Outline: Course Schedule

All assignments are due in Canvas by 11:59 p.m. Eastern Time (ET). No assignments will be accepted by email unless a student is requested to do so by the professor.

See Appendix 1 for Summary of Events, Due Dates, Assignment Point Values.

	Module Title/Topics and Readings	Start Date	End Date	Learning Activities and Due Dates
Module 1	Understanding Risk and Its Systematic Management for Performance Quality Readings: <i>Enterprise Risk Management – Aligning Risk with Strategy &</i>	1/11	1/17	Discussion Board Forum 1 Part 1: Short-term Goals Part 2: Key Risks Impacting Quality in the Future

Module Title/Topics and Readings		Start Date	End Date	Learning Activities and Due Dates
	<i>Performance, EXECUTIVE SUMMARY</i> 2017 edition, PwC (2017, June)			
Module 2	Overview of Healthcare Quality, its History and the Quality Landscape Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 1 & 2	1/18	1/24	Discussion Board Forum 2 Healthcare experience compared to the IOM’s six aims; improvement opportunities. Assignment: Learning Activity 1 - Mr. Roberts and the US Healthcare System Chapter 1 Case Study: cause analysis/5 whys (Due end of Module 4)
Module 3	Variation in Medical Practice and Implications for Quality; Data Collection Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 3 & 4	1/25	1/31	Discussion Board Forum 3 Impact of electronic health records upon data collection.
Module 4	Statistical Tools for Quality Improvement, and Physician Profiling and Provider Registries Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 5 & 6	2/1	2/7	Discussion Board Forum 4 Quality improvement committee challenges when measuring physician performance. Learning Activity 1 due
Module 5	Health Information Technology in Healthcare Quality and Safety: Prevention, Identification, and Action; and Simulation in Healthcare Quality and Safety Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 7 & 8	2/8	2/14	Discussion Board Forum 5 Simulation-based approach selection and implementation. Assignment: Learning Activity 2 - Chapter 7 Case Study 3: Action. (Due end of Module 7)

Module Title/Topics and Readings		Start Date	End Date	Learning Activities and Due Dates
Module 6	<p>The Patient Experience</p> <p>Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapter 9</p> <p>View video: <i>Empathy: The human connection to patient care</i> (2013). Cleveland Clinic https://www.youtube.com/watch?v=cDDWvj_q-o8&t=79s</p>	2/15	2/21	<p>Discussion Board Forum 6</p> <p>Patient experience evolution; data collection technology benefits</p>
Module 7	<p>Safety Science and High Reliability Organizing, and Education for Healthcare Quality and Safety</p> <p>Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 10 & 11</p>	2/22	2/28	<p>Discussion Board Forum 7</p> <p>High Reliability Organization characteristics; positive and negative observation examples.</p> <p>Learning Activity 2 due</p>
Module 8	<p>Creating Alignment: Quality Measures and Leadership</p> <p>Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapter 12</p> <p><i>Certified Professional in Healthcare Quality Detailed Content Outline.</i> Healthcare Quality Certification Commission (January 2018). (Available in Canvas)</p> <p><i>Key Workforce Competencies for Quality-Driven Healthcare: Where We Are and Imperatives for Improvement.</i> National Association for Healthcare Quality (April 2019).</p>	3/1	3/7	<p>Discussion Board Forum 8</p> <p>Leadership function of creating alignment; measurement.</p> <p>Mid Term Examination due A multiple-choice examination consisting of 50 questions covering the subject matter in Modules 1 through 8.</p> <p>Assignment: Learning Activity 3 - CPHQ content outline and NAHQ competency framework evaluation (Due end of Module 10)</p>
Module	Governance for Quality	3/8	3/14	Discussion Board Forum 9

	Module Title/Topics and Readings	Start Date	End Date	Learning Activities and Due Dates
9	Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapter 13 https://assets.ecri.org/PDF/White-Papers-and-Reports/2020-Top-10-Patient-Safety-Executive-Brief.pdf			Role differences between the board and the management team in ensuring quality and safety. Assignment: Introduction to final paper – research and analysis of safety issue topic (Due end of Module 13)
Module 10	Ambulatory Quality and Safety; The Role of the National Committee for Quality Assurance Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 14 & 15	3/15	3/21	Discussion Board Forum 10 State/Federal policy driver possibilities to enhance quality and reduce costs. Learning Activity 3 due
Module 11	Value-Based Insurance Design; Value-Based Purchasing: The Increasing Importance of Quality Considerations in Funding the Healthcare System Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapters 16 & 17	3/22	3/28	Discussion Board Forum 11 Value-based purchasing advantages or disadvantages. Assignment: Learning Activity 4 – Chapter 16 Implementation of Connecticut's Health Enhancement Plan Case Study (Due end of Module 12)
Module 12	Medication Use Quality Readings: <i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapter 18	3/29	4/4	Discussion Board Forum 12 Measurement burden on the healthcare system. Learning Activity 4 due
Module 13	Population Health Safety and Quality Readings:	4/5	4/11	Discussion Board Forum 13

Module Title/Topics and Readings		Start Date	End Date	Learning Activities and Due Dates
	<i>The Healthcare Quality Book</i> (Nash, Joshi, Ransom & Ransom) – Chapter 19			Importance of health equity and socioeconomic determinants of health to population health safety and quality. Final paper due
Module 14	<p>Course summary</p> <p>Readings:</p> <p>https://assets.ecri.org/PDF/White-Papers-and-Reports/2020-Top-10-Patient-Safety-Executive-Brief.pdf</p> <p>Centers for Medicare & Medicaid Services (July 21, 2011) <i>CMS Official Report - Proposed Amended Action Plan</i></p> <p>Oh, Jamie. (August 11, 2011) <i>Texas' Parkland Memorial Hospital's Medicare Status Threatened, Cited as "Serious Threat" to Patient Safety</i></p> <p>Tocknell, Margaret. (August 24, 2011) <i>CMS ACCEPTS PARKLAND HOSPITAL'S PLAN FOR CORRECTIVE ACTION</i>. Health Leaders Media article.</p> <p>Odle, Ginger. (August 29, 2011) <i>CMS letter to Parkland Health and Hospital System CEO</i>.</p> <p>Alvarez & Marsal. (April 10, 2012) <i>Report of the Independent Consultative Expert Monthly Progress Report - March 2012</i></p> <p>O'Donnell, Paul. (May 14, 2012) <i>New report reveals weakness of Parkland's internal watchdogs</i>. The Dallas Morning News.</p> <p><i>Parkland Health & Hospital System Corrective Action Plan Implementation Review - May 2012 presentation</i></p>	4/12	4/18	<p>Discussion Board Forum 14</p> <p>Part 1: Long-term Goals: How do you hope to use what you learned from this course in the years ahead to advance your personal fulfillment, career, and service impact? One post only. No responses needed.</p> <p>Part 2: Provide a 500- word minimum summary of your Safety Issue Opinion Analysis. No responses needed.</p> <p>Final Examination due A multiple-choice examination consisting of 50 questions covering the subject matter in Modules 9 through 13.</p>

Module Title/Topics and Readings	Start Date	End Date	Learning Activities and Due Dates
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Instructional Methods:

- Online interaction with Canvas materials
- Assigned readings
- Internet searches for subject matter
- Application of pertinent life experiences
- Participation in Discussion Board topics
- Written assignments
- Exams
- Videos and outside speakers

Evaluation Methods:

The course is worth 100%:

Graded Events	Maximum Points	Percent of total
14 Discussion Boards	1400	46.67%
Learning Activity 1	200	6.67%
Learning Activity 2	200	6.67%
Learning Activity 3	200	6.67%
Learning Activity 4	200	6.67%
Final paper	200	6.67%
Mid-term exam	300	10.00%
Final exam	300	10.00%
Total	3000	100.00%

Late Assignments:

Students must notify the instructor if the assignment will be turned in late. Late assignments, unless otherwise indicated by the instructor, will be reduced by 1 (one) letter grade per day for up to 5 (five) days. After 5 (five) days, the late assignment will become a 0 (zero). Extensions are granted at the instructor’s discretion. It is recommended you start assignments early and ask for clarification as needed to avoid this situation.

See Appendix 1 for Summary of Events, Due Dates, Assignment Point Values.

Discussion Board timeliness:

The **initial** posting for each Discussion Board forum is due no later than Thursday at 11:59pm EST. The two **response** postings are due no later than Sunday at 11:59pm ET each week unless otherwise indicated. See Appendix 1 for Summary of Events, Due Dates, Assignment Point Values.

Ten (10) percentage points per day will be deducted for late **initial** discussion board postings, up to 3 days. After the third day late, the student will receive a "zero" for that component of the Discussion Board forum. Late response postings will automatically receive a grade of "zero" due to the inability to interact with peers and/or faculty once the Discussion Board forum has ended. See grading rubric in Canvas for additional details

High-quality, thoughtful, and appropriate responses to the discussion question prompts are expected. For complete, high-quality analysis, each post (original and each response) should exceed approximately 350 words. The only

exception is Discussion Board Forum 14 wherein a single post with a minimum of 500 words must be provided in summarizing your Safety Issue analysis. Be sure to answer all parts to a question to avoid losing points!

You must properly cite any material used in your discussions when it is sourced from research. If you incorporate citations, as warranted, into either your original or response posts, then you must follow proper APA formatting.

Assignment Descriptions:

Discussion Boards (46.67%):

A total of fourteen (14) discussion board forums, each worth a maximum of 3.33%, on varied topics are assigned for your participation.

Discussion Board Forum 1:

Part 1: **Short-term Goals:** What learning achievements are you seeking from this course in the coming weeks?

Please post your answer to this question in the Discussion Board forum “Short-term Goals” page. Just provide some clear concise complete statements (no minimum word count required for the post; supportive feedback posts on peers’ goals are welcomed, but not required).

Part 2: What one or two top environmental risk issues do you envision will likely have the greatest impact upon the quality of future healthcare services across the U.S. health sector? Why do you see these priorities as most important, meriting your attention as a future healthcare leader?

Discussion Board Forum 2:

Think of an experience you, a family member, or a friend has had with healthcare. Gauge the experience against IOM’s six aims, and identify any opportunities for improvement. (Ch 1, Q 1)

Discussion Board Forum 3:

Have electronic health records (EHRs) improved data collection? Why or why not? (Ch 4, Q 3)

Discussion Board Forum 4:

What challenges might a quality improvement committee encounter when attempting to measure physician performance? (Ch 6, Q 3)

Discussion Board Forum 5:

How might you select and implement one or more of the simulation-based approaches described in this chapter at your institution? (Ch 8 Q 1)

Discussion Board Forum 6:

How has the patient experience evolved over time? (Ch. 9, Q 1) What are the benefits of using data collection technologies such as e-surveys to enhance traditional approaches? (Ch. 9, Q 3)

Discussion Board Forum 7:

Describe the characteristics of a high reliability organization. (Ch. 10, Q1)

Give two examples (healthcare preferred, but other industry sectors may be used) where you have observed or judged these characteristics to be functioning well or poorly. Provide details supporting your observations and judgments.

Discussion Board Forum 8:

Why is creating alignment an important leadership function? What are some methods of creating alignment, and how can the use of measurement support their deployment? (Ch 12, Q 4)

Discussion Board Forum 9:

What are the main differences between the role of the board and the role of the management team in ensuring quality and safety? (Ch 13, Q2)

Discussion Board Forum 10:

What policy drivers could states and the federal government use to bring quality up and cost down? Are the current efforts effective? (Ch 15, Q 3)

Discussion Board Forum 11:

Employers are increasingly engaging in value-based purchasing activities. From a provider perspective, is this movement a good thing? What are some of the key advantages or disadvantages? (Ch 17, Q3)

Discussion Board Forum 12:

Chapter 18 —along with several others in this textbook—has discussed the shift from volume to value in healthcare and the importance of performance measurement to ensure accountability. How might the measurement burden affect our healthcare system, and what can be done to prevent or minimize this burden, particularly with regard to medication use?

Discussion Board Forum 13:

Describe the importance of health equity and socioeconomic determinants of health in developing a comprehensive definition of population health safety and quality. (Ch 19, Q 2)

Discussion Board Forum 14:

Part 1: **Long-term Goals:** How do you hope to use what you learned from this course in the years ahead to advance your personal fulfillment, career, and service impact?

Please post your answer to this question in the Discussion Board forum “Long-term Goals” page. Just provide some clear concise complete statements (no minimum word count required for the post; supportive feedback posts on peers’ goals are welcomed, but not required).

Part 2: Provide a single post 500-word minimum summary of your Safety Issue Opinion Analysis paper from Week 13. No responses needed, but welcomed.

Learning Activities and Final Paper (33.33%)

A total of four (4) written Learning Activities and one (1) final paper, each worth a maximum of 6.67%, on varied topics are assigned for your completion.

High-quality, thoughtful, and appropriate responses to the discussion question prompts are expected. For complete, high-quality analysis, each of these written work products should approximate 4 to 8 pages using 1-inch margins, double-spacing, and a 12-point font, and APA formatting. Paper must include a cover and a reference page. You should properly cite any material sourced from research.

Learning Activity 1:

Read *The Healthcare Quality Book*, Chapter 1. Page 33, Case Study 1: Mr. Roberts and the US Healthcare System.

It turns out the Mr. Roberts is your Dad and you are the CEO of the health system where he receives his “less than ideal” care! You are embarrassed that any patient would experience any of the five examples of sub-par quality recounted in the case study. As the CEO, you are resolved to quickly get to the bottom of the problems so you can lead your system in delivering consistent high-quality care. Where to start?

- 1) Pick any three of the five case study examples of quality gaps (i.e., problem effects). Your paper will separately analyze each of your three selections, as follows.
- 2) From the facts given in the case study, for each of your three quality gap selections:
 - a. Sketch a simple cause-and-effect/fishbone diagram (See Exhibit 1.4) summarizing categories of various potential causes, including any subcomponents, that are driving the problem effects. Develop at least two logical “cause branches” in your diagram.
 - b. For each category/subcomponent “cause branch” of your diagram, provide a complete, concise analysis of your thinking about how such causes might impact the selected quality gap experienced by your Dad.
 - c. Then, in line with your preceding analysis, for each category/subcomponent “cause branch” of your diagram, frame an initial set of Five Why questions you would like your health system personnel to answer. Your goal in developing the thoughtful Five Why questions is to prompt a deeper drill down by your team into the proximal conditions of each “cause branch” contributing to the selected quality gap.

Be creative. Feel free to express and explain clever assumptions if helpful where factual details in the case study are limited.

Learning Activity 2:

Read *The Healthcare Quality Book*, Chapter 7. Page 204, Case Study 3: Action. Answer the following case study discussion questions:

- 1) Describe the relationship between the institution's percent mortality in sepsis and the change in time to administration of antibiotics. Why was a health IT solution superior to a more manual process in this case?
- 2) In this case, health IT made direct observations of the care provided to patients with sepsis. In what ways could these observations have provided additional information that would not have been detected in data abstracted from the EHR?

Learning Activity 3:

Study the following documents available in Canvas:

- *Certified Professional in Healthcare Quality Detailed Content Outline*. Healthcare Quality Certification Commission (January 2018).
- *Key Workforce Competencies for Quality-Driven Healthcare: Where We Are and Imperatives for Improvement*. National Association for Healthcare Quality (April 2019).

What were your key takeaways from the readings? Why?

Given the growing importance healthcare quality competencies to executives and the workforce to move value delivery upstream in the future, which quality competency development areas would you personally

prioritize to support your career goals and take your professional impact upon quality to a higher level? Why?

Learning Activity 4:

Read *The Healthcare Quality Book*, Chapter 16, page 433, Implementation of Connecticut's Health Enhancement Plan Case Study. Answer the following case study discussion questions:

- 1) What should Mr. Arnold consider the key takeaways in the HEP plan when training new employees? Is Mr. Joseph correct that the plan will increase his costs? Additionally, what should Mr. Arnold tell Harry, a diabetic employee who is starting at his department?
- 2) In drafting your response, think about the population and health of state employees. Do these factors affect HEP plan profitability? Why or why not?

Final Paper:

Go to <https://www.beckershospitalreview.com/patient-safety-outcomes/top-10-patient-safety-concerns-of-2020-from-ecri-institute.html> and select one of the top ten issues from the list to write your opinion essay. You can access the full report which gives further information about the safety concerns, however, **please note you will need to use other resources in addition to this information in validating your opinion.**

<https://assets.ecri.org/PDF/White-Papers-and-Reports/2020-Top-10-Patient-Safety-Executive-Brief.pdf>

Prepare a five- page critical analysis opinion that includes the following:

- Briefly summarize the research findings/conclusions of your selected safety issue.
- Discuss any examples of your observations/experiences with the selected issue as an employee in healthcare or a health care recipient and note any similarities/differences with your research findings.
- Considering your research/personal experiences, discuss your analytical opinion about the current state and future prognosis of healthcare system quality improvement progress. What can be done to address the concern? Be specific. I.e. If the concern is behavioral health, identify if it is primary care, the school system, LTC etc. and how quality might be improved, noting innovative programs that have been successful. Cite your resources.

For the last DQ of this course, you will create a *minimum 500-word summary* of your analysis and post it for your peers to make commentary. See Discussion Board Week 14.

Examinations (20%)

Mid Term Examination

A multiple-choice examination consisting of 50 questions covering the subject matter in Modules 1 through 8.

Final Examination

A multiple-choice examination consisting of 50 questions covering the subject matter in Modules 9 through 13.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation. Details will be provided before the end of the course, including specific times when the evaluation will be open.

Course Grading:

Letter grades for assignments will be as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 - 94	93 - 90	89 - 87	86 - 84	83 - 80	79 - 77	76 - 74	73 - 70	69 - 67	66 - 64	63 - 60	< 60

Final grades for courses will utilize the same scale.

See **Student Handbook/Student PolicyStat** for additional information regarding Grading, Student Standing, and Academic Probation.

Copyright Statement:

COPYRIGHT NOTICE: The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Canvas site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

Appendix 1 – Summary of Events, Due Dates, Assignment Point Values

Spring 2021	HCA 243 - Introduction to Healthcare Quality & Risk Management				
Module	Event	Deadline	Day	Points	
1 1/11 - 1/17	Discussion forum Round 1	1/14/2021	Th	100	
	Discussion forum Round 2	1/17/2021	Su		
2 1/18 - 1/24	Discussion forum Round 1	1/21/2021	Th	100	
	Discussion forum Round 2	1/24/2021	Su		
	Learning Activity 1 (Due end of Module 4)	2/7/2021	Su	200	
3 1/25 - 1/31	Discussion forum Round 1	1/28/2021	Th	100	
	Discussion forum Round 2	1/31/2021	Su		
4 2/1 - 2/7	Discussion forum Round 1	2/4/2021	Th	100	
	Discussion forum Round 2	2/7/2021	Su		
5 2/8 - 2/14	Discussion forum Round 1	2/11/2021	Th	100	
	Discussion forum Round 2	2/14/2021	Su		
	Learning Activity 2 (Due end of Module 7)	2/28/2021	Th	200	

Spring 2021	HCA 243 - Introduction to Healthcare Quality & Risk Management			
Module	Event	Deadline	Day	Points
6 2/15 - 2/21	Discussion forum Round 1	2/18/2021	Th	100
	Discussion forum Round 2	2/21/2021	Su	
7 2/22 - 2/28	Discussion forum Round 1	2/25/2021	Th	100
	Discussion forum Round 2	2/28/2021	Su	
8 3/1 - 3/7	Discussion forum Round 1	3/4/2021	Th	100
	Discussion forum Round 2	3/7/2021	Su	
	Mid-term exam (opens 3/4/21)	3/7/2021	Su	300
	Learning Activity 3 (Due end of Module 10)	3/21/2021	Su	200
9 3/8 - 3/14	Discussion forum Round 1	3/11/2021	Th	100
	Discussion forum Round 2	3/14/2021	Su	
	Safety issue paper research (Due end of Module 13)	4/11/2021	M	200
10 3/15 - 3/21	Discussion forum Round 1	3/18/2021	Th	100
	Discussion forum Round 2	3/21/2021	Su	
11 3/22 - 3/28	Discussion forum Round 1	3/25/2021	Th	100
	Discussion forum Round 2	3/28/2021	Su	
	Learning Activity 4 (Due end of Module 12)	4/4/2021	Su	200
12 3/29 - 4/4	Discussion forum Round 1	4/1/2021	Th	100
	Discussion forum Round 2	4/4/2021	Su	
13 4/5 - 4/11	Discussion forum Round 1	4/8/2021	Th	100
	Discussion forum Round 2	4/11/2021	Su	
14 4/12 - 4/18	Discussion posts on LT goals & Safety Issue Summary	4/18/2021	Su	100
	Final exam (opens 4/13/21)	4/16/2021	F	300
Total points				3000

Appendix 2 - Optional Reading Resources:

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<https://www.trusteemag.com/articles/949-how-hospitals-can-make-the-best-use-of-social-media>