

Quality Assessment and Performance Improvement (HITT 2343) Online



Prerequisite/Co-requisite: HITT 1401, HITT 1345. Complete the Online Orientation and answer yes to 7+ questions on the Online Learner Self-Assessment: <http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOStep2.aspx>

Credit: 3 credit hours (3 hours lecture)

Course Description:

Study of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation and presentation of data in statistical format, quality management and performance improvement functions, utilization management, risk management, and medical staff data quality issues.

Required Textbook and Materials

1. Quality and Performance Improvement in Healthcare: A Tool for Programmed Learning by P. Shaw, C. Elliot, 5th edition. AHIMA Press
a. ISBN: 978-1-58426-310-4
2. Internet access

Course Objectives (with applicable SCANS skills after each)

Upon completion of the course, the student should be able to:

1. Monitor compliance with governmental and organizational regulations and accreditation standards (SCANS: F1.5, F2.5, F6.5, F8.5, F12.5, C5.5, C7.5)
2. Implement tools and methods for quality assessment and improvement (SCANS: F1.5, F2.5, F6.5, F8.5, F9.5, C6.5, C18.5)
3. Identify potential risk management issues (SCANS: F1.5, F2.5, F6.5, F8.5, F9.5, F17.5, C5.5, C6.5, C7.5)
4. Coordinate utilization and resource management functions (SCANS: F1.5, F2.5, F6.5, F8.5, F9.5, C3.5, C12.5)
5. Assist in medical staff quality improvement functions (SCANS: F1.5, F2.5, F6.4, F8.5, F9.5, C9.5)

SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

Course Outline

- I. A performance improvement (PI) model
 - A. Defining a performance improvement model
 - 1) Performance improvement model activities
 - 2) Organization wide performance improvement
 - 3) Team based performance improvement
 - B. Identifying improvement opportunities based performance measurement
 - 1) Principal aspects of continuous improvement
 - 2) Brainstorming
 - 3) Affinity diagramming
 - 4) Nominal group technique
 - C. Using teamwork in performance improvement
 - 1) Uses of teams in performance improvement
 - 2) Composition of PI teams
 - 3) Team charters
 - 4) Team roles
 - 5) Ground rules
 - 6) Mission, vision, and value statements
 - 7) Effective listening and questioning techniques
 - D. Aggregating and analyzing PI data
 - 1) Data types
 - 2) Data display techniques
 - 3) Aggregation and analysis methods
 - E. Communicating PI activities and recommendation
 - 1) Communication tools: minutes, quarterly reports and storyboards
 - 2) Importance of organization wide communication
- II. Continuous monitoring and improvement function
 - A. Measuring customer satisfaction
 - 1) Identifying customers
 - 2) Internal customers
 - 3) External customers
 - 4) Interviews and survey tools
 - B. Refining the continuum of care
 - 1) Preadmission screening
 - 2) Progress of care
 - 3) Utilization of management
 - 4) Discharge planning
 - 5) Criteria sets
 - 6) Indicators
 - 7) Gantt charts
 - C. Improving the provision of care, treatment and services
 - 1) National Patient Safety Goals
 - 2) Pay for Performance
 - 3) "Never Events"
 - 4) Seclusion, Restraint, and protective device use
 - 5) The evaluation of laboratory services
 - 6) Use of blood products
 - 7) Patient care outcomes review
 - 8) Policy, procedure and documentation review
 - 9) Organizational standards of care
 - D. Preventing and controlling infectious disease
 - 1) Community-acquired infections
 - 2) Healthcare associated infections
 - 3) Multi-drug resistant organisms
 - 4) Flowcharting in PI process
 - E. Decreasing risk exposure
 - 1) Risk management
 - 2) Incident reports
 - 3) Sentinel event reporting
 - 4) Root-cause analysis
 - 5) Cause and effect diagramming
 - F. Building a safe medication management systems
 - 1) Health policy
 - 2) National initiative
 - 3) Private sector
 - 4) Professional advocacy
 - 5) Failure mode and effect analysis tool

HITT 2343 Online
Course Syllabus

- 6) Monitoring and reporting medications errors
- 7) Adverse drug events
- 8) Patient safety issues
- G. Managing the environment of care
 - 1) Safety management programs
 - 2) Security management programs
 - 3) Hazardous material and waste management programs
 - 4) Disaster and incident management programs
 - 5) Life safety management programs
 - 6) Medical equipment management programs
 - 7) Building utility management programs
- H. Developing staff and human resources
 - 1) Recruitment
 - 2) Retention
 - 3) Orientation
 - 4) Training
 - 5) Performance appraisal
- 6) Monitoring and managing physicians and paraprofessional staff
- III. Management of PI programs
 - A. Managing the human side of change
 - 1) Phases of change
 - 2) Change management
 - 3) Identifying the losses
 - 4) Acknowledging the losses
 - 5) Providing information and asking for feedback
 - 6) Marking the endings
 - 7) Managing the transition
 - 8) Clarifying reinforcing the beginning
 - B. Navigating the accreditation, certification, or licensure process
 - 1) Accreditation
 - 2) Certification
 - 3) Licensure review
 - 4) Compulsory reviews
 - 5) Voluntary reviews
 - 6) Compliance
 - 7) National Committee for Quality Assurance
 - 8) CMS Condition of Participation

Grade Scale

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Course Evaluation

Final grades will be calculated according to the following criteria:

Course assignments	25%
Participation	10%
Discussions	10%
Unit Exams	40%
Final Exam (Proctored)*	15%

*The student will be required to take the comprehensive final in a proctored environment.

Course Requirements:

1. The student will complete chapter reading assignments.
2. The student will complete chapter assignments.
3. The student will post discussions as instructed along with any other assignments instructed to complete.
4. The student will complete online quizzes and unit exams by the due dates shown on the course calendar.
5. The student will complete the final exam.

Course Policies:

1. Students must provide their own textbooks, writing instruments, and other necessary supplies for classes.
2. Students must log onto Blackboard and access this course a minimum of two times per week.
3. All electronic devices must be turned off. Absolutely no phones calls, text messaging or other telephone communications during class times.
4. Absolutely no food, drinks, or gum.
5. Students must respect one another and all faculty.
6. No children or other family members or friends are allowed to attend class with student.
7. Students are expected to attend class. There are no “excused absences.” Daily attendance will be taken.
8. All exams will be taken on the scheduled dates. There will be **NO MAKE UP EXAMS.**
9. All assignments are due when stated at the beginning of class including Blackboard assignments. Late assignments are not accepted.
10. Additional course policies are outlined in “Classroom Policies” provided at the beginning of the semester.
11. Students are expected to following the Lamar Institute of Technology Code of Conduct and Disciplinary Policy.
12. Any violation of classroom policies may result in student being asked to leave class and result in an absence.
13. Internet Usage – Students are expected to use proper net etiquette while participating in course emails, assignment submissions, and online discussions.
14. Cheating of any kind will not be tolerated. This includes plagiarism from any media form or from a classmate. If you are found to have plagiarized you will be dropped from the course immediately.
15. You may not access the Internet or any of your assignments or notes while taking an exam. All cell phones, iPods, and any other instrument that would allow you Internet access must be out of reach while taking an exam.
16. If you miss an exam, the final minus 20 points will count as the missed exam grade. You will receive a zero on any subsequent exams that you do not take at the designated time.
17. Exams are NOT open book. You are expected to know the material covering the exam and not utilize any material during the exam unless instructed otherwise.
18. If you are experiencing any computer issues, email your instructor immediately and contact the LIT Technical Services Department at 839-2074.

19. If you wish to drop a course, the student is responsible for initiating and dropping the course. If you stop logging-in to the course and do not complete the course drop process, then you will receive an “F” grade for the course.

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

<http://kb.blackboard.com/pages/viewpage.action?pageId=25368512>

A functional internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement:

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737; visit the office in Student Services, Cecil Beeson Building or visit the online resource:

<http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Course Schedule:

Week	Topic	Reference
1	Introduction: Course requirements, syllabus, objectives, and evaluation methods; introduction lecture Chapter 1 Defining a Performance Improvement Model	Online Modules: <ul style="list-style-type: none"> • Orientation (Start Here) • Unit 1 Introduction • Unit 1 Chapter 1 Textbook: <ul style="list-style-type: none"> • Introduction (p. xv – xxxiv) • Chapter 1 (p. 3 – 11)
2	Chapter 2 Identifying Improvement Opportunities Based on Performance Measurement	Online Module: Unit 1 - Chapter 2 Textbook: Chapter 2 (p. 13 – 22)
3	Chapter 3 Using Teamwork in Performance Improvement	Online Module: Unit 1 - Chapter 3 Textbook: Chapter 3 (p. 23 – 42)
4	Chapter 4 Aggregating and Analyzing Performance Improvement Data	Online Module: Unit 1 - Chapter 4 Textbook: Chapter 4 (p. 43 - 67)
5	Chapter 5 Communicating Performance Improvement Activities and Recommendations	Online Module: Unit 1 - Chapter 5 Textbook: Chapter 5 (p. 69 – 80)
TEST 1 (Chapters 1 – 5)		UNIT 1 Online Materials & Textbook Chapters 1 – 5
6	Chapter 6 Measuring Customer Satisfaction Chapter 7 Refining the Continuum of Care	Online Module: Unit 2 - Chapter 6 & 7 Textbook; <ul style="list-style-type: none"> • Chapter 6 (p. 83 – 103) • Chapter 7 (p. 105-122)

HITT 2343 Online
Course Syllabus

7	Chapter 8 Improving the Provision of Care, Treatment, and Services	Online Module: Unit 2 - Chapter 8 Textbook: Chapter 8 (p. 123- 154)
8	Chapter 9 Preventing and Controlling Infectious Disease	Online Module: Unit 2 -Chapter 9 Textbook: Chapter 9 (p. 155 – 176)
9	Chapter 10 Decreasing Risk Exposure Chapter 11 Building a Safe Medication Management System	Online Module: <ul style="list-style-type: none"> • Unit 2 - Chapter 10 • Unit 2 – Chapter 11 Textbook: <ul style="list-style-type: none"> • Chapter 10 (p. 177 – 206) • Chapter 11 (p. 207 – 227)
10	Chapter 12 Managing the Environment of Care	Online Module: Unit 2 - Chapter 12 Textbook: Chapter 12 (p. 229 – 277)
UNIT 2 - TEST 2: Chapters 6 - 12		UNIT 2 Online Materials & Textbook Chapters 6 - 12
11	Chapter 13 Developing Staff and Human Resources Chapter 14 Organizing for Performance Improvement	Online Module: <ul style="list-style-type: none"> • Unit 3 - Chapter 13 • Unit 3 – Chapter 14 Textbook: <ul style="list-style-type: none"> • Chapter 13 (p. 279 – 313) • Chapter 14 (p. 317-328)
12	Chapter 15 Navigating the Accreditation, Certification, or Licensure Process Chapter 16 Implementing Effective Information Management Tools for Performance Improvement	Online Module: <ul style="list-style-type: none"> • Unit 3 - Chapter 15 • Unit 3 – Chapter 16 Textbook : <ul style="list-style-type: none"> • Chapter 15 (p. 329 – 348) • Chapter 16 (p. 349-372)
UNIT 3 - TEST 3: Chapters 13 – 16		UNIT 3 Online Materials & Textbook Chapters 13 - 16
13	Chapter 17 Managing Healthcare Performance Improvement Projects Chapter 18 Managing the Human Side of Change	Online Module: <ul style="list-style-type: none"> • Unit 4 – Chapter 17 • Unit 4 – Chapter 18 Textbook: <ul style="list-style-type: none"> • Chapter 17 (p. 373-387) • Chapter 18 (p. 389 – 398)
14	Chapter 19 Developing the Performance Improvement Plan Chapter 20 Evaluating the Performance Improvement Program	Online Module: <ul style="list-style-type: none"> • Unit 4 – Chapter 19 • Unit 4 – Chapter 20 Textbook: <ul style="list-style-type: none"> • Chapter 19 (p. 399-415) • Chapter 20 (p. 417-434)

HITT 2343 Online
Course Syllabus

15 Chapter 21 Understanding the Legal
Implications of Performance Improvement

Chapter 22 Understanding the Legal
Implications of Performance Improvement

Online Module:

- Unit 4 – Chapter 21
- Unit 4 – Chapter 22

Textbook:

- Chapter 21 (p. 425-434)
- Chapter 22 (p. 435-456)

16 **Performance Improvement Storyboard
Project Due**
**UNIT 4 - FINAL EXAM: Chapters 17 –
22)**

Online Materials and Text Book