![College of the Mainland logo]

HITT – 2343 – 105IN
Quality Assessment and Performance Improvement
Fall 2022
Internet

Instructor Information:
Carol Smith, MBA, RHIA, FAHIMA (cmith108@com.edu)

Student hours and location:
Virtual or Face to Face Office Hours: Monday, Wednesday, Friday 12-5p or by appointment. Office STEM 225.47. Phone (409) 933-8386

Required Textbook/Materials:
Quality and Performance Improvement in Healthcare (7th ed); By Patricia Shaw & Chris Elliott; Publisher: AHIMA; ISBN: 978-1-58426-663-1: AHIMA Product Code: AB102718

EHRgo (instructor will provide the access code).

Recommended Textbook from Previous Course:
Health Information Management Technology: An Applied Approach, 6th edition; Author Sayles (Latest Edition).

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 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-requisite: HITT – 1301 Health Data Content and Structure

Determination of Course Grade/Detailed Grading Formula:

Extra Credit (3 points towards final grade):
Complete the syllabus scavenger hunt that is located in the course tools when you click on the syllabus link. It is also located on the home page right below the syllabus. Fill out the questions and email them to me at csmith108@com.edu.

Individual Projects (10% of final grade):

Write two (2) journal article reviews of performance improvement issues to include discussion of the following questions. Utilize the AHIMA journals, For the Record Journals or an article from the web that has been written within 3 years. The format to be utilized should be a list of the bullets listed below with the response. Please email your response to csmith108@com.edu.
- Explain Data Analytics and Decisions Support
- What is the area of inquiry?
- Why is the subject a performance improvement issue?
- Was a performance improvement team used? If so, who was on it and why?
- How was the PI issue studied – Data Analytics
- What quality improvement toolbox techniques were used?
- What recommendations were made – Decision Support
- How would you evaluate the PI process as described in the article?

Group Projects (25% of final grade):

Storyboard Project choose a process that you would like to monitor (either work related or personal) and determine if improvement can be made to the process utilizing all the tools learned throughout the semester. You will not be graded on whether the process improved or not. (25% of final grade).

The first week of class the instructor will divide you up into groups. The project must be in power point format (please see the example on the home page). However, word, power point or poster board can be utilized for your storyboard. If you use a posterboard you must take a picture of it and submit it along with your power point. The project must be submitted to me as an attachment to my email address at csmith108@com.edu. **Due 12/4**
This project addresses the following Core Objective: Empirical and Quantitative Skills & Teamwork

Grading Rubric for the storyboard team project includes. In order to determine how to receive an exemplary grade for this project please see the example on the homepage as well as the story boards in chapter 5. If at any point you need me to review your progress, please email me at csmith108@com.edu.

Mission	10 points
Vision Statement	10 points
Customers	10 points
Customer Requirements	10 points
Process Identified	10 points
Data Collection	10 points
Data Display and Analysis	10 points
Recommendations	10 points
Overall Appearance	10 points
Presentation	10 points
TOTAL SCORE	**100 points**

Student participation is evaluated by fellow team members (50 percent of grade) and faculty (50 percent of grade) on how well the student participated in the group process. Using the criteria on the team evaluation sheet (handout), the students evaluate all other members of their team. This score is then averaged for each criterion then totaled for a final score. The faculty member also uses these criteria for his/her portion of the participation grade. Team evaluations can be found on the home page and are confidential. Please email the evaluation form to csmith108@com.edu.

Five (5) exams (@ 10% each of final grade):

See tentative lesson plan for test dates.
Exams consist of multiple choice, and true and false questions. The number of questions varies. **Exams addresses the following core objectives: Critical thinking, Personal Responsibility.**
Attendance/class participation (5% of final grade)
Students are expected to log onto Brightspace (D2L) at least twice a week and participate in all discussions, individual projects and group projects.

Discussions (10% of final grade)

IMPORTANT: If you fail to participate in any discussion within the time frame, you will not receive a grade for the discussions section, it will be a zero, which will take you down an entire letter grade. Unless you have discussed it with the instructor prior to submitting discussions late. Then the instructor will require a 1 – page report on the discussion topic before you can continue.

Discussions consist of introduction, defining quality and case studies. **Discussions address the following Core Objective: Social Responsibility.**

The Discussion link is located under course tools on the left-hand side. There are twenty-two (22) discussions and on the discussions page you will see the exact page and assignment for each discussion. To create a discussion, click on the "create thread" button. Compose your response in the box and click on "post" when you are finished. I do not remove any discussion assignments or student responses until the course is over. If you want to view your response to any discussion assignment, be sure you have clicked on "Show All" at the top of the discussion area. Please see calendar located at the end of the syllabus for specific due dates. You will need to post your initial response by day 4 (Thursday) of each week and a response to at least one colleague by day 6 (Saturday) **except** for discussion one (1) which does not require a response. Therefore, it is imperative to check the discussion area at least twice a week for new messages. Furthermore, please respond back to any questions or comments that are asked of you from another student(s). Credit will be awarded to students participating in discussion assignments. Furthermore, **I only post discussion grades in the grade book once (at the end of the course). In order to receive a grade, all discussions must be completed. Discussions will be graded by the following rubric.**

Discussion Forum Participation Rubric is located in Brightspace (D2L) under the blue coursemenu…**

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community that interacts, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your instructor will consider these characteristics when assessing the quality and level of your participation.
- You should submit your initial post by day 4 (Thursday) in each module, and you subsequent responses to the post of other learners by day 6 (Saturday) and at timely intervals within the duration of each module. Keep in mind the goal is to have a dynamic discussion that last throughout the entire module.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples, experiences, or references. Keep in mind that your fellow learners will be reading and responding to you, too.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. Therefore, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, work experience, references, web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors as well as friendly and courteous.

Grading Formula:

Your semester grade will be comprised of the following components and graded per the following grading scale: Furthermore, in order to pass this class you must obtain 75 (C) or better.

Exams (5 at 10% each)	50%
Attendance/participation	5%
Discussions	10%
Group Project – Process	25%
Individual Projects	10%
Total	100%

Grading Scale:
90 – 100   A
80 – 89   B
75 – 79   C
70 – 74   D
69 – Below   F

Late Work, Make-Up, and Extra-Credit Policy:

Make-Up Policy: As a student you are required to complete all lessons, assignments and test as part of each course within the program. Tests and individual project may be submitted after the due date and receive a grade; however, grades for these assignments and exams submitted after the due date and time will receive a maximum grade of 75% unless prior arrangements have been made with the instructor.

Attendance Policy: Students are expected to log into Brightspace (D2L) at least three times a week and participate in all discussions.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Brightspace (D2L) or other LMS)

Student Learning Outcomes

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Students will be able to demonstrate knowledge regarding monitoring compliance with governmental and organizational regulations and accreditation standards.	Critical Thinking	Exams – selected questions
2. Students will be able to utilize tools to perform quality assessment and improvement.	Empirical and Quantitative Skills

Teamwork | Group Project |
3. Students will be able to identify potential risk management issues.	Social Responsibility	Discussions
4. Students will be able to define utilization and resource management functions.	Critical Thinking	Exams – selected questions
5. Students will be able to assist in medical staff quality improvement functions.	Personal Responsibility	Exams – selected questions

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook (pg. 19). Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a grade of zero on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action. http://www.com.edu/student-services/student-handbook

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Kay Frieze, Program Directoryat 409-933-8414 or kfrieze@com.edu.

Course outline (Tentative):

Date	Wk #	Topics Covered/Reading Assignment	Assignments	Topics Covered/Reading Assignment
8/22 to 8/28	1	Chapters 1-2 • Summarize the historical events that have contributed to modern performance improvement programs • Relate how key legislation has influenced healthcare quality initiatives • Illustrate how key individuals and organizations have shaped the theory and developed models for use in performance improvement activities Chapter 2 • Model the cyclical nature of PI activities • Define terminology and standards common to performance improvement activities • Distinguish between organization-wide PI activities and team based PI activities • Apply the organization-wide PI cycle • Use the team-based PI cycle	Discussion 1 & 2 Initial post: Due **8/25** Discussion 1 & 2 Response: Due **8/27** **For the Group Project begin Brainstorming student project process topics/processes.**	
8/29 to 9/4	2	Chapter 3&4 • Demonstrate how the principal aspects of healthcare are targeted for performance measurement • Assess the significance of outcomes and proactive risk reduction in PI methodology	Discussion 3 & 4, Initial post: Due **9/1** Discussion 3 & 4, Response: Due **9/3** **For group project: Develop mission and vision statements**	**Complete the EHRgo Orientation to Data Analytics Due 9/5**

		• Apply brainstorming and the nominal group technique to PI activities Chapter 4 • Demonstrate the effective use of teams in PI activities • Compare and contrast the differences between the roles of the leader and the members in PI teams • Illustrate the contributions that team charters, team roles, ground rules, listening and questioning can make to improve the effectiveness of PI teams.	**Identify customers and their requirements in Group project** **First Journal article Due 10/1**	
9/5 to 9/11	3	Chapter 5 &6 • Compare the differences between internal and external benchmarks • Use common healthcare data collections • Apply the concept of data aggregation in support of data analysis • Choose the correct graphic presentation for a specific data type • Design graph displays for a set of data • Analyze the data for changes in performance displayed in graphic form Chapter 6 • Apply communication tools such as minutes, quarterly reports, and presentations in PI process • Design a PI presentation ensuring that all key elements are included • Critique a presentation layout	**Exam 1 (Chapters 1 – 4) Due 9/11** Discussion 5 & 6, Initial post: Due **9/8** Discussion 5 & 6, Response: Due **9/10** **Current process identified for group project, flowchart the current process.**	

9/12 to 9/18	4	Chapter 7 &8
		   • Identify the difference between internal and external customers Demonstrate why customer's perspectives are important to the PI process
		   • Choose the characteristics that make surveys and interviews effective
		   • Critique a survey or interview format
		Chapter 8
		   • Analyze how processes were developed to optimize the continuum of care
		   • Plan for a balanced continuum of care in a community healthcare setting
		   • Identify and compare the steps in the care management function
		   • Assess how paying for value has influenced quality of care in the US healthcare system.
			Discussion 7 & 8, Initial post: Due **9/15**
			
			Discussion 7 & 8, Response: Due **9/17**
			
			Current process identified in Group project, possibly flowchart it
			
			Identify customers and their requirements in Group project	

9/19 to 9/25	5	Chapter 9 & 10
		   • Identify four core processes or elements in the care, treatment, and service of patients and recognize common means by which HC organizations monitor and improve the quality of these elements of care
		   • Explain how the NPSG interface with PI cycle during the patient care process
		   • Determine the roles that clinical practice guidelines and evidence-based
			Exam 2 (Chapters 5 - 8) Due 9/25
			
			Discussion 9 & 10, Initial post: Due **9/22**
			
			Discussion 9 & 10 Response: Due **9/24**
			
			Design a survey and data collection tool for Group project.	

		medicine play in standardizing patient care • Analyze how patient preferences impact patient-centered care and outcomes. Chapter 10 • Discuss why the control of infection is so important in HC organizations • Differentiate healthcare associated nosocomial and community acquired infections • Explain the various approaches that healthcare organizations use to incorporate risk-reduction strategies regarding the occurrence of infection • Compare the governmental organizational develop regulations in the area, and explain the regulatory approaches often taken by healthcare facilities		
9/26 to 10/2	6	Chapter 11 & 12 • Discuss the importance of managing risk exposure in today's healthcare organization • Analyze the importance of using occurrence reporting to decrease risk exposure • Discuss how sentinel events can point to important opportunities to improve safety in HC • Explain how risk managers use their skills in pt. advocacy to lessen the impact that potentially compensable events can have on HC organization	Discussion 11 & 12 Initial post: Due **9/29** Discussion 11 & 12, Response: Due **10/1** **Administer survey and collect data for Group project**	

		• Evaluate the importance of NPSG and strategies for proactive risk reduction activities Chapter 12 • Distinguish how health policy, national initiatives, the private sector, and professional advocacy all contribute to the design of safe medication management systems • Apply the important functions included in a safe and effective medication management system • Utilize the failure mode and effects analysis (FMEA) tool as a proactive risk reduction strategy in anticipating medication system failures • Apply the process of monitoring and reporting medication errors and adverse drug events • Describe patient safety issues and the legal consequences associated with medication errors and adverse drug events		
10/3 to 10/9	7	Chapters 13 & 14 • Examine the seven programs and plans that are key elements in a healthcare organization's environment of care • Illustrate how the relationship between the Joint Commission Environment of Care (EC) standards and the National Incident Management System (NIMS) in the	**Exam 3 (Chapters 9 – 12) Due 10/9** Discussion 13 & 14, Initial post: Due **10/6** Discussion 13 & 14, Response: Due **10/8**	

		development of an emergency operations plan. • Model risk assessment and a hazard vulnerability analysis process • Apply the safety monitoring process Chapter 14 • Assess the need to integrate performance improvement and patient safety data into the management of the human resources function in healthcare • Apply the tools commonly used to manage the recruitment and retention of human resources • Utilize the credentialing process for independent practitioners and employed clinical staff to develop provider profiles		
10/10 to 10/16	8	Chapter 15 & 16 • Identify the role of an organization's leaders in performance improvement activities • Examine the committee and reporting structures that integrate performance improvement within the organization • Illustrate how healthcare organizations train and orient their governance, leaders, and employed staff in performance improvement strategies and methods • Delineate the best ways to organize performance improvement data for	Discussion 15 & 16, Initial post: Due **10/13** Discussion 15 & 16, Response: Due **10/15** **Data should be analyzed and displayed for Group project**	Compare JC hospital Standards to JC Ambulatory Standards

		effective review by a board of directors • Assess the areas that should be addressed in the development of a healthcare organization's performance improvement plan • Propose the ways performance improvement activities are implemented and findings are communicated throughout the organization • Apply evaluation processes to performance improvement programs • Determine what organizations should do with the information gathered from the performance improvement program evaluation Chapter 16 • Explain the performance improvement perspectives of accreditation, certification, and licensure organizations • Distinguish the various approaches of accreditation, certification, and licensure agencies to the site visit survey • Identify approaches that lead to success in the survey process		
10/17 to 10/23	9	Chapter 17 &18 • Evaluate the reasons why contemporary information technologies are important to quality improvement in healthcare • Use the information management tools	Discussion 17 & 18 Initial post: Due **10/20** Discussion 17 & 18, Response: Due **10/22** **Second Journal article: Due 10/23**	

		commonly used in the performance improvement process • Examine current developments in healthcare information technologies that will enhance PI activities in the future • Explain how information resources management professionals can help performance improvement teams pursue their improvement activities Chapter 18 • Practice the function of project management in performance improvement programs • Apply the specific knowledge and skills required for team leadership • Analyze project life cycles and the group dynamics of team life cycles • Use the steps a team leader should follow to successfully implement and complete a project		
10/24 to 10/30	10	Chapter 19 &20 • Apply change management techniques to implement performance improvements • Compare and contrast the three phases of change • Use the key steps in change management Chapter 20 • Apply legal aspect to performance improvement activities conducted in healthcare organization	**Exam 4 (Chapters 13 – 17) Due 10/30** Discussion 19 & 20, Initial post: Due 10/27 Discussion 19 & 20, Response: Due 10/29 **Assemble storyboard for Group project**	

		• Explain the significance and relationship to tort law to quality improvement activities • Relate the concepts of protection and privilege to quality improvement activities • Distinguish quality improvement activities from research activities		
10/31 to 11/6	11	**Exam – 5 (Chapters 18 – 21) Due: 11/6**		
11/7 to 11/13	12	Group Project work week	**Assemble storyboard for Group project**	
11/14 to 11/20	13	Group Project work week	**Assemble storyboard for Group project**	
11/21 to 11/27	14	Group Project work week	Finalize Project: Due 12/3	
11/28 to 12/4	15	Final Project – Due 12/3	Discuss how recommendations would be implemented	
12/5 to 12/9	16	Review at least one other teams project and discuss by 12/6. Respond to any questions regarding your project by 12/7.		

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student and book. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Michelle Brezina at 409-933-8124 or mvaldes1@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:
If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Success Tips for Students
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Three Prior to Me: The HIM faculty encourages students to problem-solve, work as a team as well as utilize available resources. In order to develop these skills, we will employ the **"Three Prior to Me" process**. This means that before you contact the instructor with a course-related question, you must have attempted to find the information in three other places. For instance, if you are unsure about the meaning of a term used in the course, you would attempt to locate this information in three places prior to asking the instructor. Hence, you might do a Google search for the term, ask a classmate, and refer to your text book. Instructors **will** question you regarding what research methods you utilized to locate information on your own. This process is not meant to be a barrier to you, but instead to provide the following benefits:
-preparation for the workforce
-increased research skills
-instructors will have more time to provide feedback and interact with students
If you have a question that **ONLY** the instructor would know the answer to (grade-related, assessments, etc.), then of course you would go to the instructor directly. This process will require practice and patience from the student as well as the instruct

Professionalism: Success in one's career is almost as dependent on professional behavior as on one's academic knowledge and abilities. Therefore, students are expected to exhibit professional behavior online as well as all activities with this course. Professional behavior includes:
• **Attendance** – Students are expected to log into Brightspace (D2L) at least twice a week
• **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.
Effective interpersonal and team skills – The student relates well to people, shows respect to others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without altering others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
• **Effective communication skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. um, you know, like
• **Ethical conduct** – The student maintains honesty, integrity, and confidentiality of patient provider, fellow student and college information.

AHIMA Domains and Sub-domains specify the HIM body of knowledge and practice that is taught within this course.

Domain I. Data Structure, Content, and Information Governance
Competency
I.1. Describe health care organizations from the perspective of key stakeholders.
I.2. Apply policies, regulations, and standards to the management of information.
I.3. Identify policies and strategies to achieve data integrity.
I.4. Determine compliance of health record content within the health organization.

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security
Competency
II.3. Identify compliance requirements throughout the health information life cycle.

Domain III. Informatics, Analytics, and Data Use
Competency
III.1. Apply health informatics concepts to the management of health information.
III.2. Utilize technologies for health information management.
III.3. Calculate statistics for health care operations.
III.4. Report health care data through graphical representations.
III.6. Describe the concepts of managing data.
III.7. Summarize standards for the exchange of health information.

Domain V. Health Law and Compliance
V.2 Demonstrate compliance with external factors
V.4 Identify the impact of policy on health care

Domain IV. Revenue Cycle Management
Competency
IV.2. Describe components of revenue cycle management and clinical documentation improvement.

Domain VI: Organizational Management & Leadership
VI.1 Demonstrate fundamental leadership skills