



HADM-640 Quality Healthcare Management

Dates: Tue 08/25-12/15/2016	Time: 6-8:40 pm	Location: 105 LeBien
Instructor: Sonja Streuber	Office Hours: MRWRF 11-12 pm 212 Gellersen	Contact: sonja.streuber@valpo.edu

Introduction



Ensuring healthcare that is safe, effective, efficient, equitable, patient centered, and timely is fundamental to all current and future healthcare reform plans, whether big, small, global, national, or regional. This course covers the planning and control of operations and processes in health service organizations, including design for the future of health care. Topics include aggregate planning, facility location and community resources, patient and family-centered care, layout, environmentally responsible systems, capacity planning, management of human resources, inventory management, and project management. Models are developed to maximize output while ensuring high employee standards, morale, and benefits. In addition, this course covers the

Body of Knowledge for the [Certified Practitioner of Healthcare Quality](#) (CPHQ) examination, administered by the National Association of Healthcare Quality.

Learning Objectives:

- Understand foundations and implications of the move to national healthcare quality standards
- Analyze and apply fundamental concepts of healthcare quality to provide safe, effective, efficient, timely, patient-centered, and equitable care to each patient
- Analyze healthcare data to provide the basis for data-driven decision making in the quality management of healthcare facilities
- Establish a culture of quality and quality improvement in healthcare facilities by implementing visual management tools such as dashboards and scorecards
- Motivate change in organizations seeking to become high performers by addressing leadership, infrastructure, and strategies for quality improvement
- Increase patient satisfaction

Topics Covered:

- The Foundation of Healthcare Quality and Healthcare Quality Management
- Healthcare Quality and Data Quality Analysis
- Measuring Healthcare Quality Using Basic Statistics, including Control and Comparison Charts
- Healthcare Quality, Patient Safety, and the Patient Experience
- The Role of Information Technology in Healthcare Quality
- Leading Healthcare Quality within Organizational Politics
- Implementing Healthcare Quality with Process Improvements, Environment Changes, and Value-Based Purchasing

Textbooks/ Materials

- Joshi, Maulik et al. *The Healthcare Quality Book*. 3rd ed. Available as a [Christopher Center Library eBook](#). Hardcopy on reserve and in the bookstore.
- A Windows or Macintosh laptop computer for in-class work with MS Excel.

Workload

This is an INTENSE and fast-paced course which requires 5-7 hours of work a week outside of class.

- **IN-CLASS work** (12*10 points = 120): Much of your grade depends on your contribution to class discussions and analytical thinking. Do the readings, watch the videos, and review the slides each week before class so you can complete the IN-CLASS work to the best of your ability.
- **Reading/ Viewing Quizzes** (10*10 points = 100): As the course investigates each major new topic, an in-class reading quiz will be given to focus the class conversation. Quizzes will contain 5 questions and be solved in 10 minutes at the beginning of the class sessions as scheduled.
- **Case Study** (10*10 + 100 points): Throughout the course, students work in teams of 3-4 to complete 10 weekly assignments on a case study about a past successful healthcare quality improvement project (10 points each). At the end of the course, students submit a synthesis of their weekly assignments in one comprehensive case study presentation (100 points).
- **Final Exam** (100 points): The final exam is a randomized 50-question multiple-choice exam. It is available on Blackboard during the 2-hour course final period as scheduled by the registrar. You will have 60 minutes to complete the exam. Check the course schedule for exam date and time.

You can earn a total of 420 points in this course. No extra credit assignments will be given.

Letter Grade Conversion:

A	>93%	A-	90 to 93%	B+	87 to <90%	B	83 to <87%	B-	80 to <83%
C+	77 to <80%	C	73 to <77%	C-	70 to <73%	F	<70%		

Assignment Submission, Late Work, and Academic Honesty

- **Assignment Submission:** All Assignments must be submitted on Blackboard. **No emailed Assignments will be accepted.**
- **Late Work:** Work is considered late if not posted to Blackboard by Sunday 11:59 pm CST of the week in which it is due. **Late work will lose 50% of the grade.**
- **Academic Honesty:** All work you submit for this course must be your own. You may NOT use anyone else's words (from blogs, webpages, purchased solutions, etc.) without giving a clear source citation. If you are unsure, consult <http://www.plagiarism.org/> or the Writing Center. In addition, you must write and sign with your name the following statement on all course work:

I have neither given nor received, nor have I tolerated others' use of unauthorized aid.

For more information about Valparaiso University's Academic Honor Code, case review cycles, and potential penalties, please refer to <http://www.valpo.edu/student/honorcouncil/index.php>

Any work found to violate the Valparaiso University Honor Code will receive 0 points and be referred to the Graduate School.

Diversity and Inclusion

Valparaiso University aspires to create and maintain a welcoming environment built on participation, mutual respect, freedom, faith, competency, positive regard, and inclusion. This course will not tolerate language or behavior that demeans members of our learning community based on age, ethnicity, race, color, religion, sexual orientation, gender identity, biological sex, disabilities (visible and invisible), socio-economic status, or national origin. The success of this class relies on all students' contribution to an anti-discriminatory environment where everyone feels safe, welcome, and encouraged to engage, to explore, and ultimately, "to embark on a rewarding personal and professional journey" (Pres. Heckler).

Title IX

Valparaiso University strives to provide an environment free of discrimination, harassment, and sexual misconduct (sexual harassment, sexual violence, dating violence, domestic violence, and stalking). If you have been the victim of sexual misconduct, we encourage you to report the incident. If you report the incident to a University faculty member or instructor, she or he must notify the University's Title IX Coordinator about the basic facts of the incident. Disclosures to University faculty or instructors of sexual misconduct incidents are not confidential under Title IX. Confidential support services available on campus include: Sexual Assault Awareness & Facilitative Education Office "SAAFE" (219-464-6789), Counseling Center (219-464-5002), University Pastors (219-464-5093), and Student Health Center (219-464-5060). For more information, visit <http://www.valpo.edu/titleix/>.

Disability Support Services

As part of its mission for its students, Valparaiso University has developed a nondiscrimination policy which identifies its intention to provide a safe and tolerant environment for all, including those with disabilities. Please contact the Director of Disability Support Services, at 6496, if you believe you have a disability that might require a reasonable accommodation in order for you to perform as expected in this class. See also <http://www.valpo.edu/disabilityss/>

Academic Support

To get help, use the [Academic Success Center \(ASC\) online directory](http://valpo.edu/academicsuccess) (valpo.edu/academicsuccess) or contact the ASC (academic.success@valpo.edu) to help point you in the right direction for academic support resources for this course. Valpo's learning centers offer a variety of programs and services that provide group and individual learning assistance for many subject areas. These learning centers include:

- [Graduate Tutoring Lab](#): Serves the academic needs of Graduate students – tutors offer suggestions on organization of papers, assist in research and citations, and help in understanding difficult assignments. Additional one on one tutoring is also available.
- [Writing Center](#): Primarily serves the needs of undergraduate students, but is also available for Graduate students. Writing Consultants provide proofreading and editing assistance for papers and assignments.

Class Cancellations

Notifications of class cancellations will be made through Blackboard with as much advance notice as possible. It will be both posted on Blackboard and sent to your Valpo e-mail address. If you don't check your Valpo e-mail account regularly or have it set-up to be forwarded to your preferred e-mail account, you may not get the message. Please check Blackboard and your Valpo e-mail (or the e-mail address it forwards to) before coming to class.

Schedule

#	Date	Topic	Reading and Other Preparation (see Blackboard)	Graded Work Due
1	08/23	Foundations of Healthcare Quality	Ch 1 Healthcare Quality and the Patient Ch 2 Basic Concepts of Healthcare Quality Case: An Insulin Overdose Meaningful Use Website Video: 6 Dimensions of Healthcare Quality	
2	08/30	Introducing Healthcare Quality Management	Ch 3 Variation in Medical Practice and Implications for Healthcare Quality Ch 4 Quality Improvement: Foundation, Processes, Tools, And Knowledge Transfer Techniques CASE: An Extended Stay How to Analyze a Case Study Video: Quality Improvement in Healthcare Video: Tools and Techniques for Quality Improvement in Healthcare	In-Class Work #1 Quiz: 1 Case Study Team Assignments Case Study Tasks #1
3	09/06	Healthcare Quality and Data Quality Analysis	Ch 5 Data Collection The Six Primary Dimensions of Quality CASE: Successful Measurement for Improvement Datasets: HealthIT, Hospital Compare, CDC Video: Statistics - Collecting Data Video: Data Collection: Understanding the Types of Data	In-Class Work #2 Quiz: 2 Case Study Tasks #2
4	09/13	Measuring Healthcare Quality Using Basic Statistics	Six Sigma Fundamentals CASE: What Zero Looks Like: Eliminating Hospital-Acquired Infections Cost of Quality Basic Statistics Review Video Video: Introduction to Six Sigma	In-Class Work #3 Quiz: 3 Case Study Tasks #3
5	09/20	Applying Statistics to Healthcare Quality Management —Control Charts	Ch 6 Statistical Tools for Quality Improvement: Control Charts How to Implement a Control Chart for Six Sigma CASE: Using Control Charts in a Healthcare Setting Video: How To... Draw a Basic Control Chart in Excel Lynda.com Course: Statistics with Excel Part One	In-Class Work #4 Quiz: None
6	09/27	Applying Statistics to Healthcare Quality Management —Comparison Charts	Ch 6 Statistical Tools for Quality Improvement: Comparison Charts How to Interpret a Correlation Coefficient r CASE: A guide to appropriate use of Correlation coefficient in medical research Video: Making a Box Plot on Excel 2013 Video: How to find Correlation in Excel 2013	In-Class Work #5 Quiz: 4 Case Study Tasks #4

7	10/04	Healthcare Quality and the Patient Experience	Ch 8 The Culture Connection: Hardwiring Consistent Quality Delivery Ch 9 Measuring and Improving Patient Experiences of Care CASE: The Wrong Shot: Error Disclosure Video: Five Skills to Improve the Patient Experience Video: Webinar: Improving Patient Experience through Routine Care Communication Video: Improving Patient-Provider Communication: Joint Commission Standards and Federal Laws (Parts 1-4)	In-Class Work #6 Quiz: 5 Case Study Tasks #5
8	10/11	The Role of Information Technology in Healthcare Quality	Ch 10 Dashboards and Scoreboards: Tools For Creating Alignment Ch 13 Information Technology: Implications For Healthcare Quality CASE: Reconciling Doses Video: Implementing EHRs to Improve Healthcare Quality	In-Class Work #7 Quiz: 6 Case Study Tasks #6
9	10/18	Healthcare Quality and Patient Safety	Ch 11 Patient Safety and Medical Errors Ch 12 Creating A Culture Of Safety And High Reliability CASE: Dealing with Burnout CASE: Glucose Roller Coaster CASE: What Happened to Alex? Video: One Simple Solution for Medication Safety	In-Class Work #8 Quiz: 7 Case Study Tasks #7
10	10/25	Leading Healthcare Quality	Ch 14 Leadership for Quality Ch 15 Organizational Quality Infrastructure: How Does An Organization Staff Quality? CASE: On Being Transparent CASE: Mutiny	In-Class Work #9 Quiz: 8 Case Study Tasks #8
11	11/01	Implementing Healthcare Quality with Process Improvements	Lynda.com Course: Lean Six Sigma Fundamentals CASE: Department of Family Medicine at the University of Colorado Case Study	In-Class Work #10 Quiz: None Case Study Tasks #9
12	11/08	Implementing Healthcare Quality: Navigating Organizational Politics	Ch 16 Implementing Quality As The Core Organizational Strategy Ch 17 Implementing Healthcare Quality Improvement: Changing Clinician Behavior CASE: The Unfortunate Admission CASE: Low on the Totem Pole Video: Overcoming Resistance to Change - Isn't It Obvious?	In-Class Work #11 Quiz: 9 Case Study Tasks #10
13	11/15	Healthcare Quality In The Environment	Ch 18 The Quality Improvement Landscape Ch 19 Accreditation: Its Role In Driving Accountability in Healthcare	In-Class Work #12 Quiz: 10

			<p>CASE: Code Blue—Where To?</p> <p>Article: “With MACRA looming, doctors can't afford waiting to plumb its intricacies”</p> <p>Video: Accreditation Association for Ambulatory Health Care (AAAHC): Introduction</p> <p>Video: Accreditation: Why Bother?</p>	
14	11/29	Healthcare Quality and Value-Based Purchasing	<p>Ch 7 Physician and Provider Profiling</p> <p>Ch 20 How Purchasers Select and Pay For Value: The Movement To Value-Based Purchasing</p> <p>CASE: The Crowded Clinic</p> <p>CASE: HMO Formulary Standardization Six Sigma Breakthrough</p> <p>Video: Value Based Purchasing</p> <p>Video: Surviving Value-Based Purchasing in Healthcare</p>	Case Study Final Draft Due
15	12/06	Course Summary Quality in the Healthcare System	<p>Ch. 21 Transforming the Healthcare System for Improved Quality</p> <p>CASE: Outpatient Imaging Reports TAT Cut from 64 to 9 Hours</p> <p>CASE: Using Six Sigma to Reduce Pressure Ulcers at a Hospital</p> <p>CASE: Using Six Sigma to Improve Clinical Quality and Outcomes</p>	Practice Final Exam
F	12/13	Course Final	Tuesday, December 13, 2016, 8:15-10:15 pm CST Online	Final Exam