INDIANA TECH

Course Syllabus Cover Page – Spring 2021

Course Number: HIM 4600

Course Title: Health Care Process Improvement

Course Description:

Operations management, organizational behavior, and health services research is explored in this course, with special attention on Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The starting point for quality improvement is understanding the type and causes of system variation. Measurement, variation, and CQI tools and techniques are described and practiced, guided by multiple case studies in a variety of health care organizations. Careful examination is given to maximizing the performance of quality improvement teams, measuring customer satisfaction, managing risk, forging a safety culture, educating health professionals, and the role of accreditation in promoting quality and safety.

Prerequisites: HIM3000, HIM3700, and HIM3800.

Credit hours: 3

Learning Outcomes:

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

1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification process
2. Demonstrate use of quality management tools for performance improvement
3. Interpret concepts of change management theories, techniques, and leadership.
4. Manage human resources to facilitate staff recruitment, retention, and supervision
5. Collaborate in the development and implementation of information governance initiatives.
6. Take part in enterprise wide committees

Indiana Tech

College of Professional Studies

HIM 4600 Healthcare Process Improvement

Online Syllabus Course Content

Instructor Information
Please see Professor Profile at the Blackboard instructional site.

Course Schedule
Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies
All of the online courses taken by students are required to follow the policies posted online at
http://online.indianatech.edu/tech-policies/policies/. Please review the posted policies carefully. If you are
unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742
and request to withdraw from this course.

Policy Concerning Students with Disabilities:
"Indiana Tech is committed to ensuring the full participation of all students in its programs. If you have a
documented disability requiring academic adjustments or accommodations, please notify me during the first
week of class. Early notification will ensure that your learning experience is not compromised or delayed.
Please refer to Student Handbook for additional information." You should also contact The Office of Student
Success at studentsupport@indianatech.edu.

Course Description
Operations management, organizational behavior, and health services research is explored in this course, with
special attention on Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The
starting point for quality improvement is understanding the types and causes of system variation.
Measurement, variation, and CQI tools and techniques are described and practiced, guided by multiple case
studies in a variety of healthcare organizations. Careful examination is given to maximizing the performance of
quality improvement teams, measuring customer satisfaction, managing risk, forging a safety culture,
educating health professionals, and the role of accreditation in promoting quality and safety. (3 credit hours)

Prerequisite
HIM 3000, HIM 3700, HIM 3800

Textbook
Shaw, P. L. and Carter, D. (2020). *Quality and performance improvement in healthcare: Theory, practice, and
    management* (7th ed.). Chicago, IL: AHIMA Press.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Identify departmental and organizational survey readiness for accreditation, licensing and/or
   certification processes.
2. Demonstrate use of quality management tools for performance improvement.
3. Interpret concepts of change management theories, techniques and leadership.
4. Manage human resources to facilitate staff recruitment, retention, and supervision.
5. Collaborate in the development and implementation of information governance initiatives.
6. Take part in enterprise-wide committees.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard

Grading Events				
Assessment	**Qty**	**Pt.**	**Tot.**	**%**
Course Preparation Quiz	1	15	15	2%
Discussion Forum	5	20	100	16%
Case Studies	5	30	150	25%
Module Assignments	5	30	150	25%
Weekly Quizzes	4	25	100	16%
Final Exam	1	100	100	16%
Total			**615**	**100%**

Grading Scale							
A	100%	-	93%	**C+**	79%	-	77%
A-	92%	-	90%	**C**	76%	-	73%
B+	89%	-	87%	**C-**	72%	-	70%
B	86%	-	83%	**D**	69%	-	60%
B-	82%	-	80%	**F**	>60%	-	0

Student Learning Objectives and Curriculum Competencies Explained

This table links the Student Learning Objectives (SLO) above to the Curriculum Competencies (CC) to be met in the course. The CCs are based on Employer Expectations of program graduates. The CCs are organized within the six AHIMA Knowledge Domains with Subdomains. Students are tested on these Domains on the RHIT and RHIA Exams. Use this course to master the SLOs/CCs/Domains listed below. The SLO link to each CC is located in the left-most column. The column Found in Chapter/Module describes the module where the student will find resource materials on CC to be mastered. The column Assignment Exercising Proficiency lists the assessments where the student builds proficiency in that CC. The number in parentheses following the CC describes the Blooms Taxonomy Level to be acquired.

SLO	Curriculum Competencies to be met in this course. The curricula competencies were developed by the Council for Excellence in Education (CEE) to reflect changes in the workforce. The competencies demonstrate the base educational requirements. Programs are encouraged to meet and exceed the taxonomic levels associated with each competency.		
	Entry Level Competency Student Learning Outcomes	**Found in Chapter/ Module**	**Assignment exercising Proficiency**
	Domain III. Informatics, Analytics, and Data Use		
	Subdomain H Information Integrity and Data Quality		
2	3. Apply quality management tools (3)	Module 2 Module 3	M4A1 M4CS M3A1
2	4. Perform quality assessment, including quality management, data quality, and identification of best practices for health information systems (4)	Module 1 Module 2 Module 5	M2CS M3CS M6A1
	Domain VI. Leadership		
	Subdomain VI.A. Leadership Roles		
6	5. Take part in enterprise wide committees (4)	Module 1	M2A1 M2CS
	Subdomain VI. B Change Management		

3	1. Interpret concepts of change management theories, techniques and leadership (5)	Module 6	M6CS
	Subdomain VI. D Human Resource Management		
4	1. Manage human resources to facilitate staff recruitment, retention, and supervision (5)	Module 3 Module 4	M4CS M5CS
	Subdomain VI. F Strategic and Organizational Management		
1	1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes (3)	Module 3 Module 4	M4CS M5CS
5	6. Collaborate in the development and implementation of information governance initiatives (4)	Module 1 Module 2 Module 5	M2CS M3A1 M6A1

Discussion Forum Description(s)

You will be asked in each module to participate in a discussion forum. The discussion forum is an interactive communication forum in which an initial discussion question will be posted at the start of each week for students to respond to, and engage in, discussion. Each discussion forum will contain one questions in which an initial response must be submitted no later and Thursday of the week, and then two peer responses must be submitted by Sunday of the week. Each weekly discussion is worth 20 total points (10 for initial response, 7 for peer responses, and 3 for spelling/grammar).

Case Study Description(s)

You will be asked in each module to complete a case study written analysis. You will be presented with a case study in which you will review the case and provide in-depth responses to several critical thinking questions in reference to the case study. More detailed requirements and grading criteria can be found with the Weekly Modules in Blackboard. Each of these case study responses will be worth 30 points

Assignment Description(s)

You will be asked in each module to complete an assignment. These assignments will vary from module to module but will require you to complete activities that demonstrate your understanding of the module content and objectives. Individual assignment requirements and grading criteria can be found with the Weekly Modules in Blackboard. Each of these assignment responses will be worth 30 points.

Quiz Description(s)

Each module students will complete a quiz that covers all material from within that module. The quizzes are formulated to assess students understanding of key concepts from the readings, lectures and learning objectives. The quizzes could consist of multiple choice, matching, true/false, or fill in the blank questions. Each quiz contains 10 questions and is worth 25 points.

Final Exam

There will be one final exam in the course. This is a comprehensive final examination that covers all materials and concepts from the course. The final exam is worth 100 total points and must be completed before the close of the course. The final exam must be completed in one sitting as you will not be able to stop your exam and resume later.

Class Participation

Class participation is evaluated in the Discussion Board. There are five discussions that focus on HIM topics and one where students share their PPE activities. Students may share their PPE experiences in the Andorfer Commons Forum. This is a non-academic environment to network with classmates.

Late Assignments
All assignments and required online activities are due according to the deadline listed in the course schedule. The instructor's policies on late assignments are described in the Course Announcements. Granting deadline extension is the course instructor's autonomy.

Incompletes
If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:
- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
  - able to complete all of the remaining coursework within a session (6 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
  - able to provide support documentation to substantiate the need for extra time should a session not be enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

The final dates to withdraw from classes at each fee amount are listed on the Business Office webpage for CPS: https://busoffice.indianatech.edu/cps/schedules-withdrawals/

Course Related Communication
Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within one business day. Unless there is an extraneous situation that prevents me from following this rule, you can expect to hear from me within one business day. If you don't receive my reply within one business, please do not hesitate to follow-up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been one business day past and I have not heard from my instructor." and the University support will act on your behalf to contact your course instructor.

Course Schedule

<h2 style="text-align:center; color:red;">COURSE BEGINS: Mon. xx/xx</h2>

MODULE ONE

Week	Topics/Readings	Assignments	Due Dates	Points
W	Review the Syllabus	Course Preparation Quiz	**Sun. xx/xx**	**15**
E	Navigate the Course	Post *initial* post in the Meet Your Classmates discussion (located in Welcome - Start Here menu option)	**Thurs. xx/xx**	
E	Module 1 Live Lecture, Week 1: Course Orientation	Post *feedback* posts in the Meet Your Classmates discussion (located in Welcome - Start Here menu option)	**Sun. xx/xx**	**0**
K		M1Q1: Syllabus Acknowledgement Quiz	**Sun. xx/xx**	**0**
1		**Tech Live Session**	**xx/xx**	
		Online Office Hours	**xx/xx**	

MODULE TWO

Week	Topics/Readings	Assignments	Due Dates	Points
W	Textbook CH 1: Intro and History of Performance Improvement	Post *initial* post for the discussion: M2D1 - Malcom Bridge Award	**Thurs. xx/xx**	
E	Textbook CH 2: Defining a Performance Improvement Model	Post *feedback* posts for the discussion: M2D1 - Malcom Bridge Award	**Sun. xx/xx**	**20**
E	Textbook CH 3: Identifying Improvement Opportunities	M2CS: Opportunities for Improvement & performance Improvement Teams Case Study	**Sun. xx/xx**	**30**
K	Textbook CH 4: Using Teamwork in Performance Improvement	M2A1: Performance Improvement Committee	**Sun. xx/xx**	**30**
2	Module 2 Live Lecture, Week 2 Learning Resources	M2Q1: Module 2 Quiz	**Sun. xx/xx**	**25**
		Tech Live Session	**xx/xx**	
		Online Office Hours	**xx/xx**	

MODULE THREE

Week	Topics/Readings	Assignments	Due Dates	Points

Week	Topics/Readings	Assignments	Due Dates	Points
W E E K 3	Textbook CH 5: Aggregating & Analyzing Performance Improvement Data	Post *initial* post for the discussion: M3D1 - Internal and External Customers	**Thurs. xx/xx**	**20**
	Textbook CH 6: Communicating Performance Improvement Activities	Post *feedback* posts for the discussion: M3D1 - Internal and External Customers	**Sun. xx/xx**	
	Textbook CH 7: Measuring Customer Satisfaction	M3CS: Performance Improvement Dashboard Analysis	**Sun. xx/xx**	**30**
	Textbook CH 8: Refining the Continuum of Care	M3A1: Performance Improvement Tools	**Sun. xx/xx**	**30**
	Textbook CH 9: Improving the Provision of Care, Treatment, & Services	M3Q1: Module 3 Quiz	**Sun. xx/xx**	**25**
	Module 3 Live Lecture, and Learning Resources	**Tech Live Session**	**xx/xx**	
		Online Office Hours	**xx/xx**	

MODULE FOUR

Week	Topics/Readings	Assignments	Due Dates	Points
W E E K 4	Textbook CH 10: Preventing & Controlling Infectious Disease	Post initial post for the discussion: M4D1 - Infection Control	**Thurs. xx/xx**	**20**
	Textbook CH 11: Decreasing Risk Exposure	Post feedback posts for the discussion: M4D1 - Infection Control	**Sun. xx/xx**	
	Textbook CH 12: Building a Safe Medication Management System	M4CS: Root Cause Analysis	**Sun. xx/xx**	**30**
	Textbook CH 13: Managing the Environment of Care	M4A1: TJC Sentinel Events	**Sun. xx/xx**	**30**
	Module 4 Live Lecture, Learning Resources	M4Q1: Module 4 Quiz	**Sun. xx/xx**	**25**
		Tech Live Session	**xx/xx**	
		Online Office Hours	**xx/xx**	

MODULE FIVE

Week	Topics/Readings	Assignments	Due Dates	Points
W E	Textbook CH 14: Developing Staff & Human Resources	Post *initial* post for the discussion: M5D1 - Medical Staff Committees	**Thurs. xx/xx**	**20**
	Textbook CH 15: Organizing & Evaluating Performance Improvement	Post *feedback* posts for the discussion: M5D1 - Medical Staff Committees	**Sun. xx/xx**	

Week	Topics/Readings	Assignments	Due Dates	Points
E	Textbook CH 16: Navigating the Accreditation, Certification, & Licensure Process	M5CS: Medical Staff Reappointment	Sun. xx/xx	30
K	Textbook CH 17: Implementing Effective Information Management Tools for PI	M5A1: Quality Management Literature Search	Sun. xx/xx	30
5	Module 5 Live Lecture, Learning Resources	M5Q1: module 5 Quiz	Sun. xx/xx	25
		Tech Live Session	xx/xx	
		Online Office Hours	xx/xx	

MODULE SIX

Week	Topics/Readings	Assignments	Due Dates	Points
W	Textbook CH 18: Managing Healthcare Performance Improvement Projects	Discussion post: M6D1 - Course Reflection	Thurs. xx/xx	20
E	Textbook CH 19: Managing the Human Side of Change	M6CS: Managing Departmental Change	Sun. xx/xx	30
E	Textbook CH 20: Understanding the Legal Implications of Performance Improvement	M6A1: AHIMA Data Quality Management Model	Sun. xx/xx	30
K	Module 6 Live Lecture, Learning Resources	M6FE: Module 6 Final Exam	Sun. xx/xx	100
6		Tech Live Session	xx/xx	
		Online Office Hours	xx/xx	

COURSE ENDS: Sun. xx/xx