

Saint Leo University

HCA 410

Quality Improvement Methods in Health Care

Course Description:

An in-depth study of quality improvement philosophy, methodologies, tools, and issues. Emphasis on quality standard setting, system design, reporting mechanisms, and effectiveness assessment. The relationship between quality improvement programs, risk management, and utilization review are closely examined.

Prerequisite:

HCA 302 and senior standing

Textbooks:

Sollecito, W. A. and Johnson, J. K. (2013). *McLaughlin and Kaluzny's continuous quality improvement in health care* (4th ed.). Sudbury, Massachusetts: Jones & Bartlett Learning. ISBN-13: 978-0-7637-8154-5;

McLaughlin, C. P., Johnson, J. K., & Sollecito, W. A. (2012). *Implementing continuous quality improvement in health care: A global casebook*. Sudbury, Massachusetts: Jones & Bartlett Learning. ISBN-13: 978-0-7637-9536-8

Reference Materials:

Agency for Healthcare Research and Quality: www.qualitymeasures.ahrq.gov

Free subscription to National Quality Measures Clearinghouse:

www.qualitymeasures.ahrq.gov/resources/discussionlist.aspx

Course Objectives:

1. Summarize the historical and modern applications of quality improvement principles in health services administration.
2. Distinguish the concept of benchmarks and their relationship to institutional accreditation.
3. Describe the quality improvement process in terms of standard setting, program design, methodologies, reporting mechanisms, and effectiveness assessment.
4. Examine the integration of quality improvement principles and processes with risk management, utilization review, physician governance, institutional research, and computer information services.
5. Assess the application of quality improvement in hospital care, ambulatory care, home-health care, management care, and rehabilitation environments.
6. Delineate the relationship between quality improvement and meeting patient requirements.
7. **Values Outcome:** Explain and integrate the Saint Leo core values of community and excellence as they relate to quality improvement in health care management.

Competency Areas and Levels:

This course will guide the students to develop the following professional competency areas from the curriculum-wide competency model:

Health Leadership Competency Model of the National Center for Healthcare Leadership

- Professional Competency Development to Level 4 (Analytical thinking)
- Professional Competency Development to Level 3 (Ethics in management)
- Professional Competency Development to Level 2 (Change leadership, communication skills, human resource management, information technology management, professionalism, strategic orientation, systems thinking, team leadership)
- Professional Competency Development to Level 1 (Financial skills)

Affective Domain of Learning

Professional Competency Development in the Affective Domain (to Level 3) Self-reflection, development of student interests, attitudes, and values

Saint Leo University Core Values

Professional Competency Development in Saint Leo University Core Values (to Level 3)

Levels of Competency Mastery

Level 1: Comprehend (e.g., define, describe, explain, summarize)

Level 2: Apply (e.g., use, demonstrate, illustrate, calculate)

Level 3: Analyze (e.g., examine, distinguish, compare, contrast)

Level 4: Evaluate (e.g., weigh, recommend, conclude, justify, advocate)

Level 5: Create (e.g., propose, design, formulate, plan)

Glossary of Professional Competency Development Areas:

Health Care Management Professional Competency Development Areas (based on the Health Leadership Competency Model of the National Center for Healthcare Leadership, NCHL)

Transformation Domain

Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professionals around new models of healthcare and wellness. Competencies include:

Achievement Orientation: A concern for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals, or something that has not been done previously (innovation).

Analytical Thinking: The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

Community Orientation: The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values and to move health forward in line with population-based wellness needs and national health agenda.

Financial Skills: The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

Information Seeking: An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments.

Innovative Thinking: The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.

Strategic Orientation: The ability to draw implications and conclusions in light of the business, economic, demographic, ethno-cultural, political, and regulatory trends and developments, and to use these insights to develop an evolving vision for the organization and the health industry that results in long-term success and viability.

Systems Thinking: The ability to approach, examine, and understand structures, processes, and outcomes from a perspective of complex networks of interactions and interdependencies.

Execution Domain

Translating vision and strategy into optimal organizational performance. Competencies include:

Accountability: The ability to hold people accountable to standards of performance or ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Change Leadership: The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

Collaboration: The ability to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.

Communication: The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.

Ethics in Management: The ability to exemplify, develop, and lead a values-based organizational culture that consistently practices high standards of integrity and ethics in day-to-day work and decision-making in response to ethical issues, conflicts, and challenges.

Impact and Influence: The ability to persuade and convince others (individuals or groups) to support a point of view, position, or recommendation.

Information Technology Management: The ability to see the potential in and understand the use of administrative and clinical information technology and decision-support tools in process and performance improvement. Actively sponsors their utilization and the continuous upgrading of information management capabilities.

Initiative: The ability to anticipate obstacles, developments, and problems by looking ahead several months to over a year.

Organizational Awareness: The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

Performance Measurement: The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques.

Process Management and Organizational Design: The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

Project Management: The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

People Domain

Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader's responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others. Competencies include:

Human Resources Management: The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

Interpersonal Understanding: The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others.

Professionalism: The demonstration of ethics and professional practices, as well as stimulating social accountability and community stewardship. The desire to act in a way that is consistent with one's values and what one says is important.

Relationship Building: The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

Self-Confidence: A belief and conviction in one's own ability, success, and decisions or opinions when executing plans and addressing challenges.

Self-Development: The ability to see an accurate view of one's own strengths and development needs, including one's impact on others. A willingness to address needs through reflective, self-directed learning and trying new leadership approaches.

Talent Development: The drive to build the breadth and depth of the organization's human capability, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

Team Leadership: The ability to see oneself as a leader of others, from forming a top team that possesses balanced capabilities to setting the mission, values, and norms, as well as holding the team members accountable individually and as a group for results.

Affective Domain

In health care management education, teaching and learning in the affective domain emphasize self-reflection and development of student interests, attitudes, values, feelings, behaviors, motivation, respect, concern, responsibility, and commitment.

Saint Leo University Core Values

Excellence: As the first Florida Catholic university, Saint Leo is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

Community: Saint Leo University develops hospitable Catholic learning communities everywhere we serve – in Florida and around the world. We foster a spirit of belonging, unity and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Assignments:

Examinations:

There are two required examinations in this course, a Midterm Examination and a Final Examination. Each of these exams will be two and a half hours in length and will be comprised of short answer type questions based on the following content: Midterm – Modules 1-4, Final – Modules 5-8. Each exam must be completed by Sunday night at 11:59 PM in the module in which it is given.

Module Case Studies:

Each student is responsible for reading the assigned material and submitting the answers to the case study questions by Sunday night at 11:59 PM in the Assignment folder according to the course schedule. Evaluation of work submitted will be provided to the student.

Term Paper:

Students will be required to submit an 800-1000 word term paper. The paper must focus on a **quality** issue in health care management and include at least one intervention from the text that the student as a health care manager would utilize to correct the quality issue. The issue must be from one of the four categories: patient safety, medical errors, consumer satisfaction, or team dynamics. The student is expected to explain how the intervention would be implemented and evaluated as well as how the intervention will improve quality of the selected issue. Students are required to submit their topics for approval (and state why they chose the topic) to the Term Paper Topic Discussion Board no later than Thursday 11:59 EST/EDT of Module 3. Students will then comment on at least two classmates' term paper topic posts before the conclusion of the module.

The paper will utilize APA format and be double-spaced with 1-inch margins and 12-point font. The 800 word minimum requirement means at least 800-1000 words of written material of which no less than 75% must be your own words, not quotations. Cover sheets, tables of contents, pictures, diagrams, charts, excessive quotations, and reference pages do not count as part of the minimum word requirement. The professor reserves the right to determine what constitutes "excessive." Students are required to submit the term paper no later than Sunday 11:59 EST/EDT of Module 7.

Term Paper Presentation:

Additionally, students are required to create a presentation about their chosen term paper topic. It is recommended that the student use Microsoft PowerPoint for this presentation. The presentation must be a minimum of 10 slides in length, covering all of the relevant aspects of the term paper. The use of the notes section to capture relevant talking points for each slide is expected. Students are required to submit and post the term paper presentation no later than Thursday 11:59 EST/EDT of Module 8.

Discussion Board:

Each student is responsible for posting a thoughtful response to the weekly discussion board question, and must respond to at least two other students' postings.

In addition:

Module 3: Students will post term paper topics and explain why they chose their respective topics. Each student is expected to respond to at least two classmates.

Module 8: Students will post a presentation covering the major research finding of their papers. Each student is expected to respond to at least two classmates.

Evaluation:

Final grades will be earned based on the following scale:

Grade	Score (%)
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

In determining the final grade the following weights will apply:

Assignment	% of Final Grade
Examinations (2 @ 10% ea.)	20%
Case Study Assignments (4 @ 8% ea.)	32%
Discussions (10 @ 2% ea.)	20%
Term Paper	20%
-Topic selection and APA formatted reference list	(5%)
-Thought Worksheet for critical thinking on selected topic	(5%)
-Submitted Term Paper	(10%)
Term Paper Presentation	8%
Total	100%

Course Schedule:

Module 1 Defining CQI: What It Is, What It Is Not, and Why CQI Works in Health Care

Objectives

When you complete this module, you should be able to:

- Explain the definition and purpose of continuous quality improvement (CQI).
- Define the history and purpose of CQI.
- Describe the business case for health care quality improvement.
- Describe the advantages of CQI application in health care.

Assignments

Items to be Completed:	Due No Later Than:
Post an introduction to the class	Thursday 11:59 PM EST/EDT
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Case Study 1	Sunday 11:59 PM EST/EDT

Module 2 The Outcome Model of Quality/Measurement and Statistical Analysis in CQI

Objectives

When you complete this module, you should be able to:

- Evaluate the conceptual frameworks for measuring the quality of health care, and provide a definition of quality of care that focuses on outcomes of care.
- Examine data requirements and risk-adjustment techniques for comparing health outcomes across providers and/or over time.
- Evaluate the analytical approach to data evaluation.
- Compare measurement and statistical analysis of data.
- Classify types and uses of quality improvement tools.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Case Study 2	Sunday 11:59 PM EST/EDT

Module 3**Measuring Consumer Satisfaction and Understanding Team Effectiveness in Quality Improvement****Objectives**

When you complete this module, you should be able to:

- Define consumer satisfaction.
- Evaluate the rationale for measurement of satisfaction.
- Explain the relevance of measuring consumer satisfaction to the CQI process.
- Determine the process and content of high performance teams and quality improvement.
- Compare team characteristics, composition, size, relationships, safety, norms, and stages of development.
- Evaluate team effectiveness through leadership, communication, decision making, and learning.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Post and submit your Term Paper Topic	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates' Term Paper Topics	Sunday 11:59 PM EST/EDT
Submit Case Study 3	Sunday 11:59 PM EST/EDT

Module 4**Patient Involvement and Social Marketing in CQI****Objectives**

When you complete this module, you should be able to:

- Identify patient roles in CQI.
- Identify methods for patient involvement.
- Describe social marketing techniques for promoting CQI in health care settings/for health care issues.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Midterm Examination	Sunday 11:59 PM EST/EDT

Module 7

Quality Improvement in Primary and Patient Care

Objectives

When you complete this module, you should be able to:

- Evaluate the historical perspective of the 2001 Institute of Medicine's report, "Crossing the Quality Chasm: A New Health System for the 21st Century."
- Assess organization-centered strategies, issue-centered strategies, and microsystem-centered strategies for organizing, delivering, and improving patient care.
- Describe the internal and external factors that impact care delivery organization and CQI.
- Describe IMPROVE, a test of a managed care-sponsored CQI for improving primary care preventative services delivery.
- Review the findings, conclusions, and recommendations of IMPROVE.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit the Term Paper	Sunday 11:59 PM EST/EDT

Module 8

CQI, Public Health Organizations, and Accreditation

Objectives

When you complete this module, you should be able to:

- Analyze the statistical process control and data management in research studies.
- Evaluate the audit process, sampling approach, and summarizing results.
- Evaluate the focus of public health on communities and populations and the unique customization requirements.
- Outline the challenges to health care accreditation.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates initial responses	Sunday 11:59 PM EST/EDT
Post and submit the Term Paper Presentation	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates Term Paper Presentations	Sunday 11:59 PM EST/EDT
Complete the Final Examination	Sunday 11:59 PM EST/EDT