HSP 3325
QUALITY CONTROL MANAGEMENT IN HEALTHCARE

SPRING SEMESTER 2022

Archer College of Health and Human Services

Instructor: Dr. Linda C. Ross

Email: linda.ross@angelo.edu
Phone: 325-486-6020 (HSP office)
Office: Online
Office Hours: Online or phone by appointment

Course Information

Course Description

This course is an introduction of integrated delivery systems and their operations. It includes an examination of patient care management and the patient experience. A framework for understanding quality efforts is also an integral part of the course

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses
None

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

Program Outcomes
Upon completion of the program of study for the Generic Bachelor of Science in Health Science Professions, the graduate will be prepared to:

Upon completion of the program of study for the Generic Bachelor of Science in Health Science Professions, the graduate will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
1. Identify and explain the major theories of Continuous Quality Improvement	Class Presentations, Group Leadership, Quizzes, Exams, and Class Participation
2. Analyze and explain the basics of quality and safety measurement, team performance and outcome models in improving patient care	Class Presentations, Group Leadership, Quizzes, Exams, and Class Participation
3. Evaluate the transformation of performance improvement in health care organizations	Class Presentations, Group Leadership, Quizzes, Exams, and Class Participation
4. Describe the impact of health care reform on quality improvement	Class Presentations, Group Leadership, Quizzes, Exams, and Class Participation

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System (http:///blackboard.angelo.edu)

Required Texts and Materials

- Sollecito, W.A. & Johnson, J.K. (2020) Continuous Quality Improvement in Health Care. Burlington, MA: Jones & Bartlett. 5th Edition
  ISBN 9781284126594

Recommended Texts and Materials

Additional reading assignments noted in the syllabus or that are required for homework assignments will be posted to the course site in Blackboard.

Technology Requirements
Respondus Lockdown Browser and Monitor (which requires a web cam),

Blackboard Collaborate (which also requires a web cam)

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline
Chapter 1 – The Global Evolution of Continuous Quality Improvement: From Japanese Manufacturing to Global Health Services.
Chapter 2 – Factors Influencing the Application and Diffusion of CQI in Health Care
Chapter 3 – Integrating Implementation Science Approaches into Continuous Quality Improvement
Chapter 4 – Understanding Variation, Tools, and Data Sources for CQI in Health Care
Chapter 5 – Lean and Six Sigma Management: Building a Foundation for Optimal Patient Care Using Patient Flow Physics
Chapter 6 - Understanding and Improving Team Effectiveness in Quality Improvement
Chapter 7 – The Role of the Patient in Continuous Quality Improvement
Chapter 8 – A Social Marketing Approach to Increase Adoption of Continuous Quality Improvement Initiatives
Chapter 9 – Assessing Risk and Preventing Harm in the Clinical Microsystem
Chapter 10 – Classification and Reduction of Medical Errors
Chapter 11 – Continuous Quality Improvement in U.S. Public Health Organizations: Widespread Adoptions and Institutionalization
Chapter 12 – Health Service Accreditation: A Strategy to Promote and Improve Safety and Quality
Chapter 13 – Quality Improvement in Low – and Middle-Income Countries
Chapter 14 – Future Trends and Challenges for Continuous Quality Improvement in Health Care

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous. (The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.) Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board Assignments	15%
8 Weekly Quizzes	15%
Midterm Exam	10%
Final Exam	20%
Group Discussion Board Leader	20%
Group Discussion Board Written Assignment	20%

Assessment	Percent/Points of Total Grade
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

    A = 90.00-100%

    B = 80.00-89.99%

    C = 70.00-79.99%

    D = 65.00-69.99%

    F = 0-64.99 points (Grades are not rounded up)

Teaching Strategies

This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located on Blackboard.

Discussion Board Participation: (15%) There will be *five **student led*** discussion board assignments, one for weeks 2, 3, 4, 5 & 6. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students' process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board

assignments using the "Online Discussion Rubric" to support individual answers to the assigned questions throughout this course.

Group Discussion Leader Assignment: (20%) Each Discussion Board will be Student Led. The student leaders will prepare to serve as the leader of the discussion board by selecting a video from a reliable source such as the Institute of Healthcare Quality, Institute of Medicine or other reliable source, develop two discussion questions and facilitate discussion for the week.

The assigned students will serve as the discussion board leaders and will be responsible for developing content and questions and lead students in identifying key quality issues and indicators to develop skills to serve as leaders for Quality Improvement projects in the future. Such processes may include gathering and analyzing data, seeking out best practices, and engaging voices and perspectives of other students.

Weekly Quizzes: (15%) Students will have seven weekly quizzes to assess course knowledge. Quizzes are timed Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice and/or True/False questions.

 Midterm and Final Exams: (10% & 20%) The Midterm and Final Exams account for 10% and 20% respectively for 100% of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures. The exams will consist of 50-75 multiple choice and/or True/False questions.

Access to quizzes and exams will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however, use of another electronic device is prohibited.

Analysis to the class. A power Point presentation should be used and all members of the group must participate in the presentation. No changes may be made to the document after submission. The Strategic Plan Executive Summary will be completed individually (not as a group).

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at linda.ross@angelo.edu and attach a copy of what you are trying to submit. ==Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.== This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your

assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up in weekly modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook][1]
- [Angelo State University Catalog][2]

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity.][3]

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[4] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)[6] for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Please refer to the Blackboard course – CV and Syllabus tab to view the Course Schedule.

Grading Rubrics

Rubrics for all assignments and course requirements can be found online within each assignment area or in the Rubrics section of the course. Rubrics will be adhered to for grading purposes and students not meeting requirements will see deductions in their overall score for each assignment.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion. Areas on the IDEA evaluation include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) **Important**
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions) **Essential**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **Important**
5. Learning how to find, evaluate, and use resources to explore a topic in depth **Important**

End of Syllabus

---

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[4] https://www.angelo.edu/services/disability-services/

[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

[6] https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of