COLLEGE OF HEALTH AND HUMAN SERVICES
California State University, Long Beach
Health Care Administration Department

HCA 450 –Quality Improvement/Management in Health Care Delivery
Spring 2017

Professor: Sara Nourazari, PhD
E-mail: sara.nourazari@csulb.edu
Office Hours: Tue 2:30-3:30 pm
Office Location: Office #05 (in front of HHS1)
Phone: 562-985-1825

Teaching Assistant: Manveen Kaur
E-mail: makkarmanveen@gmail.com

Class Number: 6678    Section: 2
Class Meets: MW 12:30-1:45 pm
Room: SPA Room 106

Course Description
Prerequisites: HCA 300. (Please refer to details below) and HCA 465 (Preferred)
Basic elements of quality improvement and organizational responsibilities related to quality improvement in
health care delivery. Data analysis for quality improvement, clinical practice guidelines, and future of
healthcare quality improvement strategies.
Letter grade only (A-F). (Lecture)
Instruction Mode: In Person

Learning Objectives, Domain, and Competency Table
The Health Care Administration Department has adopted a competency-based curriculum, based on the
American College of Health Care Executives (ACHE) Competencies Assessment Tool and the Healthcare
Leadership Alliance (HLA) Competency Directory. This course is designed to develop competencies in Domain
4 – Healthcare Systems and Organizations and Domain 5 – Quality Improvement. The chart below describes
course outcomes and how they will be met and measured (see Appendix for CSULB HCA Competencies).

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Domain</th>
<th>Competency</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and evaluate the implications and effects of regulation, legislation and accreditation to Health Care Quality Improvement</td>
<td>Knowledge of the Healthcare Environment (4)</td>
<td>Healthcare Systems and Organizations (A)</td>
<td>Lecture, Test, Class Discussion</td>
</tr>
<tr>
<td>Understand and discuss Quality, Efficiency, Return on Investment, Access to health care and Quality implications</td>
<td>Business Skills and Knowledge (5)</td>
<td>Quality Improvement (H)</td>
<td>Lecture, Discussions, Test, Project</td>
</tr>
<tr>
<td>Discuss, and Understand Customer Satisfaction via Application of Quality Improvement Strategies, Philosophies, and Techniques</td>
<td>Business Skills and Knowledge (5)</td>
<td>Quality Improvement (H)</td>
<td>Lecture, Discussions, Project, Case studies</td>
</tr>
</tbody>
</table>
Understand, discuss Incentive Payments for Quality Health Care

Knowledge of the Healthcare Environment (4)

Healthcare Systems and Organizations (A)

Lecture, Discussions, Paper or classroom projects

Understand and Discuss Quality Improvement in Various Delivery Settings

Knowledge of the Healthcare Environment (4)

Healthcare Systems and Organizations (A)

Lecture, Discussion, Project and Case studies

**Text(s) and other course materials**

- Lecture notes and handout materials
- A list of References is presented at the end of the syllabus. Students are encouraged to use this reference material for enhancing the information discussed in class.

**Attendance**

Class attendance is critical and is required. Please read carefully and thoroughly to understand the class policy on attendance and punctuality:

Attendance and punctuality are basic requirements for an effective discussion and team-based course. Beyond that, each person's frequency and quality of contribution to the class discussion will be assessed and reflected in the class participation score. Bear in mind you are now in a professional school, and a member of a learning community. Thus, you are expected to comport yourself as a professional person. For instance, be on time for class, do not leave the class while it is in progress for other than emergencies, turn off cell phones and laptops, be respectful of others’ viewpoints even if you disagree with them, and dress appropriately for a professional activity.

I understand that extenuating circumstances arise that can make this difficult; Excused absences must conform to university policy. Make-up assignments and documentation for excused absences must be turned into the professor within 1 week of the absence date. If circumstances make you miss more than 6 classes during the semester, you are required to speak to me in person immediately after your sixth absence.


- **Unexcused absences**: You will lose 10 points for each unexcused absence. Please note that I will not accept any further work form you after your 11th absence as at that point it will be mathematically impossible for you to pass this course. Missing the last day counts as 2 absences.

- **Punctuality**: Arriving 15+ minutes late counts as a missed class. Arriving 1-15 minutes late counts as ½ of a missed class.

If you only have ½ of a missed class throughout the semester, it will be automatically dropped when calculating your final grade.

*Keep in mind that you start the semester with ALL your points, so don’t lose them!*
**Withdrawal policy**
Per Departmental policy, students who do not attend the first class will be dropped from the course. Again, this is departmental policy due to the high-demand for HCA courses.

Withdrawal after 2nd week and before the 3rd week is “permissible for serious and compelling reasons;” professor will evaluate student withdrawal requests on a case-by-case basis.

**Assessment of student performance**

- **Tests:** There will be five quizzes each worth 15 points (for a total of 75 points), and a final exam worth 75 points. In case of emergencies, a make-up exam will be given if you contact me within 48 hours and provide valid documentation. Disabled students, who qualify for alternate testing arrangements, please advise the professor and make arrangements well in advance (at least three weeks before the exams).

- **Homework assignments:** There will be **6 exercises** for a total of 120 points.

- **Final Group Project:** You will work in groups (2-3 members) to work on a quality improvement project. There are 4 main deliverables for the final project: Team wiki (10 points), project proposal (10 points), a final presentation (50 points). A final assessment of all group members will occur at the final of your project (5 points).

In this project, you will choose a journal paper in the general area of Healthcare Quality and Patient Safety from a recently published (2013 onwards) journal. A representative list of possible journals will be provided via BeachBoard. You are not limited to these, nor all articles in these journals be considered relevant. All teams are required to have the paper approved by the professor via the project proposal before starting work on any topic.

- **Team Wiki:** Your Team Wiki must include the following:
  1. Names, e-mail addresses, and phone number for each team member
  2. Team norms (a list of at least 8 “rules” everyone in the team agrees to abide to)
  3. The dates and times for team meetings

  ✏️ Make sure your team wiki, is neat, professional, creative, informative, organized, and easy to read.

- **Project proposal:** Include the first page of the journal paper and briefly explain the problem being addressed. In addition, you need to explain why this is the paper of your choice.

- **Project presentation:** In you final project presentation, you will should:
  - Briefly outline the article explaining the basic principle involved
  - Summarize all assumptions
  - Give detailed steps of the procedure and the intervention including people responsible (do not copy what is in the paper, as the goal of this assignment is presenting your comprehension of the paper.)
- Provide a more detailed description of the area chosen for study: describe the setting in for the project (e.g., hospital, ambulatory care)
- If medication is involved, describe the portion of the medication use process involved (e.g., prescribing, dispensing, administering, monitoring)
- Discuss the process and/or outcome measures necessary to determine if goal(s) were met
- Describe what data were collected and what measures already existed
- Describe data collection methods
- Argue why the selected work is/isn’t important
- Comment on the article, including its advantages and limitations; include personal comments and critiques
- List the challenges for this work
- Propose at least two next steps/future work for the selected project

You may need to use additional references. The intent is for you to determine what you need to learn in order to fully understand your paper, its problem, and solution – some will need to review many references; some may need only a few.

- **Team evaluation:** At the end of your project, your teammates will evaluate your performance along several dimensions. These evaluations will be submitted individually to the professor and will remain confidential.

- **Participation:** Active and meaningful participation in class discussions and activities is highly recommended and is rewarded (a total of 5 points).

- **Grade Computation:** The quizzes, final exam, exercises, final presentation, attendance, and participation will be used to compute your final grade, which will be distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>75</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
</tr>
<tr>
<td>6 Exercises</td>
<td>120</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Final group project</td>
<td>75</td>
</tr>
</tbody>
</table>

  **Total:** 350 points

Grades will be based upon total course points according to the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% (360 points or more)</td>
</tr>
<tr>
<td>B</td>
<td>80-89% (320-359 points)</td>
</tr>
<tr>
<td>C</td>
<td>70-79% (280-319 points)</td>
</tr>
<tr>
<td>D</td>
<td>60-69% (240-279 points)</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59% (0-239 points)</td>
</tr>
</tbody>
</table>
Late Homework Assignment Policy
No late assignment will be accepted. The assignments should be submitted through Beachboard/Dropbox or in class as directed.

Communicating with the professor
Please sign your full name to any emails sent to the professor. Emails subject should include the course code and section (e.g. HCA 450 – Sec 2 – Question about office hours). Please allow 24-36 hours to receive a response, especially during the first month of the semester.

University Policies
- **Cheating and Plagiarism.** Please be aware of and ensure that your behavior conforms to University Policy, as contained in the California State University, Long Beach Policy Statement 80-01: [http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02)
- **Disabilities must be verified by the University.** Professor may require confirmation of disability and evaluation of accommodation request from Disabled Student Services. A reminder that it is the student's responsibility to notify the professor in advance of the need for accommodations of a university verified disability”
- **Communications.** Students are expected to check email and BeachBoard accounts regularly for class announcements and their standing in the course.

Class Schedule And Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td>Introductions &amp; Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 25</td>
<td>Introduction to quality improvement</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 30</td>
<td>Quality management</td>
<td>Ch. 2</td>
<td>Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Feb 1</td>
<td>Quality management</td>
<td>Ch. 2</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>3</td>
<td>Feb 6</td>
<td>Quality measures and measurement</td>
<td>Ch. 3</td>
<td>Assignment 2</td>
</tr>
<tr>
<td></td>
<td>Feb 8</td>
<td>Quality measures and measurement</td>
<td>Ch. 3</td>
<td>Assignment 2</td>
</tr>
<tr>
<td></td>
<td>Feb 10</td>
<td>Evaluating performance</td>
<td>Ch. 4</td>
<td>Assignment 3</td>
</tr>
<tr>
<td></td>
<td>Feb 12</td>
<td>Evaluating performance</td>
<td>Ch. 4</td>
<td>Submit the selected journal paper for approval</td>
</tr>
<tr>
<td>6</td>
<td>Feb 20</td>
<td>Evaluating performance</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 1</td>
<td>Continuous improvement</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar 6</td>
<td>Performance improvement tools</td>
<td>Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 8</td>
<td>Performance improvement tools</td>
<td>Ch. 6</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>8</td>
<td>Mar 13</td>
<td>Improvement project teams</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 15</td>
<td>Improvement project teams</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 20</td>
<td>Improving patient safety</td>
<td>Ch. 8</td>
<td>Assignment 5</td>
</tr>
<tr>
<td></td>
<td>Mar 22</td>
<td>Improving patient safety</td>
<td>Ch. 8</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>9</td>
<td>Mar 27</td>
<td>Fall Break – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr 3</td>
<td>From error to harm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 5</td>
<td>From error to harm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr 10</td>
<td>Responding to adverse event</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Please note that the above schedule is tentative and the professor reserves the right to alter or change assignments.** Changes in the syllabus will be announced in class, via email and on the BeachBoard. It is a student’s responsibility to remain updated on course changes. **

**Bibliography**


Aspden, Philip, Corrigan, Janet M., Wolcott, Julie, Erickson, Shari M., Editors, Committee on Data Standards for Patient Safety; Patient Safety: Achieving a New Standard for Care, 2004, 550 pages

Auerbach Andrew D., M.D., M.P.H., The Tension between Needing to Improve Care and Knowing How to Do It N Engl J Med, 357;6, August 9, 2007


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Leach, David C, Philibert, Ingrid, High Quality Learning for High Quality Health Care-Getting it Right, JAMA, 2006, 296: 1132-1134


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Robinson, JC, Reinvention of Health Insurance in the Consumer Era. JAMA, 2004; 291: 1880-1886

Appendix

CSULB HCA COMPETENCIES - From ACHE Competencies Assessment Tool, 2016

CSULB’s Health Care Administration Department has adopted these competencies as the basis for its curriculum. The domains are listed and defined below, with the principal areas included in each domain. HCA graduates are expected to demonstrate competence in aspects of all five domain areas.

Domain 1 – Communication and Relationship Management. The ability to communicate clearly and concisely with internal customers, establish and maintain relations, and facilitate constructive interactions with individuals and groups.
   A. Relationship Management
   B. Communication Skills
   C. Facilitation and Negotiation

Domain 2 – Leadership. The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance. According to the HLA model, leadership intersects with each of the other four domains.
   A. Leadership Skills and Behavior
   B. Organizational Climate and Culture
   C. Communicating Vision
   D. Manage Change

Domain 3 – Professionalism. The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.
   A. Personal and Professional Accountability
   B. Professional Development and Lifelong Learning
   C. Contributions to the Community and Profession

Domain 4 – Knowledge of the Healthcare Environment. The understanding of the healthcare system and the environment in which healthcare managers and providers function.
   A. Healthcare Systems and Organizations
   B. Healthcare Personnel
   C. The Patient’s Perspective
   D. The Community and the Environment

Domain 5 – Business Skills and Knowledge. The ability to apply business principles, including systems thinking, to the healthcare environment.
   A. General Management
   B. Financial Management
   C. Human Resource Management
   D. Organizational Dynamics and Governance
   E. Strategic Planning and Marketing
   F. Information Management
   G. Risk Management
   H. Quality Improvement