Catalog Description: Study of the many facets of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation and presentation of data in statistical formats, quality improvement functions, quality tools, utilization management, risk management, and medical staff data quality issues.

Lecture hours = 3, Lab hours = 0

Prerequisites: HITT 1361 (co-requisite)

Semester Credit Hours: 3  
Lecture Hours per Week: 3  
Lab Hours per Week: 0  
Contact Hours per Semester: 48

State Approval Code: 510700

Instructional Goals and Purposes: To introduce the student to the theory, practice, and management of performance and quality improvement processes in healthcare organization. To provide students with a basic background in performance improvement philosophy and methodology for healthcare practice today. Students will gain hands-on practice applying the analytical and graphic tools used in performance and quality improvement.

Learning Objectives:  
Upon successful completion of this course, the student will be able to:  
1. Monitor compliance with governmental and organizational regulations and accreditation standards.  
2. Identify the effective use of teams in performance improvement activities.  
3. Identify potential risk management issues.  
4. Coordinate utilization and resource management functions.  
5. Assist in medical staff credentialing and quality improvement functions.  
6. Collect, organize and present data for quality management, utilization management, risk management and other related studies.  
7. Organize and contribute to work teams and committees.
8. Use quality improvement tools and techniques to monitor, report and improve processes.

Specific Course Objectives:

SCANS Basic Skills: Ai, Aii, Aiii, Aiv, Av, Bi, Bii, Biii, Biv, Bv, Ci, Cii, Ciii, Civ, Cv
SCANS Workplace Competencies: Ai, Aiii, Aiv, Bi, Bii, Biii, Biv, Bv, Bvi, Ci, Cii, Ciii, Civ, Cii, Ciii, Cii, Dii, Diii, Ei, Eii

Defining a Performance Improvement Model
- To explain the cyclical nature of performance improvement activities.
- To introduce terminology and standards common to performance improvement activities.
- To describe the distinction between organization-wide performance improvement activities and team-based performance improvement activities.
- To outline the organization-wide performance improvement cycle.
- To outline the team-based performance improvement cycle.

Identifying Improvement Opportunities Based on Performance Measurement
- To explain the principal aspects of healthcare that are targeted for performance measurement.
- To describe the significance of outcomes and proactive risk reduction in performance improvement methodology.
- To explain how brainstorming and the nominal group technique can be used in performance improvement activities.

Using Teamwork in Performance Improvement
- To identify the effective use of teams in performance improvement activities.
- To enumerate the differences between the roles of the leader and the members in performance improvement teams.
- To describe the contributions that team charters, team roles, ground rules, listening, and questioning can make to improve the effectiveness of performance improvement teams.

Aggregating and Analyzing Performance Improvement Data
- To differentiate between internal and external benchmark comparisons.
- To identify common healthcare data collection tools.
- To introduce the concept of data aggregation in support of data analysis.
- To describe the various data types.
- To recognize the correct graphic presentation for a specific data type.
- To design graphic displays for a given set of data.
- To analyze the data for changes in performance displayed in graphic form.
Communicating Performance Improvement Activities and Recommendations

- To apply communication tools such as minutes, quarterly reports, and storyboards in performance improvement processes.
- To recognize the key elements in a storyboard and critique a storyboard layout.

Measuring Customer Satisfaction

- To identify the differences between internal and external customers.
- To outline the reasons why customers’ perspectives are important to the performance improvement process.
- To describe the difference between surveys and interviews.
- To outline the characteristics that make surveys and interviews effective.
- To critique a survey or interview format.

Refining the Continuum of Care

- To explain the reasons why processes have been developed to optimize the continuum of care.
- To identify and discuss the steps in the case management function.
- To describe how criteria sets/core measures contribute to the management of care in the U.S. healthcare system.

Preventing and Controlling Infectious Disease

- To describe why the control of infection is so important in healthcare organizations.
- To differentiate healthcare-associated infections (HAI) from community-acquired infections.
- To identify the governmental organizations that develop regulations in this area, and explains the regulatory approaches often taken by healthcare facilities.
- To explore the National Patient Safety Goals related to infectious disease and their impact on healthcare providers.

Decreasing Risk Exposure

- To describe the importance of managing risk exposure in today’s healthcare organization.
- To explain the importance of using occurrence reporting to decreasing risk exposure.
- To define the concept of a sentinel event.
- To understand how sentinel events can point to important opportunities to improve safety in healthcare organizations.
- To explain how risk managers use their skills in patient advocacy to lessen the impact that potentially compensable events can have on healthcare organizations.
• To emphasize the importance of National Patient Safety Goals for healthcare organizations and strategies for proactive risk reduction activities.

**Improving the Provision of Care, Treatment, and Services**
• To identify four core processes or elements in the care, treatment, and service of patients and to recognize the common means by which healthcare organizations monitor and improve the quality of these elements of care.
• To understand the roles that clinical practice guidelines and evidence-based medicine play in standardizing patient care.
• To explore how partnering with agencies and consumer groups has improved the quality of patient care.

**Building a Safe Medication Management System**
• To identify how health policy, national initiative, the private sector, and professional advocacy all contribute to the design of safe medication management systems.
• To recognize the important functions included in a safe and effective medication management system.
• To use the failure mode and effects analysis (FMEA) tool as a proactive risk reduction strategy in anticipating medication system failures.
• To become familiar with the process of monitoring and reporting medication errors and adverse drug events.
• To understand patient safety issues and the legal consequences associated with medication errors and adverse drug events.

**Improving Care Environment and Life Safety**
• To identify the relationship between the environment of care and patient safety.
• To list the seven safety functions outlined by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).
• To describe a risk assessment and a hazard vulnerability analysis.
• To describe the safety monitoring process.

**Developing Staff and Human Resources**
• To recognize the need to integrate performance improvement and patient safety data into the management of the human resources function in healthcare.
• To identify the tools commonly used to manage the recruitment and retention of human resources.
• To outline the credentialing process for independent practitioners and employed clinical staff.
Navigating the Accreditation, Certification, or Licensure Process

- To differentiate between compulsory and voluntary reviews.
- To explain the performance improvement perspectives of accreditation, certification, and licensure organizations.
- To describe the various approaches of accreditation, certification, and licensure agencies to the site visit and survey.
- To identify approaches that lead to success in the survey process.

Managing the Human Side of Change

- To apply change management techniques to implement performance improvements.
- To describe the three phases of change.
- To identify key steps in change management.

Specific Tasks Accomplished:

Methods of Evaluation:
The previously described performance/learning objectives 1 – 6, will be measured by chapter exams covering 3-5 chapters at a time. Tests will be primarily multiple choice, fill in the blank and short answer, with a few essay questions. Occasionally there will be daily work assigned that will require the student to write short answers to questions. Students will be asked to summarize several Journal of AHIMA articles which are 3+ pages long.

In order for students to appreciate the use of teams and performance improvement tools in learning objective 7-8, each student will be assigned to a Performance Improvement Team which will identify a performance problem in an educational or healthcare organization. The team will collect, analyze and report data, and then recommend a performance improvement initiative to solve the problem. Student participation will be evaluated by the instructor and other team members. The overall project will be evaluated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project mission, data collected and analysis</td>
<td>40%</td>
</tr>
<tr>
<td>Storyboard or power point presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Team evaluation of participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Grade:
Final grade in the course will be an average of total scores achieved during the semester.

- Examinations will be given over textbook and lecture material 50%
- Special performance improvement team project 20%
- Evaluation of classroom exercises, professionalism and attendance 10%
- Final Examination 20%
The final grade will be determined by the accumulated average scores achieved during the semester according to the following scale:

\[
\begin{align*}
90 - 100 & = A \\
80 - 89 & = B \\
70 - 79 & = C \\
60 - 69 & = D \\
<60 & = F
\end{align*}
\]

**Professionalism**: Success in one’s career is almost as dependant on professional behavior as on one’s academic knowledge and abilities. Students are expected to exhibit professional behavior in the classroom and in all activities associated with this course. Professional behavior includes:

- **Attends Class and is Punctual** – The student attends every class period arrives on time for class activities or informs the instructor in a timely manner of unavoidable situations that cause the student to be late of miss class.
- **Dependable** – The student meets assignment deadlines and follows through to completion of responsibilities.
- **Effective interpersonal and team skills** – The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, and demonstrates a positive attitude.
- **Effective communications skills** – The student listens, speaks using correct grammar and without excess fillers, e.g. *um, you know, like.*
- **Ethical conduct** – The student maintains honesty, integrity, and confidentiality of patient, provider, fellow student and college information.
- **Class participation** – The student actively participates in class discussions and activities by making accurate and relative statements to the topic under discussion which indicate preparation and builds arguments on the discussion of fellow students; active listening to both the instructor and the class members.

**Attendance**: Regular attendance is essential to achievement. The student is expected to attend all meetings of those classes in which the student is enrolled.

Students are responsible for all assignments, even in the event of an absence.
Texts, Materials, and Supplies:
Textbooks:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com

Supplies:
Notebook, pen, pencil, paper, and supplies for Team Project Storyboard Presentation.

Special Notes:
Cell phones and pagers are not acceptable in the classroom except on the silent mode.

If any student in this class has special classroom or testing needs because of a physical, learning or emotional condition, please contact the ADA Student Coordinator in Student Services in the Martha Miller Administration Building, telephone 903-693-1123.

Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.

OTHER:
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
Foundations skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) **Reading**: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) **Writing**: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) **Arithmetic and Mathematical Operations**: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) **Listening**: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) **Speaking**: Organize ideas and communicate orally.

b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) **Creative Thinking**: generate new ideas.
   ii) **Decision Making**: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) **Problem Solving**: recognize problems and devise and implement plan of action.
   iv) **Visualize (“Seeing Things in the Mind's Eye”)**: organize and process symbols, pictures, graphs, objects, and other information.
   v) **Knowing How to Learn**: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) **Reasoning**: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) **Responsibility**: exert a high level of effort and persevere toward goal attainment.
   ii) **Self-Esteem**: believe in one's own self-worth and maintain a positive view of oneself.
   iii) **Sociability**: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) **Self-Management**: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
         Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills:** A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customer: work to satisfy customer’s expectations.
      iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
      v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
      vi) Work with Diversity: work well with men and women from diverse backgrounds.
         Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

   c) **Information:** A worker must be able to acquire and use information.
      i) Acquire and Evaluate Information.
      ii) Organize and Maintain Information.
      iii) Interpret and Communicate Information.
      iv) Use Computers to Process Information.
         Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
d) **Systems**: A worker must understand complex interrelationships.
   i) **Understand Systems**: know how social, organizational, and technological systems work and operate effectively with them.
   ii) **Monitor and Correct Performance**: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) **Improve or Design Systems**: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) **Select Technology**: choose procedures, tools or equipment including computers and related technologies.
   ii) **Apply Technologies to Task**: understand overall intent and proper procedures for setup and operation of equipment.
   iii) **Maintain and Troubleshoot Equipment**: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.

**HIM Associate Degree Entry-Level Competencies**

**Domains, Subdomains, and Tasks**

I. **Domain**: Health Data Management

   A. **Subdomain**: Health Data Structure, Content and Standards
      1. Collect and maintain health data (such as data elements, data sets, and databases).
      5. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.
II. Domain: Health Statistics, Biomedical Research, and Quality Management

A. Subdomain: Healthcare Statistics and Research
   1. Abstract and maintain data for clinical indices/databases registries.
   2. Collect, organize, and present data for quality management, utilization management, risk management, and other related studies.

B. Subdomain: Quality Management and Performance Improvement
   1. Abstract and report data for facility-wide quality management and performance improvement programs.
   2. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

III. Domain: Health Services Organization and Delivery

A. Subdomain: Healthcare Delivery Systems
   1. Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.

IV. Domain: Information Technology and Systems

A. Subdomain: Information and Communication Technologies
   1. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information,
   2. Use common software applications such as spreadsheets, databases, word processing, graphics, presentation, e-mail, and so on in the execution of work processes.

V. Domain: Organization Resources

A. Subdomain: Human Resources
   1. Apply the fundamentals of team leadership.
   2. Organize and contribute to work teams and committees.
   3. Prioritize job functions and activities.
   4. Use quality improvement tools and techniques to monitor, report and improve processes.