

**WESTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF PUBLIC HEALTH**

EXECUTIVE MHA PROGRAM
HCA 543: HEALTH CARE QUALITY AND ACCOUNTABILITY, SPRING 2016

Instructor Information

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Course Information and Materials

Prerequisite: HCA 540 – Health Care Organization and Administration

Meetings and Venue: This course is offered entirely online. Any group meetings will also take place online at pre-arranged times during the term.

Required textbook: None

Readings:

1. Assigned weekly readings
2. Institute of Medicine (IOM). *“Crossing the Quality Chasm Report”*
3. Institute of Medicine. *“To Err Is Human: Building A Safer Health System”*
4. Relevant audio/visual materials on healthcare quality that will assigned in advance of class meetings
5. Links aa

Disability Policy

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Preamble

Health care quality is one of the areas of emphasis in creating a healthcare system that is efficient, effective and capable of producing the intended outcomes at affordable and sustainable cost. Quality management is among the core skill sets identified in health administration. Students in health management programs are expected to understand the concepts of quality management and how they are applied in different healthcare settings and scenarios.

Course Description

Major shifts in health care delivery are underway as the U.S. healthcare system is undergoing a wave of reforms in the reimbursement of hospitals and providers. A shift from the traditional fee-for-service models to quality-related reimbursements or value-based purchasing is occurring in an attempt to build a culture of accountability and to address escalating costs and other unfavorable trends in health care.

This course will discuss the main concepts of quality in a way that will support the students in navigating the new environment of care as it becomes commonly applied in service delivery. In this manner, the objectives of this course are:

- (1) To promote an advanced academic and professional awareness on healthcare quality and related issues in the U.S. healthcare delivery system;
- (2) To familiarize students with the fundamental concepts of healthcare quality and their practical applications; and
- (3) To develop knowledge and understanding of the methods for planning, measuring, assessing and improving healthcare quality.

Types, functions, and influence of accreditation organizations and other state/federal regulatory bodies that govern quality will be discussed. Students will have an opportunity to assess provisions that address health care quality as stipulated in the Affordable Care Act.

This course will be offered on the basis of the Institute of Medicine (IOM)'s six aims for quality improvement namely SAFETY, TIMELINESS, EFFECTIVENESS, EFFICIENCY, EQUITY & PATIENT CENTEREDNESS. Student experience from their previous or current quality-related positions is expected enrich the learning process through discussions and other platforms.

Learning Outcomes

It is expected that upon successful completion of the course, the students will be able to:

1. Describe the IOM's Six Aim Approach and be able to demonstrate its application and importance in health care;
2. Demonstrate an understanding of the linkage between quality and reimbursement of providers and systems of care;

3. Analyze and evaluate important healthcare quality concepts and dimensions;
4. Investigate the current state of healthcare quality and quality challenges faced by the delivery system;
5. Explore and understand major trends in healthcare quality;
6. Illustrate application of tools and methods used in the measurement, assessment and improvement of healthcare quality;
7. Develop ability to critically review current research and policy that applies to healthcare quality as well as build research interest in the field.

Participation Policy

Students are expected to participate regularly by visiting the course site to follow up with discussions and different tasks assigned to them. Also, before each module students are expected to read the assigned materials from the primary weekly readings and other sources to grasp the content and facilitate active participation in class discussions. Knowledge of healthcare organizations gained from HCA 540 or experience in health care will be the foundation for improving and enriching the value of participation in discussing quality issues that can be linked to different healthcare settings and professions.

A significant part of the course assessment will be based on written assignments. Any identification of a student's participation in a course activity in an unethical manner involving but not limited to **plagiarism, copying of another student's test, copying work from another student, providing work for another to copy, claiming to have done work they did not do**, will lead to grade penalties or a record filled with the department of public health, or both, depending on the degree of the offense.

Assessments of the Learning Outcomes

Students will be evaluated in four major areas described below:

1. Case Study – 30% [Outcomes 1, 2, 5, 6]---Individual Work

Two case studies on healthcare quality, each worth 15% of the total grade will be assessed for each student. Sufficient time will be given for the completion of the case studies. Students may choose to engage in informal group discussions, but the final work will be graded as individual effort and creativity in responding to the case. Format and requirements of each case study will be provided.

2. The Six-Aim Project: Paper/Presentation – 45% [Outcomes 1-4, 7]--Group

Students will be divided into six groups based on the IOM's six aims for quality improvement, also referred to as the STEEEP Model: **S**afety, **T**imeliness; **E**ffectiveness, **E**fficiency, **E**quity and **P**atient-Centeredness. Each group will conduct research on quality of care pertaining to their Six-Aim principle. Groups will be formed by the second week of the term and research requirements will be then be provided. From the research findings, the group will write a project paper that will be submitted at the end of the term. One of the points of emphasis for each group is to demonstrate how the group's respective Six-Aim principle can be employed as a quality principle in order to succeed in the value-based purchasing era.

Secondly, each group will prepare a discussion prompt related to their Six-Aim Principle. The prompts will start on the 4th module of the term. Students in the prompting group are also expected to participate in the discussions during their week by responding to their peers when they discuss their topic.

The project will carry 45% of the total grade distributed in three components as: literature review (15%) and final paper (30%). The paper should be well prepared, and students are expected to be able to adequately (i) focus on the Six-Aim principle assigned to the group; and (ii) observe professionalism, including scientific reporting. Specific paper format and requirements will be provided by the second week of the term. APA style is required throughout.

3. Reflection Quizzes and Papers – 15% [Outcomes 1-4]--Individual

After every two weeks to the end of the term, students are required to attempt a timed quiz or submit a short paper that highlights their understanding of the module content. The coverage of the quiz or paper will be based on the module content. For the paper, make it a 2-page double spaced paper with one inch margins typed in 12-point Times New Roman Font. The paper will carry 15% of the total grade.

4. Discussion Board – 10% [Outcomes 1, 2, 4, 5, 7]—Individual/Group

There will be a discussion board posted every week on Blackboard. The topic of discussions will be provided by the instructor as general discussions on quality or Six-Aim principles. Discussion boards will close at 11:59pm on Sundays during the weeks they are attempted.

You are required to prepare your own primary, detailed post. Full credit is possible in a discussion board each week if a student makes a primary post and comments on at least two distinct primary posts of other students in class. Do not respond with simple statements such as “I agree with you” “Your post is great” “I don’t agree with you”, etc. You need to put substance in your response. In addition, your responses should be spread over the week to indicate engagement and participation—**DO NOT POST ALL YOUR RESPONSES IN ONE DAY; SPREAD THEM OVER THE FORUM DURATION.**

ALL WRITTEN ASSIGNMENTS SHOULD BE PRESENTED IN APA STYLE

Grading Summary

Case Study	30%
Research Project	45%
Reaction Paper/Quiz	15%
Discussion Board	10%

Total	100%
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**Grading Scale: A: 90 – 100% B: 80 – 89% C: 70 – 80% D: 60 – 69% F: Below 60%.
The Instructor will reserve the right to alter the grading scale.**

Course Outline for Class Meetings

Topics and Reading Assignments

1. Background and Introductions, February 8-14, 2016

- 1.1 Current state of health care quality
- 1.2 Digesting the IOM's six aims for quality improvement
- 1.3 Review of To Err is Human Report
- 1.4 Quality in health care vs. other industries

Required Reading Assignment

- Assigned Readings
- *To Err Is Human*: <http://malnutrition.andjrn.org/Content/articles/To-Err.pdf>

2. Aim 1: Safety in Healthcare Services, February 15-21, 2016

- 2.1 Defining and Understanding Safety
- 2.2 Patient Safety and Its Measurements
- 2.3 Issue and Strategies in Safety: Patient Experience/HCAHPS
- 2.4 Safety and Value-Based Purchasing
- 2.5 Quiz 1

Required Reading Assignment

- Assigned Readings on Patient Safety
- *Crossing the Quality Chasm*: <file:///C:/Users/WKUUSER/Downloads/IOM.pdf>

3. Aim 2: Timeliness and Its Place in Health Care, February 22-28, 2016

- 3.1 Defining Timeliness
- 3.2 Issues and Measurement of Timeliness
- 3.3 Timeliness and Access to care
- 3.4 Timeliness and Value-Based Purchasing
- 3.5 Case Study 1 Available (Due by March 8, 2016)

Required Reading Assignment

- Assigned Readings on Timeliness

4. Aim 3: Effectiveness in the Health System, February 29-March 3, 2016

- 4.1 Defining and Understanding Effectiveness of Care
- 4.2 Measurements of Effectiveness of Care
- 4.3 Evidence-Based Care/Effectiveness and Affordable Care Act
- 4.4 Effectiveness and Value-Based Purchasing
- 4.5 Reflection Paper 1

Required Reading Assignment

- Assigned Readings on Effectiveness

5. Aim 4: Efficiency, March 14-20, 2016

- 5.1 Overview of Efficiency in the System
- 5.2 The cost of quality
- 5.3 Approaches in measuring and improving efficiency in the system
- 5.4 Efficiency and Value-Based Purchasing
- 5.5 Web conference sessions for course progress (Adobe Connect)

Required Reading Assignment

- Assigned Readings on Efficiency/Cost of Care

6. Aim 5: Equity/Equality of Care, March 21-27, 2016

- 6.1 What is Equity in Health Care?
- 6.2 Measurements of Healthcare Equity
- 6.3 Health Disparities and Quality
- 6.4 Equity and Value-Based Care
- 6.5 Case Study 2 Available (Due by April 8, 2016)
- 6.6 Quiz 2

Required Reading Assignment

- Assigned Readings on Equity and Health Disparities

7. Aim 6: Patient-Centeredness, March 28-April 3, 2016

- 7.1 What is Patient Centeredness?
- 7.2 Measurements of Patient-Centeredness
- 7.3 Patients or Customers? Why?
- 7.3 Patient Centeredness and Value-Based Purchasing, Revisiting the HCAHPS

Required Reading Assignment

- Assigned Readings on Patient-Centeredness

8. Overview: Web Conferencing via Adobe Connect, April 4-10, 2016

- 8.1 Literature Review
- 8.2 Progress Report
- 8.3 Course Evaluation
- 8.4 Reflection Paper 2

9. Presentations I: Web Conference via Adobe Connect, April 11-17, 2016

- 9.1 Safety Group
- 9.2 Timeliness Group
- 9.3 Effectiveness Group

10. Presentations II: Web Conference via Adobe Connect, April 18-24, 2016

- 10.1 Efficiency Group
- 10.2 Equity Group
- 10.3 Patient-Centeredness Group
- 10.4 Quiz 3/Term Project Papers
- 10.5 End of the Course

Additional reading materials may be assigned during the semester.