Process Improvement in Health Administration
HLTH-5150
S1 2021 Section 69 3 Credits 01/04/2021 to 03/15/2021 Modified 11/17/2020

Meeting Times

Wednesday 5:30 pm - 9:30 pm est
Orlando Metro Campus & Webnet (Zoom)

Contact Information

Adjunct Assistant Professor : Abeer Alamri, Ph.D.
Email: abeeralamri77@webster.edu

Description

This course is designed to provide graduate students studying Health Administration with a working knowledge of performance tools current quality measure and patient safety issues. Healthcare organization fully recognized that incorporating quality improvement in an organization’s vision, mission and operations can enhance processes, prevent failure, improve quality and enhance patient experiences.

Requisites

HLTH 5100 Statistics for Health Administration.

Outcomes

Course Learning Outcomes

- Learn which Performance Improvement tool(s) are optimal for a given improvement opportunity (e.g., Lean vs. Failure Mode Effect Analysis vs. Root Cause Analysis).
- Develop a working knowledge of the following performance tools: Plan-Do-Study-Act/, Lean techniques, Failure Mode Effect Analysis, and Root Cause Analysis.
- Describe the use of charts and graphs to interpret quality measures and to promote performance improvement.
- Organize a Project Improvement project using the Plan-Do-Study-Act/Adjust cycle.
- Perform a Root Cause Analysis.
- Understand how Pro efforts have evolved to specifically address patient safety, such as Comprehensive Unit-based Safety Programs and the WHO Surgical Checklist.
- Describe the needs for and impact of quality and patient safety information.

Competencies

- Leading and Managing - Hold self and others responsible for organizational mission, vision and goals
- Quantitative Analysis - Analyze and interpret quantitative information
- Strategic Planning - Develop and discuss a strategic plan for a healthcare organization
- Health Policy - Define the operational and economic impact of select health policies on the delivery of health care services
Required Textbook

Health Care Operations Management

Author: McLaughlin, Olson
Publisher: Health Administration Press
Edition: 3rd
ISBN: 978-1567938517

Materials


Pronovost, Peter, and Vohr, Eric. Safe Patients, Smart Hospitals, How One Doctor’s Checklist Can Help Us Change Health Care from the Inside Out, Hudson Street Press, New York, NY, 2010


Required White Paper and Consensus Report (students should procure from Webster Eden Library)

   a. Guidance for Performing Root Cause Analysis (RCA) with Performance Improvement Projects (PIPs) QAPI.
   b. Guidance for Performing Failure Mode and Effects Analysis with Performance Improvement Projects

Institute for Health Improvement (IHI) on-line Open School Modules

1. Register with IHI as a via the website ihi.org. Please refer to the IHI document “How to Start Taking Courses” in Module 01 in Canvas.
2. Once you are registered, type http://app.ihi.org/lms into your web browser to arrive at the IHI Open School online courses site.
   You will be selecting modules in the Quality Improvement and the Patient Safety categories. You must complete all "lessons" to receive credit.

The first module (Fundamentals of Improvement QI 101) should be completed prior to the first-class session. You can pace yourself on the completion of these modules and can get as many done before the start of the class as you wish.

Deliverables

This course requires students to complete the Institute for Health Improvement (IHI) on-line Open School Modules during the course characteristics of IHI Training:

- Online courses written by world-renowned faculty. MHA students will be able to improve skill sets Boost your skills anywhere you have Internet access.
- A network of learners and educators are connected with like-minded individuals from other professions and countries through face-to-face discussions of various process improvement materials and techniques presented by health system all
After competition of the IHI open School 13 Basic Certification in Quality and Safety, each student will earn a certificate. This certificate demonstrates a high level of proficiency to improve clinical service delivery.

- Short videos, case studies, games— will be used in the course to enhance practical learning and a feeling of ownership by each student.
- **Project-based learning opportunities.** Complete the IHI Open School Quality Improvement Practicum by conducting a quality improvement project with your local institution, or join the IHI Open School Change Agent Network (I-CAN) and build leadership and community organizing skills to improve the health of your community.

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### Evaluation

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<thead>
<tr>
<th>Components</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion x 4</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Case Study x 2</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Quiz x 2</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Exam</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
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</tbody>
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### Breakdown

**Discussion Board (15 Points each)**

You will be required to participate in three discussion posts during the term (15 Points each). Discussion board is located by week in the schedule section of the syllabus. The purpose of the discussions is to stimulate study and discussion of the reading assignments and case questions. Please participate earlier and fully in all the forum discussion. Full participation means that students participate earlier in the discussions in at least two distinct days of a week and make earlier and substantial contributions over the course of the semester. Discussion Board participation will account for about 30% of the final score. Short quotes to support your position is fine, different thoughts, opinions, advice are welcome in the discussions. As each student will find, building rapport and effective relationships are key to becoming an effective health care manager. Students should be respectful of each other. Use of inappropriate language that is offensive will not be permitted. It is a requirement for this course that students use appropriate professional etiquette when using discussion board and email. The faculty role is as an observer and facilitator. Postings will be evaluated on the quality of all postings and the degree that the postings promote discussion with classmates.

**DB instructions:**

- Post an initial response on the discussion board. Your response should be clear, accurate and complete sentences. Support your discussion with a reference (*minimum one scholarly source*)
- Posts should be within a range of 75-150 words.
- You will not see any other student’s posts until you have created your post. Post in the mid-week **(Wednesday)** and post a response late in the week. By spreading out these postings we should have a lively and interesting discussion for the entire week.
- Post your reflection/a response to another student’s post before Sunday 11:59pm (ET) (*minimum one response*). Just posting an "I agree" or "Good ideas" is not acceptable.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion.
The discussion forum is open until Sunday of the same week 11:59 pm (ET).

**Written Case Analyses (40 points each)**

Two case studies on healthcare system worthy of 20% of the total grade will be assessed for each student. 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. All files must be submitted on Canvas. Each written case analysis should be about two-pages long and completed in MS Word, use 12-Point Times New Roman font, double-spaced, and 1-inch margins all around. APA style is required. Use (minimum 2) scholarly resources to support the study. You may use an outline format with “expanded bullet points” as long as your ideas, statements, and recommendations are expressed fully. Students are encouraged to be creative.

**Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90% to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>84% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 83%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
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The GRADUATE catalog provides these guidelines and grading options:

- A/A– Superior graduate work
- B+/B/B– Satisfactory graduate work
- C Work that is barely adequate as graduate-level performance
- CR Work that is performed as satisfactory graduate work (B– or better). A grade of "CR"is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- F Work that is unsatisfactory
- I Incomplete work
- ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- IP in progress
- NR Not reported
- W Withdrawn from the course

**Schedule**

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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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| Week 1 | QI 101: Fundamentals of Improvement | • Lesson 1: Errors Can Happen Anywhere—and to Anyone  
• Lesson 2: Health Care Today  
• Lesson 3: The Institute of Medicine's Aims for Improvement  
• Lesson 4: How to Get from Here to There: Changing Systems |
| Week 2 | QI 102: The Model for Improvement: Your Engine for Change | • Lesson 1: An Overview of the Model for Improvement  
• Lesson 2: Setting an Aim  
• Lesson 3: Measuring for Improvement  
• Lesson 4: Developing Changes  
• Lesson 5: Testing Changes |
|-------|-------------------------------------------------|---|
| Week 3 | QI 103: Measuring for Improvement | • Lesson 1: Measurement Fundamentals  
• Lesson 2: Displaying Data  
• Lesson 3: Learning from Measures |
| Week 4 | QI 106: Level 100 Tools | • Lesson 1: Using Plan-Do-Study-Act (PDSA) Cycles (Part 1)  
• Lesson 2: Using Plan-Do-Study-Act (PDSA) Cycles (Part 2)  
• Lesson 3: Using a Measurement Planning Form  
• Lesson 4: Run Charts (Part 1)  
• Lesson 5: Run Charts (Part 2) |
| Week 5 | PS 102: Human Factors and Safety | • Lesson 1: Understanding the Science of Human Factors  
• Lesson 2: Changes Based on Human Factors Design Principles  
• Lesson 3: Using Technology to Mitigate the Impact of Error |
| Week 6 | PS 104: Root Cause and Systems Analysis | • Lesson 1: Root Cause Analysis Helps Us Learn from Errors  
• Lesson 2: How a Root Cause Analysis Works  
• Lesson 3: How Root Cause Analysis Can Help Improve Health Care |
| Week 7 | QI 104: Putting It All Together: How Quality Improvement Works in Real Health Care Settings | • Lesson 1: The Life Cycle of a Quality Improvement Project: Innovation, to Pilot, to Implementation, to Spread  
• Lesson 2: Spreading Changes  
• Lesson 3: Case Study: Reducing Waiting Times Throughout the Veterans Health Administration |
| Week 8 | QI 105: The Human Side of Quality Improvement | • Lesson 1: Overcoming Resistance to Change  
• Lesson 2: What Motivates People to Change  
• Lesson 3: Culture Change Versus Process Change |
| Week 9 | PS 103: Teamwork and Communication | • Lesson 1: Why Are Teamwork and Communication Important?  
• Lesson 2: Basic Tools and Techniques  
• Lesson 3: Communication During Times of Transition  
• Lesson 4: Developing and Executing Effective Plans |

**Course Policies**

Students are expected to maintain high degrees of professionalism, commitment to active learning and participation in this course. Students are expected to participate in all required activities as listed on the course syllabus. Students are responsible for keeping up with and adhering to the due dates and other instructions. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Students are expected to complete each assignment well before its deadline. Extensions will not be given except under extreme circumstances. The penalty for late submission is 10% for one day late and 20% for two days late. No submission will be accepted after one week. The maintenance of academic integrity is of fundamental importance to Webster University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. Violations of the student code of conduct will result in an F being assigned for this course.

I expect you to attend every class, to arrive on time, and to participate in all class activities. Missing class without a legitimate excuse will be officially acknowledged in a letter to you with a copy sent to your advisor. Regardless of the reasons for your absence, the first one will be considered “excused,” and every absence thereafter will not be excused. Moreover, I will also subtract 10% (from a total of 50% of your grade) for each absence.
100) from your course grade for each absence after the first one. If you must miss class for a legitimate reason, please notify me in advance, if possible; in any event, you are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment.

Students are expected to prepare readings and other required materials for class discussion. The willingness of all members to participate in class discussions, ask questions, and bring relevant issues to class will be critical for successful completion of this course.

Additional Information

Makeup exams will be given under circumstances approved by the instructor.

This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule above presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. The instructor also reserves the right to change the overall course grade weighting. Any changes will be announced in class.

If you miss class you are responsible for getting notes and assignments.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades, and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete
There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

Academic Accommodations
Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

**Student Success Portal**

Webster University’s Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html.

**University Library**

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

**Drops and Withdrawals**

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

- **Undergraduate**
  http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html
- **Graduate**
  http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html
- **Academic Calendar** - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

- **Undergraduate**
  http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html
- **Graduate**
Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/