CREDITS: semester hours (3:0)

COURSE DESCRIPTION: Introduction to principles of quality assessment and outcome management in healthcare organizations.

COURSE OBJECTIVES:

1. Define “quality of health care” from various system perspectives;
2. Examine the historical development, theories, models and trend in quality management;
3. Compare quality assessment and quality evaluation;
4. Identify sources of data for quality assessment & quality improvement;
5. Examine the rationale and designs of “Outcome Management”, and “Performance Measurement”;
6. Apply evaluation designs and instruments in planning outcome research;
7. Evaluate the effectiveness of a quality improvement action plan.

REQUIRED TEXTS AND RESOURCES:

Varkey, MD, Prathibha, Medical Quality Management Theory & Practice; American College of Medical Quality (10th Ed), Jones and Bartlett. ISBN: 9780763760342
Additional readings as assigned.

Course Overview
Students are expected to read all chapters as assigned on the course calendar and study the Power Point summaries in Units (Blackboard).

Following the introduction to (1) basics of quality improvement, the course examines: (2) systems perspective of quality management; and (3) achieving quality results. Specific areas of study include: planning; implementation; measurement; design; and accreditation. The course specifically focuses on strategies to facilitate learning experiences within the complex health care environment.
In general, the pattern of student participation is weekly chapter readings and selected discussion assignments for each chapter, case studies and short quizzes will also be utilized. Summative tests are used to evaluate theoretical learning at the midpoint and conclusion of the course.

**Grades are determined as follows:**

Discussions  
Final Exam  
In-Class Scenarios  
Patient Safety Exercise  
Team Quality Agency Presentation  
Team Case Study Project  
Quizzes

**Grading Scale**

- **A** – 90-100  
- **B** – 83-89  
- **C** – 75-82  
- **D** – 65-74  
- **F** – below 65

**Instructor Policies**

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Written assignments must be submitted by the required date unless other arrangements have been made with the course instructor ahead of the due date. **Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late.**

Students are expected to review the syllabus and course calendar throughout the semester to ensure that they complete class assignments correctly. Additional information may be found in the course Blackboard shell.

3. Students are expected to complete an anonymous course evaluation at the end of the course. The evaluation will be available through Blackboard. The practice of providing feedback to educational experiences is consistent with professional responsibilities.

**POLICIES:**
Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or
physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Course Calendar

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<tr>
<th>Unit</th>
<th>Assignment</th>
<th>remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td>Introductions Discussion; Orientation Quiz; Bb orientation; In-class activity; meet groups</td>
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<tr>
<td>2</td>
<td>Intro to Quality CH 1; Group Project Instructions</td>
<td>Quality Agency Group Project instructions Select group leader and post name in group discussion area; Quiz Ch1</td>
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<tr>
<td>Week</td>
<td>Chapter/Exercise</td>
<td>Course Material</td>
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<td>3</td>
<td>“Chasing Zero”</td>
<td>Chasing Zero video and quiz</td>
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<td>4</td>
<td>Chap 2; ‘Chasing Zero’ discussion in class</td>
<td>Quiz CH 2. in-class activity</td>
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<tr>
<td>5</td>
<td>Chap 3 Patient Safety Exercise Instructions</td>
<td>Quiz Chap 3; Quality Agency Group Project due Sunday midnight</td>
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<tr>
<td>6</td>
<td>Chap 4, Team Building Exercise; Patient Safety Exercise examples</td>
<td>Quiz CH 4; team building exercise in class. Quality Agency discussion due Sunday midnight</td>
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<tr>
<td>7</td>
<td>Chap 6 Healthcare by Design videos</td>
<td>Quiz CH 6; Healthcare by Design quiz</td>
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<tr>
<td>8</td>
<td>Chap 7; case study instructions In Class Scenario Quality Steps Videos</td>
<td>Quality Steps Discussion 1 In Class Scenario assignment (Cust sat) Quiz CH 7 Patient Safety Exercise due Sunday midnight</td>
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<tr>
<td>9</td>
<td>Chap 8; Case Study Instructions</td>
<td>Quality Steps Discussion 2; CS Assignment planning</td>
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<tr>
<td>10</td>
<td>Culture of Improvement Motivating for Improvement</td>
<td>Quiz Unit 11; short answer quiz</td>
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<td>11</td>
<td>Case Study; meet w groups and work in class</td>
<td>Case Study paper and presentation due Sunday midnight</td>
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<td>12</td>
<td>Presentation of case studies in class</td>
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<tr>
<td>13</td>
<td>Presentation of case studies in class</td>
<td>Case Study Discussion; Peer Review due Sunday midnight</td>
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<td>14</td>
<td>Preparing for Emergencies</td>
<td>Quiz Unit 15 due Sunday midnight</td>
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<td>15</td>
<td>NO CLASS</td>
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<tr>
<td>16</td>
<td>OPTIONAL</td>
<td>Final Exam- Essay Online</td>
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