



Science, Allied Health, Health, & Engineering Department

Course: **HIM 220 Supervision/Quality Management**

Instructor: Jill Flanigan

CRN: 1409 Semester: Spring 2018

Science, Allied Health, Health, & Engineering Department

Course: **HIM 220 Supervision/Quality Management**

CRN: **1409**

Semester: **Spring 2018**

Location: **Online/Chapman Hall 709C**

Day/Time: **Online/Wednesday 5:00pm-6:00pm on 2/7, 2/14, 2/21, 2/28, 3/7, 3/21, 3/28, 4/4**

Instructor: **Jill Flanigan** Phone: 860-343-5791 E-mail: jflanigan@mxcc.edu

Schedule an appointment: <https://jillflanigan.youcanbook.me>

Office Hours [Wheaton Hall, Room 313]:

Monday 9:00 am - 10:30 am / Tuesday 9:00 am – 12:00 pm / Wednesday 3:00 pm - 4:30 pm

Course Description (from college catalog):

This course covers topics of leadership, supervision, and quality management. Students will learn common quality improvement processes in healthcare organizations, and discuss topics related to accreditation, licensure, teamwork, change management, project management, data analysis and other quality measures. Students will also perform financial management tasks such as budgeting, accounting and variance analysis. Employee recruitment and employment law will be explored, along with creating an environment that supports a culture of diversity.

Course Prerequisites: : MAT*168 with a “C” or better, HIM*201 with a “C” or better, and HIM*113 with a “C” or better.

Importance of Course in Program/Discipline

American Health Information Management Association (AHIMA) Curriculum Competencies: The AHIMA Council for Excellence in Education developed competencies for associate degree students with the most recent update in the 2014 Curricula requirements. This program covers the AHIMA recommended competencies in six domains including (I) Data Content, Structure, and Standards, (II) Information Protection: Access, Disclosure, Archival, Privacy & Security, (III) Informatics, Analytics, and Data Use, (IV) Revenue Management, (V) Compliance, and (VI) Leadership. This course addresses the following AHIMA competencies (learning level this course/program goal):

Domain III: Informatics, Analytics, and Data Use

Subdomain III.F. Consumer Informatics

III.F.1. Explain Usability and accessibility of health information by patients, including current trends and future challenges.

Domain VI: Leadership

Subdomain VI.A Leadership Roles

VI.A.1 Summarize health information related leadership roles

VI.A.2 Apply the fundamentals of team leadership

VI.A.3 Organize and facilitate meetings

Subdomain VI.C Work Design and Process Improvement

VI.C.1 Utilize tools and techniques to monitor, report, and improve processes

VI.C.2 Identify cost-saving and efficient means of achieving work processes and goals

VI.C.3 Utilize data for facility-wide outcomes reporting for quality management and performance improvement

Subdomain VI.D. Human Resources Management

VI.D.1 Report staffing levels and productivity standards for health information functions

VI.D.2 Interpret compliance with local, state, and federal labor regulations

VI.D.3 Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions.

Subdomain VI.E Training and Development

VI.E.1 Explain the methodology of training and development

VI.E.2 Explain return on investment for employee training/development

Subdomain VI.H. Ethics

VI.H.3 Assess how cultural issues affect health, healthcare quality, cost, and HIM

VI.H.4 Create programs and policies that support a culture of diversity

Subdomain VI.I. Project Management

VI.I.1 Summarize project management methodologies

Program/Discipline Learning Outcomes Contained in Course
Designated TAP Learning Outcomes (Competencies) of the Course

HIM Learning Outcomes (Competencies):

At the conclusion of this course, the Health Information Management Student will be able to:

- Explain Usability and accessibility of health information by patients, including current trends and future challenges.
- Summarize health information related leadership roles
- Apply the fundamentals of team leadership
- Organize and facilitate meetings
- Utilize tools and techniques to monitor, report, and improve processes
- Identify cost-saving and efficient means of achieving work processes and goals
- Utilize data for facility-wide outcomes reporting for quality management and performance improvement
- Report staffing levels and productivity standards for health information functions
- Interpret compliance with local, state, and federal labor regulations
- Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions.
- Explain the methodology of training and development
- Explain return on investment for employee training/development
- Assess how cultural issues affect health, healthcare quality, cost, and HIM
- Create programs and policies that support a culture of diversity
- Summarize project management methodologies

Textbooks and other required readings/computer software/materials/library reserve:

Quality and Performance Improvement in Healthcare, Sixth Edition, 2015, Patricia Shaw, Darcy Carter, AHIMA Press ISBN: 9781584264750.

Methods of Instruction:

Learning will be achieved through readings, use of online videos, library resources, and web links. Resources will be posted to the Blackboard Course space. Students may submit questions about course through online discussion boards or may visit me during office hours. It is important to read all the assigned material and view any video resources posted to the Blackboard Course.

Attention Mobile Users:

Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide a convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, completing assignments or submitting substantive discussion posts.

Communication Plan:

Communication Plan:

These are my expectations for electronic communication:

- I will remove posts that I determine to be inappropriate or unprofessional.
- Post all questions regarding course readings, assignments, or assessments to the Discussion Board.
- Please use email (course messages) *ONLY* when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily during normal business hours only. You can expect a reply from me via email within 24 hours during the workweek. You *may* get an email reply during the weekend or evening.
- Use APA Style for written submissions in this course www.apastyle.org.
- The writing style of discussion boards should be formal and business-appropriate, including citation of sources.

Technology and Social Media:

- Students should not mix personal and academic/professional contacts and accounts when using social media. Students should create social media accounts specifically for professional/academic use to separate their personal online persona from their professional/academic work.
- The college assigns and e-mail account to all students. I will communicate with students through course e-mail or through e-mail directly to the student’s Middlesex Community College e-mail address.
- I will not accept requests to connect with students from my personal social media accounts. I have a LinkedIn account for professional use and I will accept requests to connect from students who have set up a professional LinkedIn account. I will delete that connection if the LinkedIn activity contains unprofessional content.

Attendance Policy:

Attendance in face-to-face courses and regular activity in online courses is essential to student success. If you have decided not to continue in a course, do not simply stop attending. You need to withdraw officially. Only students who withdraw from class will receive a grade of W. Otherwise, students will receive the grade they have earned.

Course Evaluation and Grading:

- Assignments:
 - There will be a 10% penalty for late assignment submission.
 - Use APA Style for written submissions in this course www.apastyle.org
 - Failure to cite sources in a written assignment will result in a zero.
- Exams
 - Exams must be completed by the scheduled date; no late submissions will be permitted.

Project	275 points
Assignments	185 points
Exams	100 points
Total	560 points

The final grade will be evaluated as a percentage and will translate into letter grades as follows:

Points	Percent	Letter Grade
521 - 560	93.0% - 100.0%	A
504 - 520	90.0% - 92.9%	A-
487 - 503	87.0% - 89.9%	B+
465 - 486	83.0% - 86.9%	B
448 - 464	80.0% - 82.9%	B-
431 - 447	77.0% - 79.9%	C+
409 - 430	73.0% - 76.9%	C
392 - 408	70.0% - 72.9%	C-
375 - 391	67.0% - 69.9%	D+
353 - 374	63.0% - 66.9%	D
336 - 352	60.0% - 62.9%	D-
0 - 335	Less than 60.0%	F

Additional Syllabus Information and College Policies:

For information about the college’s policies and procedures regarding academic honesty, accessibility/disability services, non-discrimination, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

Course Schedule:

The following syllabus may be updated at the discretion of the instructor, please refer to Weekly Assignments and Announcements for any changes during the course.

Unit # & Dates	Topics	Outcomes	Learning Objectives	Reading & Assignments (with due dates)
Unit 1 1/17 – 1/23	Introduction to Performance Improvement (PI)	<ul style="list-style-type: none"> Utilize tools and techniques to monitor, report, and improve processes Utilize data for facility-wide outcomes reporting for quality management and performance improvement Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions. 	<ul style="list-style-type: none"> Trace the historical events that have contributed to modern performance improvement programs Identify the key legislation that has influenced healthcare quality initiatives Describe the key individuals and organizations that have shaped the theory and developed models for use in performance improvement activities 	Read: Chapter 1 Assignment: Chapter Review 1
Unit 2 1/24 – 1/30	PI Models Performance Measurement	<ul style="list-style-type: none"> Utilize data for facility-wide outcomes reporting for quality management and performance improvement Identify cost-saving and efficient means of achieving work processes and goals Utilize tools and techniques to monitor, report, and improve processes Report staffing levels and productivity standards for health information functions 	<ul style="list-style-type: none"> Explain the cyclical nature of performance improvement activities Define terminology and standards common to performance improvement activities Distinguish between organization-wide performance improvement activities and team-based performance improvement activities Outline the organization-wide performance improvement cycle Delineate the team-based performance improvement cycle Define the principal aspects of healthcare that are targeted for performance measurement Describe the significance of outcomes and proactive risk reduction in performance improvement methodology Explain how brainstorming and the nominal group technique can be used in performance improvement activities 	Read: Chapter 2 Read: Chapter 3 Assignment: Chapter Review 2 Chapter Review 3 Policy (due 2/6)
Unit 3 1/31 – 2/6	Project Teams	<ul style="list-style-type: none"> Summarize project management methodologies Apply the fundamentals of team leadership 	<ul style="list-style-type: none"> Identify the effective use of teams in performance improvement activities Discuss the differences between the roles of the leader and the members in performance improvement teams Describe the contributions that team charters, team roles, ground rules, listening, and questioning can make to improve the effectiveness of performance improvement teams 	Read: Chapter 4 Assignment: Chapter Review 4 Hospital Compare (due 2/13) (Centers for Medicare and Medicaid Services, 2016)

Unit # & Dates	Topics	Outcomes	Learning Objectives	Reading & Assignments (with due dates)
Unit 4 2/7 – 2/13 Meet 2/7 @ 5pm in 709C	Project Teams Performance Data	<ul style="list-style-type: none"> Summarize project management methodologies Apply the fundamentals of team leadership Utilize data for facility-wide outcomes reporting for quality management and performance improvement Identify cost-saving and efficient means of achieving work processes and goals 	<ul style="list-style-type: none"> Differentiate between internal and external benchmark comparisons Identify common healthcare data collection tools* Introduce the concept of data aggregation in support of data analysis Describe the various data types* Recognize the correct graphic presentation for a specific data type Design graphic displays for a given set of data Analyze the data for changes in performance displayed in graphic form* 	Read: Chapter 5 Assignment: Chapter Review 5 Project: Personal Health Records (PHR)
Unit 5 2/14 – 2/20 Meet 2/14 @ 5pm in 709C	Communication in PI	<ul style="list-style-type: none"> Apply the fundamentals of team leadership Organize and facilitate meetings 	<ul style="list-style-type: none"> Apply communication tools such as minutes, quarterly reports, and presentations in performance improvement processes Recognize the key elements in a PI presentations and critique a presentation layout 	Read: Chapter 6 Assignment: Chapter Review 6 Project: Personal Health Records (PHR)
Unit 6 2/21 – 2/27 Meet 2/21 @ 5pm in 709C	Customer Satisfaction Personal Health Records	<ul style="list-style-type: none"> Explain Usability and accessibility of health information by patients, including current trends and future challenges. Create programs and policies that support a culture of diversity Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> Identify the differences between internal and external customers Summarize the reasons customers' perspectives are important to the performance improvement process Describe the differences between surveys and interviews Outline the characteristics that make surveys and interviews effective Critique a survey or interview format 	Read: Chapter 7 Assignment: Chapter Review 7 Project: Personal Health Records (PHR)
Unit 7 2/28 – 3/6 Meet 2/28 @ 5pm in 709C	Continuum of Care	<ul style="list-style-type: none"> Utilize data for facility-wide outcomes reporting for quality management and performance improvement Assess how cultural issues affect health, healthcare quality, cost, and HIM Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> Explain that processes were developed to optimize the continuum of care Discuss the method used to develop a continuum of care in a community healthcare setting Identify and discuss the steps in the case management function Describe how criteria sets and core measures contribute to the management of care in the US healthcare system 	Read: Chapter 8 Assignment: Chapter Review 8 Project: Personal Health Records (PHR) Exam: Exam 1 (Midterm)

Unit # & Dates	Topics	Outcomes	Learning Objectives	Reading & Assignments (with due dates)
<p>Unit 8 3/7 – 3/20 Meet 3/7 @ 5pm in 709C</p>	<p>Provision of Care</p>	<ul style="list-style-type: none"> • Utilize data for facility-wide outcomes reporting for quality management and performance improvement • Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> • 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 • Describe how the National Patient Safety Goals interface with the performance improvement cycle during the patient care process • Define the roles that clinical practice guidelines and evidence-based medicine play in standardizing patient care • Explore how partnering with agencies and consumer groups has improved the quality of patient care 	<p>Read: Chapter 9 Assignment: Chapter Review 9 Project: Personal Health Records (PHR)</p>
<p>Unit 9 3/21 – 3/27 Meet 3/21 @ 5pm in 709C</p>	<p>Infectious Disease</p>	<ul style="list-style-type: none"> • Utilize data for facility-wide outcomes reporting for quality management and performance improvement • Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> • Describe why the control of infection is so important in healthcare organizations • Differentiate healthcare-associated infections from community-acquired infections • Explain the various approaches that healthcare organizations use to incorporate risk reduction strategies regarding the occurrence of infection • Identify the governmental organizations that develop regulations in this area, and explain the regulatory approaches often taken by healthcare facilities • Review the National Patient Safety Goals related to infectious disease and their impact on healthcare providers 	<p>Read: Chapter 10 Assignment: Chapter Review 10 Project: Personal Health Records (PHR)</p>

Unit # & Dates	Topics	Outcomes	Learning Objectives	Reading & Assignments (with due dates)
<p>Unit 10</p> <p>3/28 – 4/3</p> <p>Meet 3/28 @ 5pm in 709C</p>	<p>Risk Exposure</p>	<ul style="list-style-type: none"> • Utilize data for facility-wide outcomes reporting for quality management and performance improvement • Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> • Describe the importance of managing risk exposure in today's healthcare organization • Analyze the importance of using occurrence reporting to decrease risk exposure • Define the concept of a sentinel event • Discuss how sentinel events can point to important opportunities to improve safety in healthcare organizations • Explain how risk managers use their skills in patient advocacy to lessen the impact that potentially compensable events can have on healthcare organizations • Emphasize the importance of National Patient Safety Goals for healthcare organizations and strategies for proactive risk reduction activities 	<p>Read: Chapter 11 Assignment: Chapter Review 11 Project: Personal Health Records (PHR)</p>
<p>Unit 11</p> <p>4/4 – 4/10</p> <p>Meet 4/4 @ 5pm in 709C</p>	<p>Medication Management</p>	<ul style="list-style-type: none"> • Utilize data for facility-wide outcomes reporting for quality management and performance improvement • Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> • Identify how health policy, national initiatives, the private sector, and professional advocacy all contribute to the design of safe medication management systems • Recognize the important functions included in a safe and effective medication management system • Use the failure mode and effects analysis (FMEA) tool as a proactive risk reduction strategy in anticipating medication system failures • Become familiar with the process of monitoring and reporting medication errors and adverse drug events • Describe patient safety issues and the legal consequences associated with medication errors and adverse drug events 	<p>Read: Chapter 12 Assignment: Chapter Review 12 Project: Personal Health Records (PHR)</p>

Unit # & Dates	Topics	Outcomes	Learning Objectives	Reading & Assignments (with due dates)
Unit 12 4/11 – 4/17	Environment of Care Staff Development	<ul style="list-style-type: none"> Utilize data for facility-wide outcomes reporting for quality management and performance improvement Utilize tools and techniques to monitor, report, and improve processes Interpret compliance with local, state, and federal labor regulations Explain return on investment for employee training/development Explain the methodology of training and development Summarize health information related leadership roles Report staffing levels and productivity standards for health information functions 	<ul style="list-style-type: none"> Explain the seven programs and plans that are key elements in a healthcare organization's environment of care Identify the relationship between the Joint Commission Environment of Care (EC) standards and the National Incident Management System (NIMS) in the development of an emergency operations plan Describe a risk assessment and a hazard vulnerability analysis Outline the safety monitoring process Recognize the need to integrate performance improvement and patient safety data into the management of the human resources function in healthcare Identify the tools commonly used to manage the recruitment and retention of human resources Outline the credentialing process for independent practitioners and employed clinical staff 	Read: Chapter 13 Read: Chapter 14 Assignment: Chapter Review 13 Chapter Review 14 Assignment: Assignment: Interviewing
Unit 13 4/18 – 4/24	Change Management	<ul style="list-style-type: none"> Apply the fundamentals of team leadership 	<ul style="list-style-type: none"> Apply change management techniques to implement performance improvements Describe the three phases of change Identify key steps in change management 	Read: Chapter 19 Assignment: Chapter Review 19
Unit 14 4/25 – 5/1	Accreditation, Certification, and Licensing	<ul style="list-style-type: none"> Summarize health information related leadership roles Utilize tools and techniques to monitor, report, and improve processes 	<ul style="list-style-type: none"> Summarize health information related leadership roles Utilize tools and techniques to monitor, report, and improve processes 	Read: Chapter 16 Assignment: Chapter Review 16
Unit 15 5/2 – 5/8	Review Final Exam	Review Exam: Exam 2 (FINAL EXAM) must be completed by 11:59pm on 5/8/2018.		

References

Centers for Medicare and Medicaid Services. (2016, 10 19). *Hospital Compare*. Retrieved from CMS.gov: <https://www.cms.gov/medicare/quality-initiatives-patient-assessment-instruments/hospitalqualityinits/hospitalcompare.html>