Master of Healthcare Administration Austin Peay State University

MHA 5560: Healthcare Quality, Outcomes, and Improvement Spring A 2023: January 17th to March 9th

Instructor reserves the right to adjust the syllabus and/or course schedule.

Any changes will be communicated thru the announcement(s) for the course.

Instructor Information: Dr. Blake Hendrickson   Email: hendricksona@apsu.edu

Office Phone: (931) 221-6351/ Personal Email (if APSU email is down) handrewblakeh@gmail.com

Office Hours: Tuesday 10:00 a.m. to 12 noon, Wednesday 11:15 a.m. to 1:15 p.m., and Thursday 9:15 a.m. to 11:15 a.m. Appointments have priority. Hours can be in person or by zoom as room will be open during the above times. Join Zoom Meeting.   If you need to have a meeting at a different time, please email me and I will work out an individual time with you.

 https://apsu.zoom.us/j/9598216766

As schedules can change, it's best to let me know if you're coming by the office, but not mandatory.

Other Email instructions: Please email using your APSU account and indicate the course number in the subject line. I typically respond within 48 hours. This includes weekends but does not include holidays

 NOTE: The information presented in this syllabus is subject to expansion, change, or modification during the semester. Please continually refer to D2L content and announcements for the most up to date information.

Course Details: Asynchronous via D2L

Course Description: Students will explore evidence-based practices that lead to improved quality and performance of healthcare organizations. Focus will also be on having a problem/project/ case study approach and students will begin to identify potential topics/problems/opportunities for their integrative learning experience.

Credit Hours: 3/ Prerequisites and/or Co-requisites: None

Course Goals

- Student will be able to summarize an overview of how Quality Management is practiced in healthcare organizations in the United States.
- Student will have the knowledge to differentiate the key quality characteristics, approaches, and measurements used for quality improvement.
- Student will have the ability to relate a deeper understanding of the interconnectivity of healthcare and characteristics of a high reliability and accountability culture and being able to explain different types of human errors and causes.
- Student will be able to compare methods for improvement and to distinguish between common improvement goals and which strategies work for different situations.
- Students will be able to explain theoretical understanding of collaboration and teamwork and relationship to quality outcomes, and to identify evidence-based strategies for implementing them.

Program Competencies

   After this course, the students should be able to achieve the following competencies and Level listed

Domain # and Name	Competency #	Level in this course: 1 (Beginner), 2 (Intermediate) and 3 (Advanced	Competency Title	Competency Description	Assessed by
#1. Knowledge of Health Care Systems	2	2	Healthcare Environments	Interpret key laws & regulations as they relate to the healthcare environment. Compare global healthcare systems, including the U.S., regarding access, affordability, and quality regarding access, affordability, and quality.	Chapter Exercises 1-6 and Quiz 1
#2. Communication & Interpersonal Effectiveness	2	1	Interpersonal Skills	Demonstrate ability to identify and engage key stakeholders Apply appropriate interpersonal communication tools to a variety of settings and audiences	Assignment Chapter 6 and Team Project
#2. Communication & Interpersonal Effectiveness	3	1	Conflict Management and Negotiation Skills	Employ conflict management tools to help employees improve work relationships Demonstrate ability to manage divergent and competing needs within an organization and arrive at suitable resolutions.	Assessed by Handling of Discussion Board Differences and Team Project
Domain 3: Critical Thinking and problem solving	1	2	Critical Thinking	Demonstrate ability to apply critical thinking skills to complex healthcare issues Explore emergent trends and ideas, show aptitude for creative thinking	Case Study Chapter 5 & 6 exercises
Domain 3: Critical Thinking and problem solving	2	2	Problem Solving	Apply appropriate data and tools to solve problems and make decisions. Demonstrate aptitude for collaborative approaches to problem solving.	Class Project
Domain 4: Management and Business Skills	2	2	Strategic Management	Critique an organization's vision, mission, and strategic plan. Apply methods and tools to strategic human resources management.	Assignment Chapter 7

Domain # and Name	Competency #	Level in this course: 1 (Beginner), 2 (Intermediate) and 3 (Advanced	Competency Title	Competency Description	Assessed by
Domain 4: Management and Business Skills	4	1	Project Management	Incorporate evidence-based approaches and empirical research in the design and implementation of healthcare programs and delivery systems. implementation of healthcare programs and delivery systems.	Case Study Exercise 9
Domain 4: Management and Business Skills	6	1	Information Management	Apply appropriate information management technologies and tools. Recognize the role and importance of technology in managing a healthcare organization	Chapter 10 Assignment
Domain 5: Leadership, Professionalism and Ethical Behaviors	1	2	Leadership Skills and Behaviors	Apply appropriate leadership styles and approaches to organizational performance and improvement. Clearly articulate vision and mission of an organization0	Quiz 2

Course Text and Materials

Required Textbook:

Spath, L., Patrice (2022). Applying Quality Management in Healthcare (5th Edition). Chicago, Illinois: Health Administration Press.

Instructor Provided Resources:

Videos and online Reading Resources will be provided several times during the semester, along with pertinent podcasts.

Technical Requirements

Students need to have access to the computer hardware and software necessary to use the university course management system (D2L, Blackboard, e.g.) to access and submit assignments, access course documents like journal articles, PowerPoint, and review grades. Students must also have the computer literacy, equipment, and software to use e-mail, PowerPoint, and Microsoft Word, or other tools used in the course.

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to GovsTech for more information.

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to Distance Education's website for more information.

Class Participation

Students are expected to engage with the material, the instructor, and fellow students via D2L. Upon request, Dr. Hendrickson can set up zoom sessions for students to work through materials and topics. Students who make a meaningful contribution to classroom discussions or discussion boards when online will earn points set aside for these categories. Students who demonstrate they are unprepared or fail to engage in discussions or are unable to do problems in class are subject to loss of designated points.

Time Commitment

This online course runs for eight (8) weeks. Each module will begin on Monday morning and end on Sunday at 11:59 C.T., unless otherwise indicated.

This course is critical in the MHA curriculum. Plan to spend 12 to over 20 hours per week reading assigned text, completing assignments, discussing with classmates, case studies, and a class project that will be explained later in the Syllabus.

Instructional Procedures

For the MHA curriculum**, many higher learning objectives are targeted**. These may include, but not be limited to lecture, guest speakers to review, inverted classrooms (where students teach Instructor), discussions, videos, class projects, presentations and exams.

GRADING

Type of Assignment	Number of Assignments	Points
Chapter Assignments	7 @ 20 points each	140
Discussion Boards	5 @ 10 points each	50
Class Assignments	5 @ 20 points each	100
Case Studies	2 @ 25 points each	50
Class Project	1 @ 60 points	60
Quizzes	2 @ 50 points each	100
		500 points total

Details for the above grade items are elsewhere in this syllabus, or will be available in attachments, online or in class.

Grade Points

A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = Below 300

To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Grades earned will typically be reported in D2L as points towards 500 total possible. Students may track these and determine a grade status by dividing points earned to date by points possible to that date. Accumulated points earned by the students will determine final grades. Points earned can be matched to a letter grade using the schedule above

D2L

You will access most course content and activities through D2L. You must submit all quizzes, exams, written assignments, projects, and other graded items through the appropriate D2L assignment submission folder or quiz area. I will not accept nor grade anything submitted by email or other means. All course-related discussions should be through the D2L Discussions tool.

If anything requires going to an outside site, I will provide clear instructions.

Expectations on assignments, due dates, and exam make-up

• Obtaining a textbook for the course is the student's responsibility. Obtain a book from any source in time to submit the first assignments by the due dates. Not having a text is not an acceptable reason to be untimely in submitting an assignment.

• Exams will cover the materials assigned.

• There will be no points earned for assignments submitted late, unless approved by instructor. See Late Work/Extension policy below

• An online course represents a convenience of not having to commute to or attending class physically. However, students are expected to be available during the window of availability to sit for timed exams. Students are also expected to stay current with assignments and readings so the limitation on time to take exams is not a barrier to performance.

•Promptly communicate technical and other course issues or problems to the instructor.

•Adhere to all of the guidelines regarding academic honesty, which can be found among other institutional policies in the APSU Student Handbook.

• No make-up will be given for in class quizzes, exams, or assignments without a prior notice of absence, or an excused absence. Discretion may be applied as to whether the reason for missing a scheduled assignment, exam, or quiz is valid. Students missing exams or assignments may consider their best option is to withdraw and/or repeat the course, if too many points are lost.

• Students must check into the course a minimum of three days per week to participate in the discussion forums actively and substantially and to complete required online course activities.

• Read the syllabus and the information in D2L Contents and other areas to fully understand an assignment. Submit assignments into the drop boxes provided. Assignments submitted by email, mail, or into the wrong drop box will not be graded and not earn points toward the final grade.

• Check in on the D2L announcements every day to stay up to date and get information about changes in the exams, assignments, or discussion boards.

Instructor Expectations:

• An attempt will be made by the instructor to respond to emails within 24 hours Monday through Friday. Response times may vary during weekends and holidays.

• Give timely and thorough feedback on all assignments and assessments. In this course, feedback will be provided within 6 days of assignment/assessment submission.

• Post weekly announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.

• Set the tone of the course and lead the process of building an online learning community.

Communication Policy:

- Weekly announcements will be made through D2L on the "Announcements" page.
- Please be sure to check your APSU email and D2L on a regular, if not daily, basis.
- If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu.
- The best way to contact me directly via email at hendricksona@apsu.edu
- If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email

Late Work/Extension Request Policy

Due dates for each assessment/assignment in this course will be specified in the course site. Late submissions will be accepted only at the discretion of the instructor. Grade deductions up to and including a zero score may be assigned for late submissions at the discretion of the instructor.

Discussion Forums:

These will be announced in advance. This will allow participation in posting comments on a topic related to our studies. Assessment of your postings will be based on frequency, focus, number of other postings read, and usefulness of your posting. Each Forum will allow you an opportunity to earn points. The instructor has the capacity to establish frequency, and timeliness of postings to determine points to be awarded. For private matters, students are encouraged to use e-mail to the instructor, not discussion forums.

Students are expected to conduct their interactions in a professional manner and commensurate with the Academic Honor Code and personally complete course requirements. Failure to complete all course requirements will be grounds for assigning a failing grade. There is no "make up" for failing to post in discussions during the allowed time.

Writing Expectations

Strong written communication skills are a primary requirement for most employers. As such, written communication is an important component of your Austin Peay education. Written materials must adhere to standard American English. Please proofread your discussions, assignments, and projects before submitting them. I will grade for content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and your ability to apply it.

Our course and the health systems management industry use the APA 7 Style Guide for citations.

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged. For more information, please visit the APSU Disability Services website.

Course/Classroom Student Conduct

Civil and open discussion online and in the classroom is encouraged. However, demeaning, abusive, or derogatory language regarding race, gender, age, nationality, and religious or sexual preference is not acceptable. Students may be warned only once and in online courses offensive postings may be removed.

Academic misconduct is defined as the following:

Plagiarism. The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution.

Cheating. Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University's Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension, or expulsion from the University. If students are not certain whether a practice would be considered academic misconduct, they should always consult with their instructor.

Course Evaluations:

In Week 3,4 OR 5, I will include an anonymous survey to collect feedback from you about the course materials and the pacing of things. I look forward to your feedback and improving the course as I can along the way.

There will also be an end of course survey regarding your thoughts on whether the course delivered the competencies that were set out in the beginning of the course.

APSU Course Evaluations:

This important tool will be available to you during a time that will be announced during the course.

All feedback you submit for the in-course surveys and the end-of-course evaluation is anonymous

Class Schedule and Assignments

MHA 5560 is organized in Modules. Each module may include Chapter Exercises, Team Activities, Discussion Boards, Case Studies, Presentations and more. Students will also respond to discussion board prompts and take a personal/individual cultural intelligence assessment.

First Session (A) Spring 2022 January 18th to March 9th

Schedules may vary from those with assignments. I do try to end a little early so you can concentrate on any other classes.

COURSE SCHEDULE

Further Detail can be found in D2L

Week	Content Focus	Assignments Due/See Due Dates Under Weeks in D2L
1	Chapters 1 and 2:	**Complete Chapter** Exercises 1.1, 2.1, and 2.2

	• Understand the role of management in achieving quality outcomes, • Explain some of the terms utilized. • Explore the types of organizations that have oversight and influence healthcare quality. • Identify resources available to maintain current knowledge of policy changes, new initiatives and/or updates.	**Assignment:** Write a paper (this can be in groups of 1-3) that is no longer than 8 pages explaining to me, as if I am the student the content of Ch. 1 and 2. **Due Date: January 22nd at 11:59 p.m.** **Discussion Board:** Post initially your thought regarding the assignment. Submit one or more replies focusing on the best way to complete assignment.
2	Chapters 3 and 4: • Explain systems thinking and the role it plays in quality outcomes. Achieving the ability to describe how parts of the health services delivery system are interconnected. • Articulate to another the iceberg metaphor. • Elaborate on the influence of models of managerial behavior, decisions, effectiveness and how they can be used to construct learning strategies to better understand how systemic structures affect performance.	**Chapter Exercises:** 3.1, 3.2, and 4.1. **Assignment:** Describe how you would handle the scenario as outlined in D2L. What would be your process to prepare ACME hospital to compete for the Baldrige Award. **Due Date: January 29th at 11:59 p.m.**
3	Chapters 5 and 6: • Discuss the influence of organizational culture on healthcare quality. Identify and able to analyze the elements needed as a culture for continuous improvement. • Compare the cultures of High Reliability and High Accountability Cultures of Organizations. Appraise why collaboration and teamwork are necessary to quality health services delivery. • Summarize the importance of team design on organizational results and evidence-based strategies for improving collaboration and teamwork.	**Chapter Exercises:** 5.1, 5.2, and 6.1 **Discussion Board: Will include a discussion in D2L regarding page 74 and 75** **Case Study:** Team (will be assigned) On page 81 the Teams will take 2 of the four cases listed and develop a paper/presentation on appropriate results for the individual. **Due Date: February 5ᵗʰ at 11:59 p.m.**
4	Chapters 7 and 8: • Analyze how the role of mission, vision, and the purpose principle can aid managers in problem solving. Present and explain why organizational context is critical when setting goals. • Assess the advantages and disadvantages of different types of goal statements. • Confirm the linkage between goal statements and statements of desired improvement.	**Chapter Exercise:** 7.1 **Discussion Board:** Read and Post Discussions on several of the examples that begin on page 112 to the middle of page 114. Make sure to reply to others. **Assignment:** Submit a paper on exercise 8.1 and fill out the Goals Worksheet. You may work as teams of up to 4 people. The Chair of the Student Executive Committee will assist in dividing the teams and communicating with me. **Due Date: February 12ᵗʰ at 11:59 p.m.**
5	Chapter 9: • Outline how managers use measurement for performance management improvement.	**Chapter Exercise:** 9.1 **Quiz: over Chapters 1 – 8**

	• Present graphically the different types of measures and measurement sets. Verify how the performance measurement fits into the quality continuums.	**Case Study:** Reed Hospital has asked you to set up performance management measures. Using what you have learned, along with exhibits (especially in Chapter 9) develop a presentation, including graphs, of the different measures and types you recommend along with how this fits into the quality continuum at Reed. Further Details on this case can be found in D2L **Due Date February 19th at 11:59 p.m.**
6	Chapters 10 & 11: • Describe concepts of healthcare data analytics and apply graphical methods for reporting data. • Demonstrate descriptive statistical techniques including, but not limited to Run Charts, Bar Charts, Histograms, and Scatter Diagrams.	**Chapter Exercises:** 10.1, 10.2, 11.1, & 11.2 **Discussion Board:** Watch the video ihi.org/education/webtraining/ondemand/datacollection_variation/Pages/default.aspx (Copy and paste in browser) In the discussion post what you learned, was reinforced, issues you wish to criticize, etc. Basically, post a more than usual lengthy post, so others can interact with you to discover the overall view of the class. You must reply to three others this week. **Assignment:** Write a 3-to-5-page summary of a video presented to you or of a Guest Speaker, we hope to have. taped, or podcast assigned regarding medical outcomes in today's world. If it is a guest speaker, you will be given the opportunity to watch by Zoom and participate or watch the recording **Due Date: February 23rd at 11:59 p.m.**
7	• Present strategies for creating project improvement teams, describing the role of managers in team-decision making. • Differentiate how, when, and why to use improvement tools and evaluate, prescribe, and defend which tools they choose at each step of the improvement project. • The exercises in 12.1 and 12.2 will also be covered in the project	**Class Project:** Two teams will be assigned to present the activities outlined in exercise in 12.1 and 12.2. Please use multiple resources. Assignment will be split into team as assigned by the Chair of the Student Committee Riley Walsh. Kojundic to assemble the teams **Class Assignment:** Of the many improvement tools explained in Chapter 12, pick the 3 you would most likely use. Explain why, as well as the pros and cons of each. **Due Date: March 1st at 11:59 p.m.**
8	• Explain different types of error and analyze causes. • Differentiate characteristics of High Reliability Organizations. • Illustrate reactive and proactive patient safety improvement models and identify ways managers can assist in improving safety	**Chapter Exercises:** 13.1, 13.2, &13.3 **Quiz:** over Chapters 1 to 13 (approximately 75% of the content will cover chapters 8 to 13) **Discussion Board:** Post a reflection of the class. Feel free to share what you wish, but there will be anonymous surveys for items you do not wish to explain here. Reply to other reflections, as the goal of this board is for the cohort to get an idea of how they have progressed. **Class ends & Final Due Date March 4th at 11:59 p.m.**

University Policies

Minors in the classroom According to APSU policy #3:032, minors, defined as those under the age of 18, are not allowed in classrooms. While extenuating circumstances do occur and make it difficult for some students to attend without bringing children with them on occasion, the University policy will be enforced and requests for children to be in the classroom will be denied. Minors are also not allowed in academic labs, computer labs, science labs, or the library. Children are also not to be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

COVID-19 Syllabus Supplement – UPDATED January 10, 2022 for Spring '22

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the COVID-19 Self-Reporting Form and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the APSU Coronavirus Dashboard webpage for more information.

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

Title IX statement:

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu.