

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
(309) 692-4092 (800) 251-4299

Fall 2018

Course: HI410 Healthcare Quality and Performance Improvement

Credit: 4 Quarter Hours

Method of Delivery: eLearning (E)

Course Description: In this course performance improvement models are applied to various aspects of health information management, including risk management, patient safety, prevention, human resources, accreditation, and change management.

Prerequisite: none

Text(s) & Manual(s): Quality and Performance Improvement in Healthcare: Theory, Practice, and Management, Sixth Edition

ISBN: 9781584264750

Author(s): Patricia L. Shaw, MEd, RHIA, FAHIMA & Darcy Carter, MBA, RHIA

Publisher: AHIMA Press

Materials needed for this course:

Additional Supplies:

Hardware/Software and Equipment:

Topics:

1. Introduction and History of Performance Improvement
2. Defining a Performance Improvement Model
3. Identifying Improvement Opportunities Based on Performance Measurement
4. Using Teamwork in Performance Improvement
5. Aggregating and Analyzing Performance Improvement Data
6. Communicating Performance Improvement Activities and Recommendations
7. Measuring Customer Satisfaction
8. Refining the Continuum of Care
9. Improving the Provision of Care, Treatment, and Services
10. Preventing and Controlling Infectious Disease
11. Decreasing Risk Exposure
12. Building a Safe Medication Management System
13. Managing the Environment of Care
14. Developing Staff and Human Resources
15. Organizing for Performance Improvement
16. Navigating the Accreditation, Certification, and Licensure Process
17. Implementing Effective Information Management Tools for Performance Improvement
18. Managing Healthcare Performance Improvement Projects
19. Managing the Human Side of Change

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- 20. Evaluating the Performance Improvement Program
- 21. Understanding the Legal Implications of Performance Improvement

Learning Objectives: Upon completion of this course, the student will be able to:

- 1. Apply quality management tools.
- 2. Perform quality assessment.
- 3. Assess the needs of customers for processes in healthcare.
- 4. Create a performance improvement plan.

Baccalaureate Competencies	Assessment Item
III.H.3. Apply quality management tools.	Chapter 5 Case Study
III.H.4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems.	Chapter 7 - Visit the Medicare Hospital Compare website at https://www.medicare.gov/hospitalcompare and select at least three hospitals to compare. Examine the findings and discover areas that appear to need improvement for each facility. Discuss how each of these areas needing improvement may be addressed. Conclude what could potentially be the cause of unfavorable results and suggest what could be done to make the necessary improvements.

Midstate Grading scale:

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

Academic Integrity:

Academic integrity is a basic principle of the College’s function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student’s personal file for other notifications of academic dishonesty before determining

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the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

Plagiarism:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- **Tutoring:** Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.

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- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

Instructor: Leah A. Grebner, PhD, RHIA, CCS, FAHIMA
Midstate email: lgrebner@midstate.edu

Room/phone: 234/309-692-4092
Office Hour(s): posted on website

Policies and Procedures:

1. All work is to be submitted on time unless unusual circumstances occur. If you miss class, you are expected to use your course outline to determine what you missed. You will have seven days to make arrangements to make up the missed work without penalty. The grade will drop 10% for each week you delay in completing material following the seven day grace period. Late work will NOT be accepted without prior approval from the instructor. This includes homework and quizzes.
2. Academic dishonesty is never tolerated and will be referred to the dean.
3. The final exam must be completed. Failure to do so will result in failure of the course.
4. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research papers, but also discussion forum postings. Discussion postings must be in your own words and references must be cited.
5. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

Participation Requirements:

1. Discussion responses must be posted by Sunday night at the end of the week. In order to receive full credit for online discussion, you must also respond to at least one other student in a meaningful manner with either a value-added comment or an insightful question about the posting of your classmate.

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Examination Information: There will be a total of 11 quizzes over the course of weeks 1-11.

Methods of evaluating student performance: All assignments, projects, quizzes, assessment items, and the final examination must be completed. If all required elements are not done, the student will not pass this course. A course average of C or better is required to be considered passing for this course.

Discussions	25%
Weekly Reflections	20%
Assignments	25%
<u>Quizzes & Final Exam</u>	<u>30%</u>
Total	100%

Instructor’s Grading Scale:

ELEARNING DISCUSSION QUESTION GRADING GUIDELINES	
Initial posting	30 points
<ul style="list-style-type: none"> • Answers the minimal requirements of the question without supporting evidence = 10 point • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points 	
Response to posting of a classmate	30 points
<ul style="list-style-type: none"> • Posting the minimal requirements without supporting evidence = 10 points • Minimal posting with supporting evidence = 20 points • Complete posting with supporting evidence = 30 points 	
Correct spelling in postings for the week	20 points
<ul style="list-style-type: none"> • No spelling errors = 20 points • One or two spelling errors = 10 points • More than two spelling errors = 0 points 	
Correct grammar in postings for the week	20 points
<ul style="list-style-type: none"> • No grammar errors = 20 points • One or two grammar errors = 10 points • More than two grammar errors = 0 points 	
Total points per weekly discussion	100 points

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WEEKLY REFLECTION GRADING GUIDELINES	
<ul style="list-style-type: none"> • Two complete paragraphs with supporting evidence = 40 points • One paragraph with supporting evidence or two minimal paragraphs without supporting evidence = 20 points • Answers the minimal requirements of the question without supporting evidence = 10 points • No posting = no points 	40 points
<p style="text-align: center;">Correct spelling in postings for the week</p> <ul style="list-style-type: none"> • No spelling errors = 30 points • 1 misspelled word = 20 points • 2-3 misspelled words = 10 point • More than 3 misspelled words = 0 points 	30 points
<p style="text-align: center;">Correct grammar in postings for the week</p> <ul style="list-style-type: none"> • No grammar/mechanical errors = 30 points • 1 grammar/mechanical error = 20 points • 2-3 grammar/mechanical errors = 10 points • More than 3 misspelled words = 0 points 	30 points
Total points per weekly discussion	100 points

WRITING ASSIGNMENT GRADING GUIDELINES			
	-20	-10	-0
Introduction	Does not state objectives clearly	States objectives clearly, plus includes thesis statement	Also includes necessary info for reader's understanding of topic
Paragraph Development	Paragraphs are not well developed, not using minimum number of sentences nor complex sentences	Paragraphs are somewhat developed, using simple sentences, and with the minimum number of sentences	Paragraphs are fully developed, using multiple, complex and compound sentences
Content	Does not cover content appropriately	Major areas of content are included, but lacking sufficient detail	All pertinent content is covered
Mechanics	More than 3 errors	Between 1-3 errors	No errors
Spelling	More than 3 misspelled words	Between 1-3 misspelled words	No misspelled words

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Week	Chapter
1	1. Introduction and History of Performance Improvement 2. Defining a Performance Improvement Model
2	3. Identifying Improvement Opportunities Based on Performance Measurement 4. Using Teamwork in Performance Improvement
3	5. Aggregating and Analyzing Performance Improvement Data 6. Communicating Performance Improvement Activities and Recommendations
4	7. Measuring Customer Satisfaction 8. Refining the Continuum of Care
5	9. Improving the Provision of Care, Treatment, and Services 10. Preventing and Controlling Infectious Disease
6	11. Decreasing Risk Exposure 12. Building a Safe Medication Management System
7	13. Managing the Environment of Care 14. Developing Staff and Human Resources
8	15. Organizing for Performance Improvement 16. Navigating the Accreditation, Certification, and Licensure Process
9	17. Implementing Effective Information Management Tools for Performance Improvement 18. Managing Healthcare Performance Improvement Projects
10	19. Managing the Human Side of Change 20. Evaluating the Performance Improvement Program
11	21. Understanding the Legal Implications of Performance Improvement
12	Final Reflection

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Course Outline

Week One

Topics:

Introduction and History of Performance Improvement
Defining a Performance Improvement Model

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Highlight historical events, individuals, and organizations that have contributed to modern Performance Improvement programs.
2. Examine the cyclical nature of performance improvement activities.

Assignments:

1. **Read:** Chapters 1 and 2.
2. Listen to the recorded lectures.
3. **Discussion 1:** The first discussion shall consist of two paragraphs. The first paragraph will simply be an introduction of you. Please include your name, major and any professional or personal information that you wish to share. The second paragraph should address backup plans. Since this class requires an online component, it is important to have access to a reliable computer. What is your backup plan in the event that you experience computer or internet access problems?
4. **Discussion 2:** Identify a specific historical event described in the chapter and articulate how this event has shaped current performance improvement or quality initiatives in the modern era.
5. **Quiz:** Complete week 1 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Two

Topics:

**Identifying Improvement Opportunities Based on Performance Measurement
Using Teamwork in Performance Improvement**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Determine the significance of outcomes and proactive risk reduction in performance improvement methodology.
2. Analyze how brainstorming and the nominal group technique can be used in performance improvement activities.
3. Analyze the effective use of teams in performance improvement activities.
4. Critique the roles of leaders and members in performance improvement teams.

Assignments:

1. **Read:** Chapters 3 and 4.
2. Listen to the recorded lectures.
3. **Discussion:** Discuss issues or opportunities for improvement that you have observed in the academic environment, work setting, general community, or personal activities. Identify one of these activities that you can use for a performance improvement project over the next 10 weeks. In future weeks, you will be completing other assignments based on the opportunity for improvement that you identify. To see what you will be doing in future weeks, take a look ahead at the Project Application section at the end of future chapters to be covered. The assignments will not be exactly as stated in the book, but you will get an idea of what aspects of the issue will be considered.
4. **Homework:**
 - Case Study page 52. Rather than using adhesive notes on a flip chart, simply create a table in a Word document for your affinity grouping
 - Case Study pages 70-72.
 - Project Application page 72 – This will be the first in a series of Project Application assignments based on the opportunity for improvement that you selected from the discussion this week.
5. **Quiz:** Complete week 2 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

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Week Three

Topics:

- 1. Aggregating and Analyzing Performance Improvement Data**
- 2. Communicating Performance Improvement Activities and Recommendations**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Differentiate between internal and external benchmark comparisons
2. Identify common healthcare data collection tools.
3. Apply communication tools to performance improvement processes.
4. Recognize key elements in a PI presentation.

Assignments:

1. **Read:** Chapters 5 and 6.
2. Listen to the recorded lectures.
3. **Discussion:** Discuss how this week's content might be applied to the opportunity for improvement that you identified in week two. Who might you include on a PI team to address the issue?
4. **Homework:**
 - Case study page 98.
 - Case study pages 112-113.
5. **Quiz:** Complete week 3 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Four

Topics:

- Measuring Customer Satisfaction**
Refining the Continuum of Care

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Compare and contrast differences between internal and external customers.
2. Critique a survey or interview format.
3. Discuss the method used to develop a continuum of care in a community healthcare setting.
4. Explain processes developed to optimize the continuum of care.

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Assignments:

1. **Read:** Chapters 7 and 8.
2. Listen to the recorded lecture.
3. **Discussion:** One challenge in measurement of customer satisfaction is poor response rate with patient satisfaction surveys. What methods do you think hospitals could use to improve response rates?
4. **Homework:**
 - Case study pages 135-136
 - Chapter 7 Project application – Identify internal and external customers related to the process that you are examining. Using the guidelines in chapter 7, design a survey that could be used to collect data about the process.
 - Case study pages 157-158.
 - Chapter 8 Project application – Identify performance measures that could capture data about customer satisfaction issues related to the process that you are examining.
 - Chapter 8 activity – see handouts posted in the online classroom for details
5. **Quiz:** Complete week four quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Five

Topics:

Improving the Provision of Care, Treatment, and Services
Preventing and Controlling Infectious Disease

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Discuss how National Patient Safety Goals interface with the performance improvement cycle during the patient care process.
2. Explore how partnering with agencies and consumer groups has improved the quality of patient care.
3. Critique various approaches that healthcare organizations use to incorporate risk reduction strategies regarding the occurrence of infection.

Assignments:

1. **Read:** Chapters 9 and 10
2. Listen to the recorded lecture.

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3. **Discussion:** Discuss the National Patient Safety Goals related to infection and their impact on healthcare providers.
4. **Homework:**
 - Case study page 184
 - Chapter 10 Project Application – Create a flow chart to demonstrate your understanding of flow charting techniques. If you are not completely familiar with the processes involved in the process you identified for your project, you can create a flow chart to show another process that is familiar to you.
 - Case study pages 200-206.
5. **Quiz:** Complete week 5 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Six

Topics:

1. **Decreasing Risk Exposure**
2. **Building a Safe Medication Management System**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Examine the importance of managing risk exposure in today's healthcare environment.
2. Evaluate how risk managers use their skills in patient advocacy to lessen the impact that potentially compensable events can have on healthcare organizations.
3. Assess patient safety issues and the legal consequences associated with medication errors and adverse drug events.

Assignments:

1. **Read:** Chapters 11 and 12
2. Listen to the recorded lectures.
3. **Discussion:** Discuss aspects of cause-and-effect for the case study provided in chapter 7 on page 70, identifying causes in the areas of manpower, materials, methods, and machinery.
4. **Discussion 2:** Discuss the following case. A newborn infant died after receiving penicillin G benzathine IV. An order for penicillin G benzathine 150,000 units was written for the infant after it was discovered that the mother had contracted syphilis while residing in another state. Laboratory tests were also ordered, but a decision to

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treat the infant before results were available was made due to a fear that the mother may not return with the infant for follow-up treatment. The order was misinterpreted by pharmacy at 1.5 million units. Subsequently, two prefilled syringes of 1.2 million units/2mL were dispensed with directions to administer 2.5mL of the drug by the IM route. Due to the volume that would have to be administered to the infant, two nurses investigated if the medication could be given intravenously. After misinterpreting information about the drug in reference texts and via oral communication with the Department of Health, the medication was administered by the IV route, which ultimately caused the infant's death.

5. **Homework:**
 - Case study pages 237-238
 - Case study pages 255-277
6. **Quiz:** Complete week 6 quiz.
7. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Seven

Topics:

1. **Managing the Environment of Care**
2. **Developing Staff and Human Resources**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Assess the safety monitoring process.
2. Critique tools commonly used to manage recruitment and retention of human resources.
3. Appraise the credentialing process for independent practitioners and employed clinical staff.

Assignments:

1. **Read:** Chapters 13 and 14
2. Listen to the recorded lectures.
3. **Discussion:** Conduct a Hazard Vulnerability Analysis using the tool (spreadsheet file "Hazard & Vulnerability Analysis_kaiser_model_ch_13.xls") provided to you in the text table 13.3 (p. 302) for your home or work environment, score it, and summarize by identifying the likely hazards you would need to address in an emergency operations plan. Remember that there are four major sections of this analysis:

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Technological Events, Hazardous Materials, Human Events, and Naturally Occurring Events. This master file may also be obtained in a spreadsheet format by using your search engine on the Internet and searching “Kaiser Hazard Vulnerability Analysis.” The spreadsheet format will automatically calculate the risk impact for you.

4. Homework:

- Review the Case Study on page 328. The Joint Commission requires each healthcare organization to have seven written safety standards or plans for the environment of care. Which of these plans would apply to this case and why?
- Search the Internet for the SDS information for five common household products. They should list the item description information, effects of exposure, and safe handling and disposal procedures for each of the five products. Product information may be located on the [MSDS search site](#).
- Case Study pages 349-371
- Project Application on page 372.

5. Quiz: Complete week 7 quiz.

6. Weekly Reflection: Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week’s course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Eight

Topics:

- 1. Organizing for Performance Improvement**
- 2. Navigating the Accreditation, Certification, and Licensure Process**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Delineate the best ways to organize performance improvement data for effective review by a board of directors.
2. Appraise various leadership configurations responsible for performance improvement activities.
3. Critique the various approaches of accreditation, certification, and licensure agencies to the site visit and survey.
4. Assess approaches that lead to success in the survey process.

Assignments:

1. **Read:** Chapters 15 and 16
2. Listen to the recorded lectures.

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3. **Discussion:** Look at the list of functions and opportunities (figure 15.3) and the PI and patient safety plan for Community Hospital of the West (figure 15.2) and answer the questions listed below.
 - How is the PI plan linked to the list of functions and opportunities identified during strategic planning?
 - Can you identify items in the prioritized strategic planning process document that are related to initiatives in the PI plan?
 - Note that the items in the strategic planning process document are very specific. Were related items from the list grouped into a more general category for the final PI initiatives?
 - Are the measurements identified for the initiatives truly quantifiable? That is, will the measurements actually lead to objective data that can be evaluated for evidence of improvement?
4. **Homework:**
 - Case Study pages 401-402
 - Case Study page 424
 - Draft a PI plan that identifies specific PI priorities, measures selected to monitor improvement priorities, possible corrective actions, and any other important information that describes the PI process.
5. **Quiz:** Complete week 8 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Nine

Topics:

1. **Implementing Effective Information Management Tools for Performance Improvement**
2. **Managing Healthcare Performance Improvement Projects**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Assess information management tools commonly used in the performance improvement process.
2. Critique current developments in healthcare information technologies that will enhance performance improvement activities in the future.
3. Assess specific skills required for team leadership.

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4. Determine steps a team leader should follow to successfully implement and complete a project.

Assignments:

1. **Read:** Chapters 17 and 18.
2. Listen to the recorded lectures.
3. **Discussion:** Go to [Hospital Compare](#) and enter any zip code and compare three different hospitals' reported data on any of the reported measures. Give a detailed description of the measure and your reaction to the data set. What are the findings for the three hospitals? How can you see this data being used for payers? For consumers? For the government? For a specific hospital? Going forward, how do you see this data being used with the current emphasis being placed on quality of care and accountability?
4. **Homework:**
 - Case Study page 447
 - Case Study pages 461-462
 - Project Application page 462
5. **Quiz:** Complete week 9 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Ten

Topics:

1. **Managing the Human Side of Change**
2. **Evaluating the Performance Improvement Program**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Apply change management techniques to implement performance improvements.
2. Evaluate performance improvement programs

Assignments:

1. **Read:** Chapters 19 and 20
2. Listen to the recorded lectures.
3. **Discussion:** The process of planning and evaluating a PI program should mirror each other. Taken together they are a cyclical activity: planning leads to evaluation, and evaluation provides the impetus for new planning.

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Students should look at the list of functions and opportunities (figure 15.3) and the PI and patient safety plan for Community Hospital of the West (figure 15.2) and answer the questions listed below:

- How is the PI plan linked to the list of functions and opportunities identified during strategic planning?
 - Can you identify items in the prioritized strategic planning process document that are related to initiatives in the PI plan?
 - Note that the items in the strategic planning process document are very specific. Were related items from the list grouped into a more general category for the final PI initiatives?
 - Are the measurements identified for the initiatives truly quantifiable? That is, will the measurements actually lead to objective data that can be evaluated for evidence of improvement?
4. **Homework:**
- Case Study pages 472-474
 - Case Study pages 482-483
5. **Quiz:** Complete week 10 quiz.
6. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Eleven

Topic:

Understanding the Legal Implications of Performance Improvement

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Determine the relationship of tort law to quality improvement activities.
2. Distinguish quality improvement activities from research activities.

Assignments:

1. **Read:** Chapter 21
2. Listen to the recorded lecture.
3. **Discussion:** Discuss why there is legal protection for occurrence reporting and peer review activities and how this facilitates performance improvement activities.
4. **Quiz:** Complete the week 11 quiz.

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5. **Weekly Reflection:** Each student must submit a 2-3 paragraph report to the Weekly Reflection drop box. The report shall summarize the learning concepts from the material covered in the lecture and reading assignments. Please devote the last paragraph to two concepts that you found to be most personally important and/or valuable from this week's course material. Also, share information regarding anything that you are having difficulty understanding or any concerns that you may have this week. The weekly reflection is due by Monday at 8:00 AM.

Week Twelve

Topics:

1. **Final Course Reflection**

Objectives:

Upon completion of this week's assignments, the student will be able to:

1. Summarize the learning experience from this quarter.

Assignments:

1. Complete the course evaluation.
2. **Final Course Reflection:** Each student must submit a 2-3 paragraph report to the Final Weekly Reflection drop box. Please devote one paragraph each to two concepts that you found most personally important and/or valuable from this quarter. In the third paragraph, please share information regarding what you liked best about the course, what you liked least about the course and any comments or suggestions for improvement. The weekly reflection is due by Monday at 8:00 AM.