Houston Community College - Coleman  
Health Information Technology Program  
Quality Assurance & Performance Improvement – HITT 2343  
Fall 2015 crn 77208

INSTRUCTOR  
Dr. Carla Tyson-Howard, MHA, RHIA  
phone: (713) 718-7347  
office hours: Mon, Tue, 2pm–4pm  
Skype: carla.tyson.howard  
Thr 4-5pm

COURSE DESCRIPTION  
Study of the many facets of quality standards and methodologies in the health information  
management environment. Topics include licensing, accreditation, computation, and  
presentation of data in statistical formats, quality improvement functions, quality tools,  
utilization management, risk management and medical staff data quality issues.

PREREQUISITES  
Department Approval

CREDIT  
3 semester hours

TEXTBOOK/REFERENCES  
Quality and Performance Improvement in Healthcare - Shaw, Elliot, Isaacson & Murphy  
Health Information Management Technology – N. Sayles  
Health Information: Management of a Strategic Resource - M. Abdelhak et. al.  
Healthcare Information Technology (Exam Guide for CompTIA) McCormick & Gugerty  
Handouts distributed by instructor  
Respondus Lockdown Browser (for taking tests)  
Eagle Online login user ID will be your HCC User ID (sometimes referred to as the “W”  
number). All HCC students have a unique User ID. If you do not know your User ID you can  
look it up by visiting the HCC home page:  
  o From www.hccs.edu, click on “Login Help” under the “Student System Sign  
In” field  
  o Then click on “Retrieve User ID” and follow the instructions.  
Or use the direct link: https://hccs1.mrooms3.net

The default student password is “distance.” Students will then be prompted to change their  
password after their first login. Please visit DE Technical Support FAQs if you need  
additional assistance with your log in.

COURSE GOALS (reference AHIMA entry level competencies)  
1. Abstract and maintain data for clinical indices/databases/registries.  
2. Collect, organize, and present data for quality management, utilization  
management, risk management, and other related studies.  
3. Compute and interpret healthcare statistics.  
5. Use specialized databases to meet specific organization needs such as medical research and disease registries.
7. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

**SCANS Competencies**
(C5) Acquires and evaluates information
(C6) Organizes and maintains information
(C7) Interprets and communicate information
(C9) Participates as a team member
(C14) Works with cultural diversity
(C16) Monitors and corrects performance
(C17) Contributes to system development and improvement
(F1) Reading
(F2) Writing
(F3) Arithmetic
(F5) Listening
(F6) Speaking
(F8) Decision-making
(F9) Problem solving

**COURSE REQUIREMENTS**
1. Students are to be prepared for class by reading textbooks and answering objectives to lessons.
2. Course will utilize Eagle Online 2 for test and some assignments.

**EQUAL EDUCATIONAL & EMPLOYMENT OPPORTUNITY**
HCCS seeks to provide equal education opportunities without regard to race, color, religion, national origin, sex, age or handicap.

**ABILITY CHALLENGED STUDENTS**
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact Donna Price at 713-718-5165 or the Disability Counselor at Coleman who is Ms. Hope Pamplin. Also visit the ADA web site at: [http://www.hccs.edu/students/disability/index.htm](http://www.hccs.edu/students/disability/index.htm)

**ATTENDANCE POLICY**
Students taking Internet courses complete weekly assignments at their own computers and communicate with their instructor by electronic mail and other provided web-based
technologies. Students complete assignments, take tests, and complete all other coursework just as they would in an on-campus class. Instructor will have weekly on-line chats with students. Course work will be submitted via the internet. Students must be in attendance on campus for all mid-term and final exams.

**GRADING POLICY**

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<td>Individual Assignments</td>
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<td>Group Assignments</td>
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<td>Final examination</td>
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Students absent from the class during the time of an on campus major examination for test will have NO MAKE-UP EXAMINATIONS, except upon the discretion of the instructor. Students late for the exam will be allowed to take the exam with the remaining scheduled time. The percentage of each activity will weight in the final grade regardless if the student participated in the activity or test.

**GRADING SCALE**

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<td>90 - 100</td>
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<td>80 - 89</td>
<td>B</td>
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<td>75 - 79</td>
<td>C</td>
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<td>74 and below</td>
<td>F (No Ds will be given)</td>
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**HCC COURSE WITHDRAWAL POLICY**

The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. Beginning in Fall 2007, the Texas Legislature passed a law limiting students to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor will “alert” you and counselors that you might fail a class because of excessive absences and/or poor academic performance. You should visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a counselor or your professor prior to withdrawing (dropping) the class and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when**
communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

NOTICE
Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

EXPANDED ONLINE TUTORING
Online Tutoring is bigger and better than ever before. Online tutoring is offered to students in MATH, BIOL, CHEM, PHYS, ENGL, PSYC, and for papers in all subjects. Students may self-register with any e-mail address, choosing their own user names and passwords. As always, students may submit work 24 / 7/ 365 and will get responses within 24 hours -- and usually much faster than that.

For more information or for an electronic version of the registration and information flyer, contact deborah.hardwick@hccs.edu.

EARLY ALERT SYLLABUS STATEMENT
The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student’s academic performance. The possible problem(s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.
ASSIGNMENTS
(All tests and assignments due by Sunday at 11pm)

Individual Projects
1. **Video Reviews**
   a. Students will watch online videos and complete corresponding quiz

2. **Customer Satisfaction**
   a. Using [www.SurveyMonkey.com](http://www.SurveyMonkey.com), develop an instrument to determine the satisfaction of your customers’ (classmates) with pre-test/post-test research design. Test the instrument using 10 of your classmates. Using a t-test, determine if the level of customer satisfaction is statistically significantly different.
   b. Using your data obtained from your class mate greeting email satisfaction survey, prepare the following:
      1. Create a frequency distribution and Pareto chart.
      2. Define frequency distribution.
      3. Explain the purpose of a Pareto chart.
   c. Utilizing Powerpoint or another medium, present findings to class on November 12th

3. **Performance Improvement Tool**
   a. **Develop and test a quality assessment monitoring tool** on twenty (20) medical records (acute care, long-term care, ambulatory care or other types of medical records). **Produce a quality assurance report** which includes a table and graph of the statistics.
   b. Samples of study may include coding errors, signature of entries, discharge summary completion according to The Joint Commission standards, history and physical completion according to The Joint Commission standards, medication orders for drugs administered and transcription errors (misspelled words).
   c. Utilizing Powerpoint or another medium, present findings to class on November 12th

4. **Utilization Management**
   a. Utilizing MS Access, design screens for collecting and performing Utilization Review of the following:
      1. Pre-admission
      2. Concurrent
      3. Discharge
      4. Retrospective
b. Utilizing Powerpoint or another medium, **present findings to class on November 12th**

5. **Credentialing**
   a. Utilizing MS Access, design a 10 record database for collecting, monitoring and analyzing data for physicians’ reappointment to the medical staff of a general hospital.
   b. Upload to Eagle Online 2
   c. Utilizing Powerpoint or another medium, **present findings to class on November 12th**

**Group Projects**

1. Using group assignment, meet with your team to answer the discussion topics. In weekly class chat, discuss your findings.
**Students must meet on campus for Sicko movie and Final Exams**

Days students are not on campus, we will meet on GoToMeeting Thursdays from 5-6pm to discuss group assignments. Tests are to be done on an individual bases and academic dishonesty will result in dismissal from program. All tests and assignments close Sunday at 11pm. The first day of class (Thursday, August 26th at 5pm) students will meet in the HIT lab (room 538) for syllabus review.

All assignments and test are due Sunday at 11pm.

**Weeks 1 -2 (August 24 - September 6)**

Course Introduction
Lesson 1 – QI Overview
Sayles 559-565
Abdelhak 438-444
Shaw xv-xxxii
*Crucial Medical Records Concealed (article)*

Define key terms in Quality and Performance Improvement.

State the purpose and philosophy of quality management in healthcare.

Outline the evolution of quality initiatives in the healthcare industry.

Understand the concept of quality and its importance in the healthcare industry.

Identify the importance of patient safety.

**Week 3 Lesson 2 – Quality Assessment (September 7-13)**

*Total Quality Management (video)*
(https://www.youtube.com/watch?v=tsF-8u-V4j4,
https://www.youtube.com/watch?v=mLRnqC69c9Q, and
https://www.youtube.com/watch?v=f0xtOUK55vY)
Sayles 565-572; 623-631
Abdelhak 444-450
Shaw chapters 1-2
McCormick chapter 7

State the elements of a quality assessment program.
Explain the cyclical nature of performance improvement activities.

Describe the distinction between organization wide performance improvement activities and team based performance improvement activities.

Identify the major organizations that publish clinical quality standards and guidelines.

Identify and describe commonly used methods for assessing and improving the quality of care and services provided in healthcare organizations.

Describe Total Quality Management (TQM)

Outline the organization wide and team based performance improvement cycles.


**Weeks 4-5  Test 1 (Lesson 1-2) (September 14-27)**

Lesson 3 – Government & Performance Improvement Data, Teamwork

Centers for Disease Control TV (CDC-TV) (video)  
(https://www.youtube.com/watch?v=okO8Z7ZPPuw&feature=youtu.be)

Sayles 572-608

Abdelhak 440-459

Shaw chapters 3-5, 15, 17, 21, 14

Identify and discuss government regulations and accreditation standards related to clinical quality management.

Describe legal aspects of performance improvement activities including the American Recovery and Reinvestment Act (ARRA), the Health Information Technology for Economic and Clinical Health (HITECH) Act and the Affordable Care Act.

Describe the organization structure and communication mechanisms used to facilitate integration among the individual components of the quality management system in a health care organization.

Identify effective use of teams in performance improvement activities.

Describe the PI team composition and the role of each member.

Apply communication tools such as minutes, quarterly reports and storyboards.

Differentiate between internal and external benchmark comparisons.

Design and use common healthcare data collection tools.
Apply statistical tools frequently used in problem analysis.

Calculate, analyze and describe various data types. Design graphic displays of data.

Design a storyboard.

How is project management used in performance improvement?

Describe meaningful use.


Describe Health IT Workflow.

How is Workflow assessed?

How is Workflow analyzed?

How is Meaningful Use related to the quality of care?

Describe the stage one Eligible Professional Meaningful Use Table of Contents Core and Menu Set Measures.

**Week 6  **  **Test 2 (Lessons 1-3) (September 28 - October 4)***  **Lesson 4 – Continuous Quality Improvement**

*Sayles 563-583; 596-605
Abdelhak 449-452
Shaw Chapter 6-7
McCormick chapter 7*

Discuss the gurus of quality management.

Describe customers.

Why are customers’ perceptions important?
Describe and develop methods to determine customer satisfaction.

What characteristics make an instrument effective?

Why are processes developed to optimize the continuum of care?

Describe the steps in the case management function.

Week 7 Test 3 (Mid-Term) (Lesson 1-4) (October 5-11)

Lesson 5 – Optimizing Patient Care

Bill Moyers and Bill Maher (Part 1) (video)

Bill Moyers and Bill Maher (Part 2) (video)
(http://www.youtube.com/watch?v=Q_BUx49UEng)

American Health Care (video)
(http://static.slidesharecdn.com/swf/ssplayer2.swf?doc=healthcarenapkinall-090816001957-phpapp01&stripped_title=healthcare-napkins-all)

The Cost of Dying (video)
(http://www.cbsnews.com/news/the-cost-of-dying/)

Shaw chapter 8

Recognize the common means by which healthcare organizations monitor and improve the quality of patient care.

Understand the expectation that healthcare will be individualized across the care continuum.
Understand the roles that clinical practice guidelines and evidence based medicine play in standardizing patient care.
How are data sets used to improve the quality of patient care?

**Week 8 October 15th**    “Sicko” Movie and Discussion with popcorn

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**Week 9**    Lesson 6 – Statistics / Accreditation (October 19-25)

*McKesson EHR (website)*
(http://sites.mckesson.com/AchieveHIT/hospitals.asp)

*Sayles chapter 9; 600-608*
*Abdelhak chapter 10; 440-443; 450-452*
*Shaw chapter 4, 14-15, 22*

Given data, calculate statistics commonly used for quality and performance improvement.

Differentiate between compulsory and voluntary reviews.

Explain performance improvement perspectives of accreditation, certification and licensure.

Describe approaches of accreditation, certification, and licensure agencies to the site visit survey.

Identify the approaches that lead to success in the survey process.

Describe Six Sigma.

Describe HCUP.  http://www.ahrq.gov/data/hcup/

Utilizing HCUP and the State Statistics on All Stays database statistics, create and analyze your own statistics on stays in hospitals for participating States from the HCUP State Inpatient Databases (SID).  Report findings in class chat.
Week 10  

**Week 10**  
**Test 4 (Lessons 1-6) (October 26 - November 1)**

**Lesson 7– Utilization Management**

*Insurance Claim Forms: What Does the Fine Print Say? (video)*  

*Sayles 609-612  
Abdelhak 467-470  
Shaw chapter 7*

What is the purpose of utilization management?

Describe the organization of a hospital utilization management program.

How is clinical and administrative data used in utilization management?

Understand the Medicare requirements for utilization management.

Describe process to evaluate a Health Information Exchange.

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Week 11  

**Week 11**  
**Test 5 (Lessons 1-7) (November 2-8)**

**Lesson 8 – Risk Management / Infectious Disease and Control**

**Presentations:**

1. Customer Satisfaction Surveys  
2. Performance Improvement Tool  
3. Utilization Review database  
4. Credentialing database

*Veteran Administration Colonoscopies (video)*  
([http://www.cbsnews.com/video/watch/?id=5092544n&tag=mg;eveningnews](http://www.cbsnews.com/video/watch/?id=5092544n&tag=mg;eveningnews))

*Sayles 612-623  
Abdelhak 459-466  
Shaw chapters 8-9, 11, 12  
McCormick chapter 25*

Define key elements of a risk management plan.
What is the role of risk management in the quality initiatives of a healthcare organization? Explain methods used in healthcare to prevent the occurrence of infections.

Differentiate between nosocomial and community acquired infections.

Examine the government agencies that develop regulations and the approaches used to control the spread of infectious diseases.

Define the concept of a sentinel event.

Describe the safety monitoring process.

What is the link between the environment or care and patient safety?

How does a risk manager impact potential compensable events?

**Week 12 Test 6 (Lessons 1-8) (November 9-22)**

**Lesson 9 – Credentialing**

*What is Medical Staff Management? (video) (http://www.youtube.com/watch?v=9HrZVypwJrc)*

*Abdelhak 470-475*

*Shaw chapter 13*

Discuss the historical development of credentialing.

Recognize the need to integrate performance improvement and patient safety data into the management of human resources.

Identify tools used to manage the recruitment and retention of human resources.

Outline the credentialing process for independent practitioners and employed clinical staff.

Describe the interaction between clinical quality management activities and appointment and credentialing of staff members.
Week 14 Dec 3 Comprehensive Final Exam On campus room 538 at 5pm
All groups do the following activity:

- List activities in the health information department that should be monitored for quality effectiveness.
  - State various methods you would used to monitor and improve their effectiveness.
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<td><strong>1. Define Standards and give an example</strong></td>
<td><strong>1. Define Clinical Pathways</strong></td>
<td><strong>1. Define Clinical Practice Guidelines</strong></td>
<td><strong>1. Define Accreditation</strong></td>
<td><strong>1. Define Protocols. Does it differ from a clinical pathway?</strong></td>
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<td>2. State how TJC has impacted standards in healthcare</td>
<td>2. Who is the Agency for Healthcare Research Quality, to whom do they report and what does it do?</td>
<td>2. Discuss the National Guidelines Clearinghouse</td>
<td>2. What impact on standards has the American Osteopathic Association had within healthcare?</td>
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<td>1. Develop a quality management structure (organization chart, policies and procedures) for an acute care facility.</td>
<td>1. Develop a quality management structure (organization chart, policies and procedures) for an ambulatory care facility.</td>
<td>1. Develop a quality management structure (organization chart, policies and procedures) for a skilled nursing facility.</td>
<td>1. Write the steps in for an acute care facility preparing for a TJC survey.</td>
<td>1. Write the steps in for an ambulatory care facility preparing for a TJC survey.</td>
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### Group Assignments

**Lesson 4**

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1. Prepare a Gantt chart for converting from a straight numerical chart filing system to TDO.
2. Develop a PERT diagram depicting the conversion from a paper-based to an electronic record system.
3. Develop a Likert scale survey tool to determine physician’s satisfaction with the HIM department’s transcription system.
4. Search the most recent guidelines for “home uterine activity monitoring”.
   a. What group published the guidelines?
   b. What year were the guidelines published?
   c. When were they last revised?
   d. Describe the guidelines.
   e. Do you recommend revision?
   f. What internet site did you use?
5. Determine The Joint Commissions standards for the following:
   a. Can one provider authenticate for another?
   b. What are the documentation standards for an Operative report?
   c. What are documentation standards for H&P?
   d. Can a single document be used to authenticate all unsigned notes in record?

2. Shaw Textbook
   - Figure 7.5 shows an example of one patient’s history and physical report. Compare the patient’s history to the admission criteria and determine whether the patient meets or does not meet the criteria for admission to the hospital. The patient must meet at least one criterion in severity of illness and at least one criterion in intensity of service.
### Group Assignments - Lesson 6

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Review 5 records to determine the discharge summary contains discharge:
- Medications
- State the mean number of records meeting criteria

Review 5 records to determine the presence of:
- Patient consent to treatment
- Discharge dx on face sheet
- State the mean number of records meeting criteria

Review 5 records to determine the presence of:
- Admission order
- State the mean number of records meeting criteria

Review 5 records to determine the discharge summary states:
- Follow-up
- State the mean number of records meeting criteria

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1. Within your group develop a 2 question survey with [www.SurveyMonkey.com](http://www.surveymonkey.com) on customer satisfaction within a ROI department.
   - How can this data be analyzed?
   - What test of significance would you use?

2. All groups do the following activity.
    2. Write a procedure for reporting the number, location and type of nosocomial infections at an acute care facility on a monthly basis.
    3. Design the report for the aforementioned.

### Team Member Names

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