Course Information:
Course provides an introduction to the quality of care in the US Health Care System. Quality outcome measurement and the patient experience influences reporting and reimbursement. Focus on quality metric measurement, analyzing, managing and improving population health outcomes. The course details conceptual bases of these approaches, their strengths and limitations. 3 credit hours.

Undergraduate Competencies (HCA 431):
A1. Health Care Issues and Trends – Students can demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care.
A2. Standards & Regulations – Students are able to identify standards, laws, regulatory and accreditation criteria applicable to health care organization.
B2. Problem-Solving and Decision-Making – Students demonstrate skills for identifying questions and solutions to address issues and problems.
B6. Information Management and Technology – students understand techniques and methods to plan, design, implement and assess information flow and communication.
C4. Writing Skills – Students can demonstrate effective written and business communications.

Graduate Competencies (HCA 631):
A1. Health Care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)
A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization)
B1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups)
D7. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication)
D12. Quality Improvement/Performance Improvement (Define and assess quality and performance)

Course Objectives:
Upon completion of the course, it is expected that students will be able to:
• Use the principles and practice of quality measurement, quality improvement, and process redesign in health care to fit a broader audience of patients, payer, and providers.
• Develop skills needed to improve quality or performance within organizations. (UULOS 1.1)
• Examine core processes and operations in the health care continuum impacted by CQI.
• Select quality improvement and problem-solving tools to improve operations and achieve the triple aim.
• Use evidence-based models for decision making to improve quality.
• Critique the external quality reporting organizations and how they apply to individual health care delivery systems. (UULOs 3.1, 3.3)
• Critique regulatory quality requirements as a means for reporting, reimbursement, and incentive program strategies to drive improvement. (UULOs 3.1, 3.3)
• Compare and contrast how information technology can enhance patient safety and performance in a health care setting.
• Develop a Quality Incentive Program and Strategies for a health care entity and formulate root cause analysis regarding the barrier to change and adoption of quality standards. (UULOs 1.1, 2.2, 3.1, 3.2)

University Undergraduate Learning Outcomes:
Complete list of UULOs

Required Text:

Supplemental Texts and Readings (suggested in preparation for the course):
• Additional readings, videos, etc. are assigned to students throughout the course. Access will be provided to these resources via WebCampus.

Grading Scale:

<table>
<thead>
<tr>
<th>Points in %</th>
<th>Letter Grade</th>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>D</td>
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UNLV’s School of Community Health Sciences
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Grading Components:

See course schedule for due dates for all assessments and other assignments. 
Total Points available for the course: 500 pts.

<table>
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<td>Quizzes</td>
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<td>Discussion Boards</td>
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<td>Assignments</td>
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<td>Final Project</td>
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<td>Essays</td>
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<td><strong>Total</strong></td>
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<td><strong>490</strong></td>
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Assignment Overviews:
Detailed instructions for each assignment will be provided in WebCampus. An overview of each is provided below.

*Note: Each week, you must read all assigned readings (text and articles). Lecture Notes and publisher’s PowerPoint slides are provided as supplemental reinforcement to your weekly readings.*

**Quizzes / Exams (4 total):** There will be two quizzes and two exams, two quizzes during Module 1, one exam after Module 1 and one final exam after Module 2. Questions may be derived from the slides, articles, and/or textbook chapters assigned during the corresponding weeks. Quizzes and exams will be a combination of multiple choice, multiple response, true/false, and matching. The two quizzes will include 20-25 questions and you will be given 30 minutes to complete. Exams will occur after each module and include 50-75 questions and you will be given one hour to complete. One attempt will be given for all quizzes and exams. Examinations will open 7 days prior to the due date listed on your course schedule.

**Discussion Boards (10 total, 5 points each):** 300-500 words; no APA required, but spelling and grammar will be checked. Post your initial personal posting by posted deadline. Comment on the post of at least two fellow students by posted deadline. If you fail to respond you will lose partial points awarded for that discussion question. Discussion threads will have a deadline. See Discussion Board Rubric for grading criteria. Undergraduate Students (HCA 431) should use at least two class references and one external peer reviewed reference in your initial post. Graduate Students (HCA 631) are required to use two class references and two peer reviewed references in their initial post and at least one peer reviewed reference in their response posts.

**Assignments (4 total):** See WebCampus Assignments tab for individual assignment details. See Essay/Final Project Rubric for grading criteria.

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Essays (2 total): Students will be expected to write two short essays on a specific prescribed topic (a maximum of three, doubled spaced and typed pages). Undergraduate Students (HCA 431) should use at least two external peer reviewed references in your essay. Graduate Students (HCA 631) are required to use at least three peer reviewed references in their essay. See Essay/Final Project Rubric for grading criteria.

Final Project (1 total): Students will be expected to write a short essay on a specific prescribed topic (a maximum of five, doubled spaced and typed pages). See Essay/Final Project Rubric for grading criteria.

Undergraduate Students (HCA 431):
The final project will be an individual paper and will require students to apply learnings from current quality metrics, quality improvement models, and drivers in our healthcare system today. They will be provided a problem in health care quality and asked to present what factors the organization should consider, what models can be applied, and how they came to their solution.

Graduate Students (HCA 631):
The final project will be an individual paper where and will require students to apply learning’s from current quality models, initiatives, and incentive structures while considering theories of organizational behavior change and engagement. Students will identify the number of and specific quality metrics to bonus, financially what they are asking leadership to approve, and how they will engage the providers to drive organizational improvement.

Additional Considerations:
Program Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

Missed Assignments: A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments (discussed prior to deadline with faculty), serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

Other UNLV Policies: You are also responsible for reviewing and complying with the policies found within “Syllabi Appendix: General University Policies and Resources 2017-18”, found on WebCampus.
# HCA 431/631 Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics &amp; Assignments (due by midnight)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Understanding the Journey of Quality Reporting and CQI</td>
<td>See Assignment and Rubric documents for details.</td>
</tr>
<tr>
<td>8/29/2017</td>
<td><em>Introduction DB Due</em></td>
<td>☐ Write your initial post in the Discussion Board</td>
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<tr>
<td>8/30/2017</td>
<td>#1 <em>DB Post</em></td>
<td>☐ Write your initial post in the Discussion Board</td>
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<td>9/3/2017</td>
<td>#1 <em>DB Reply</em></td>
<td>☐ Respond to 2 peers on their DB post</td>
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<tr>
<td>9/3/2017</td>
<td><em>Syllabus Quiz</em></td>
<td>☐ Found in the Assignments tab</td>
</tr>
<tr>
<td><strong>WEEK 2</strong> 9/4/2017</td>
<td>Continuation of Week 1: The Evolution of Quality Improvement</td>
<td>☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapter 1, The Global Evolution of Continuous Quality Improvement pp. 3-44</td>
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<tr>
<td></td>
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<td>☐ Resources:</td>
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*Syllabus is tentative and is subject to change – updated 8/27/17*
<table>
<thead>
<tr>
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<th>Assignment</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>9/6/2017</td>
<td>#2 DB Post</td>
<td>□ Write your initial post in the Discussion Board</td>
</tr>
<tr>
<td>9/10/2017</td>
<td>#2 DB Reply</td>
<td>□ Respond to 2 peers on their DB post</td>
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</table>
| 9/11/2017  |证据 Based Decision-Making, Outcome Models, and Benchmarking | □ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care  
   Chapter 2, Basics of Quality and Safety, pp. 77-114  
   Chapter 5, The Outcome Model of Quality, pp. 155-161, 170-179
   Chapters 13, Educating Health Professionals to Improve Care within the Clinical Microsystem, pp. 373-393 |
| 9/13/2017  | #3 DB Post          | □ Write your initial post in the Discussion Board                     |
| 9/17/2017  | #3 DB Reply         | □ Respond to 2 peers on their DB post                                 |


☐ Videos:  
Quality improvement in healthcare. (2016). [video file]. Retrieved from [https://www.youtube.com/watch?v=nPysNaF1oMw](https://www.youtube.com/watch?v=nPysNaF1oMw)

☐ Resources:  


☐ Websites:  
US Preventative Task Force (USPSTF) [https://www.uspreventiveservicestaskforce.org](https://www.uspreventiveservicestaskforce.org)  
Agency for Healthcare Research and Quality (AHRQ) [https://www.ahrq.gov](https://www.ahrq.gov)  
NCQA: [http://www.ncqa.org/hedis-quality-measurement](http://www.ncqa.org/hedis-quality-measurement)
### WEEK 4

**9/18/2017**  
**Patient Safety and Medical Errors**

- **Quiz #1 Opens**
  - Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care  
    Chapter 9, Assessing Risk & Harm in the Clinical Microsystem, pp. 249-271  
    Chapter 11, Classification and Reduction of Medical Errors, pp. 311-330

- **Quiz #1 Due**
  - Quiz Topic: U.S. Health Care Payers, Terms, CQI, Risk, Wk 1&2 Articles

**9/24/2017**  
**#4 DB Post**
- Write your initial post in the Discussion Board

**9/24/2017**  
**#4 DB Reply**
- Respond to 2 peers on their DB post

### WEEK 5

**9/25/2017**  
**Tools for Improvement**

- Understanding the LEAN Process, CQI tools (Pareto analysis, control charts, and other useful tools)

- **Quiz #2 Opens**
  - Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care  
    Chapters 3 Basics of Quality and Safety, pp. 75-114

- **Assignment # 1 Due**
  - Submit via the Assignments tab on WebCampus

### WEEK 6

**10/2/2017**  
**The Role of Information Technology**

- **Quiz #2 Opens**
  - Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care  
    Chapters 5 The Outcome Model of Quality, pp. 162-169  
    Chapter 12 The Role of Health Information Technology in QI, pp. 335-361.

- Resources:
<table>
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<tr>
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<td>☐ Quiz Topic: Patient Safety, QI Tools, Role of IT, Wk 4-6 Articles</td>
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<td>10/8/17</td>
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<td>☐ Submit via the Assignments tab on WebCampus</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Patent Experience / Satisfaction</td>
<td>☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 6 Measuring Consumer Satisfaction, pp. 181-196 Chapter 7 The Role of the Patient in Continuous QI, pp. 199-217</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Videos: Cathy, D.T. (2010). Every life has a story…if we only bother to read it [video file]. Retrieved from <a href="https://www.youtube.com/watch?v=2v0RhvZ31vY">https://www.youtube.com/watch?v=2v0RhvZ31vY</a></td>
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<tr>
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<td>#5 DB Reply</td>
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<td>WEEK 8</td>
<td>Module 1 Review</td>
<td>☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care</td>
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<td>10/22/2017</td>
<td>Examination #1 Due</td>
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**Module 2**

Understanding Regulations and Incentive to Drive Quality in the Future

See Assignment and Rubric documents for details.

**WEEK 9**

10/23/2017  Regulatory and Voluntary Quality Reporting


☐ Videos:


### WEEK 10

#### Resources:


☐ Write your initial post in the Discussion Board

☐ Respond to 2 peers on their DB post

☐ Submit via the Assignments tab on WebCampus

**WEEK 11**

**11/6/2017**

Quality Improvement in Primary Care -Coordination between Providers and Systems during Transitions of Care

☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 14, Quality Improvement in Primary Care, pp. 399-415

☐ Resources:


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**WEEK 12**

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<td>Transforming Health Care Organizations</td>
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**WEEK 13**

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<th>Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 18: Accreditation, pp. 513-531</th>
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**WEEK 12**

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**WEEK 13**

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- Websites:
  - URAC: [https://www.urac.org](https://www.urac.org)
  - NCQA: [http://www.ncqa.org](http://www.ncqa.org)

### 11/22/2017 #9 DB Post
- Write your initial post in the Discussion Board

### 11/26/2017 #9 DB Reply
- Respond to 2 peers on their DB post

### 11/26/2017 Essay #2 Due
- Submit via the Assignments tab on WebCampus

### 12/3/2017 Final Project Due
- Final Project: Build a Quality Incentive Program

#### WEEK 14

### 11/27/2017 Human Element of Change
- Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care
  - Chapters 20: A Call to Action for Transforming Health Care in the Future, pp. 571-597

- Resources:

### 11/29/2017 #10 DB Post
- Write your initial post in the Discussion Board

### 12/3/2017 #10 DB Reply
- Respond to 2 peers on their DB post

#### WEEK 15

### 12/4/2017 Study Week: Study for the Final Exam
- Final exam will be comprehensive.

### 12/9/2017 Examination #2 Opens

### WEEK 16

### 12/11/2017 Final Exam Week

### 12/15/17 Examination #2 Due
- Due by 11:59 PM PST on December 15th.

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**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: [https://www.unlv.edu/studentconduct/student-conduct](https://www.unlv.edu/studentconduct/student-conduct).

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for

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violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always

UNLV’s School of Community Health Sciences
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@unlv.nevada.edu. Emailing within WebCampus is acceptable.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.