



PPD 518: QUALITY OF CARE CONCEPTS
Spring 2017, 2 Units

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Class Dates & Times	
Fri. Feb. 10, 2 - 7pm; Sat. Feb. 11, 9am - 2pm	Location TBD
Fri. Mar. 31, 2 - 7pm; Sat. April 1, 9am - 2pm	Location TBD
Weekly Online Interaction with Instructor	

COURSE DESCRIPTION

This course is an introduction to healthcare quality of care. The course examines the state of healthcare quality including the types of quality issues. The course reviews tools and processes to improve healthcare quality and the different approaches used in the various healthcare venues.

COURSE OBJECTIVES

Upon completing this course, the student will be able to:

- Understand the types and complexities of quality issues
- Understand the use and importance of measurement in quality improvement
- Plan a quality improvement project

REQUIRED READING AND SUPPLEMENTARY MATERIAL

- The Healthcare Quality Book – Vision, Strategy and Tools – Ransom, Joshi et al. (3rd Edition) AUPHA Press – Core Text
- Executive Summary – IOM report – The Quality Chasm
- Executive Summary – IOM report – To Err is Human
- Other Articles as assigned

ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See

additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (www.usc.edu/scampus), where the recommended sanctions are in Appendix A. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

PPD 518 COURSE COMPETENCY OUTLINE

COMPETENCY	BLOOMS TAXONOMY LEVEL	DATE(S)	METHODS	ASSESSMENT
DOMAIN 1: Knowledge of Health Care Environment				
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations	ANALYZING	EVERY CLASS AND ONLINE	LECTURE, DISCUSSIONS, EXERCISES	INDIVIDUAL PRESENTATION AND TEAM PROJECT
DOMAIN 2: Critical Thinking and Analysis				
2.1 Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner	ANALYZING	EVERY CLASS	LECTURE, DISCUSSIONS, EXERCISES	TEAM PROJECT, INDIVIDUAL PRESENTATIONS
2.2 Apply complex concepts, develop creative and innovative solutions or adapt previous solutions in new ways	ANALYZING	EVERY CLASS AND ONLINE	LECTURE, DISCUSSIONS, EXERCISES	TEAM PROJECTS
2.3 Demonstrate the ability to consider business, demographic, ethno-cultural, political, and regulatory implications of decisions, and to develop strategies that improve the long-term success and viability of the organization	APPLYING	EVERY CLASS	EXERCISES	TEAM PROJECTS, ARTICLE REVIEWS
DOMAIN 3: Business and Management Knowledge				
3.2 Understand and use administrative and clinical decision support tools in process and performance improvement.	ANALYZING	EVERY CLASS	EXERCISES, LECTURES	TEAM PROJECT
3.3 Understand and use the formal and informal-decision-making structures in health care organizations and the health care industry, and the ability to analyze and improve an organization's processes	ANALYZING	EVERY CLASS	LECTURES EXERCISES AND CLASS DISCUSSIONS	TEAM PROJECT
DOMAIN 4: Policy and Community Advocacy				

4.2 Align one's own and the organization's priorities with the needs and values of the community	APPLYING	EVERY CLASS AND ONLINE DISCUSSIONS	LECTURES, DISCUSSION	ARTICLE PRESENTATIONS, TEAM PROJECTS
DOMAIN 5: Communication				
5.1 Demonstrates the ability to facilitate a group, and to prepare and present cogent business presentations	EVALUATING	CLASS	LECTURES AND EXERCISES	TEAM PROJECT PRESENTATIONS
5.2 Demonstrates the ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others	APPLYING	CLASS	LECTURES AND EXERCISES	TEAM PROJECT PRESENTATIONS AND POWERPOINTS
DOMAIN 6: Leadership				
6.1 Demonstrates leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others	APPLYING	CLASS AND ONLINE DISCUSSIONS	CLASS PARTICIPATION AND PRESENTATIONS	ARTICLE PRESENTATIONS AND TEAM PROJECTS
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	APPLYING	CLASS	RESEARCH AND DEVELOPMENT OF TEAM PROJECTS	TEAM PROJECTS

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Quality Article Written Review	Feb. 10, 2017 in Class	10%
Quality Article Oral Presentation	Feb. 10, 2017 in Class	20%
Team Project Oral Presentation	April 1, 2016 in Class	20%
Team Project Final Paper	May 10, 2017	20%
Weekly On-line Assignments and Discussion	On-line Weekly	10%
In-Class Participation	All In-Person Classes	20%
TOTAL		100%

USC GRADING POLICY

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

ADDITIONAL POLICIES

Incomplete (IN) is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar’s Note: Recommended definition of emergency: “A situation or event which could not be foreseen and which is beyond the student’s control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also, note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) except for thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent classes.

PPD 518 COURSE OUTLINE

DATE	TOPIC
January 13, 2017	Online discussion – self introduction of educational and professional background
January 20, 2017	Timely article assigned to be read and then comment on Discussion Board – Reading and comment directions posted at the beginning of the week.
January 27, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
February 3, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at

	the beginning of the week.
Feb. 10, 2017 In Class Session	<p>Please read Chapters 1-4 of text and IOM Executive Summaries of “To Err is Human” and “The Quality Chasm” prior to attending class</p> <ol style="list-style-type: none"> 1. Class Introduction and Article Presentations 2. The Fundamentals of Quality Improvement 3. The State of Healthcare Quality in America 4. Quality of Care, ACA, and MACRA 5. Descriptions of Projects and Mock Quality of Care Scenarios <p>Due: Quality Article Written Review Due: Quality Article Oral Presentation</p>
Feb. 11, 2017 In Class Session	<ol style="list-style-type: none"> 1. Change Management 2. The Value of Patient Experience 3. Economics of Quality Improvement 4. Project Scenario Selection and Team Work Period 5. Healthcare IT and Improve Quality through Analytics
February 17, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
February 24, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 3, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 10, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 17, 2017	SPRING BREAK
March 24, 2017	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 31, 2017 In Class Session	<ol style="list-style-type: none"> 1. Getting to Quality Care through Leadership and Communication 2. Clinical Performance Improvement Measures 3. Patient/Family Centered Medical Home—Medical Neighborhood 4. Healthcare Quality at the Provider Organization: The Kaiser Way 5. Health Disparities

<p>April 1, 2017 In Class Session</p>	<p>1. Team Project Oral Presentations 2. QI at the Health Plan: Medicaid Managed Care Due: Team Project Oral Presentation</p>
<p>April 7, 2017</p>	<p>Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.</p>
<p>April 14, 2017</p>	<p>Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.</p>
<p>April 28, 2017</p>	<p>Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.</p>
<p>May 10, 2017</p>	<p>Team Project Final Papers to be submitted. Due: Team Project Final Paper</p>

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

Violation	Recommended Sanction for Undergraduates*
Copying answers from other students on any course work. **	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course.
Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration	Suspension or expulsion from the university; F for course
Having someone else complete course work for oneself.	Suspension or expulsion from the university for both students; F for course.
Plagiarism – Submitting other’s work as one’s own or giving an improper citation.	F for course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action (possible suspension).
Submission of the same assignment to more than one instructor, where no previous approval has been given.	F for course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications (including supporting documentation).	Revocation of university admission without opportunity to reapply.
Documentary falsification (e.g., petitions and supporting materials; medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. ***

* Assuming first offense

** Exam, quiz, tests, assignments or other course work.

*** Applies to graduate students