

# USC Price

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

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**Office Hours:** Before and after class and by appointment

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Class Dates & Times	
Fri. Jan 27, 1-7 pm; Sat. Jan 28, 9am-2 pm	Location TBD
Fri. March 31, 1-7 pm; Sat. April 1, 9 am-2 pm	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. AUPHA Press – Core Text 3<sup>rd</sup> edition
- 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](http://www.usc.edu/scampus)), where the recommended sanctions are located 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 located 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](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](mailto: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](http://blackboard.usc.edu).

**PPD 518 COURSE COMPETENCY OUTLINE**

COMPETENCY	BLOOMS TAXONOMY LEVEL	DATE(S)	METHODS	ASSESSMENT
<b>DOMAIN 1: Knowledge of Health Care Environment</b>				
<b>1.1</b> 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
<b>DOMAIN 2: Critical Thinking and Analysis</b>				
<b>2.1</b> 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
<b>2.2</b> 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
<b>2.3</b> 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
<b>DOMAIN 3: Business and Management Knowledge</b>				
<b>3.2</b> Understand and use administrative and clinical decision support tools in process and performance improvement.	ANALYZING	EVERY CLASS	EXERCISES, LECTURES	TEAM PROJECT
<b>3.3</b> 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
<b>DOMAIN 4: Policy and Community Advocacy</b>				

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

### **COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION**

<b>ASSIGNMENT</b>	<b>DUE DATE</b>	<b>% OF GRADE</b>
Quality Article Written Review	Jan. 27, 2017 in Class	10%
Quality Article Oral Presentation	Jan 27, 2017 in Class	5%
Team Project Oral Presentation	April 1, 2017 in Class	10%
Team Project Final Paper	May 5, 2017	25%
Weekly Online Assignments and Discussion	Online Weekly	25%
In Class Participation	All In-person Classes	25%
<b>TOTAL</b>		<b>100%</b>

## 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) with the exception of 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

## PPD 518 COURSE OUTLINE

DATE	TOPIC
Jan. 9, 2017	Online Discussion – self introduction of educational and professional background
Jan 16, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
Jan 27, 2017	<ol style="list-style-type: none"> <li>1. Class Introduction and Article Presentations</li> <li>2. The State of Healthcare Quality in America</li> <li>3. The Fundamentals of Quality Improvement</li> <li>4. Measuring Quality and The Use of Data and Analytics</li> <li>5. <a href="#">Due: Quality Article Written Review</a></li> <li>6. <a href="#">Due: Quality Article Oral Presentation</a></li> </ol>
Jan 28, 2017	<ol style="list-style-type: none"> <li>1. Ambulatory Quality Improvement Arena</li> <li>2. Hospital and Healthcare System Quality</li> <li>3. QI at the Health Plan</li> <li>4. Change Management as the core to QI</li> <li>5. Economics of Quality Improvement</li> <li>6. Project Scenario Selection and Team Work Period</li> </ol>
Feb 6, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
Feb.13, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
Feb 20, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
Feb 27, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
March 6, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
March 13, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
March 20, 2017	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week

March 31, 2017	<ol style="list-style-type: none"> <li>1. Improving Patient Experience</li> <li>2. Clinical Measures and California's Pay for Performance</li> <li>3. Medicare Stars</li> <li>4. EMR and its Role in Quality</li> <li>5. Patient Centered Medical Home</li> <li>6. The Affordable Care Act as it Relates to QI</li> <li>7. Team Project Final Preparation Time</li> </ol>
April 1, 2017	<ol style="list-style-type: none"> <li>1. Accountable Care Organizations and Their Role in QI</li> <li>2. Due: Team Project Presentations</li> </ol>
April 3, 2016	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week
April 10, 2016	Timely article assigned to be read and commented on Discussion board: Reading and comment directions posted at the beginning of the week



**STUDENT JUDICIAL AFFAIRS AND  
COMMUNITY STANDARDS**

**APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES**

<b>Violation</b>	<b>Recommended Sanction for Undergraduates*</b>
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