

PPD 518: QUALITY OF CARE CONCEPTS Spring 2021, 2 Units

Instructor: Ellen Rudy, PhD

Office: Molina Healthcare of CA
Currently remote

Office Hours: Before and after class and by appointment

Email: emr_207@usc.edu

Phone: Office – 562-754-4066

Fax: Available upon request

Class Dates & Times		Location
Friday, January 29	2pm-7pm	Zoom
Saturday, January 30	9am-2pm	Zoom
Friday, April 2	2pm-7pm	TBD
Saturday, April 3	9am-2pm	TBD
Weekly Interaction with Instructor		Online

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:

Course Learning Objectives	Cognitive / Affective Domain	Level
1. Understand the types and complexities of quality issues	Cognitive	Application
2. Understand the use and importance of measurement in quality improvement	Cognitive/Affective	Application/Receiving
3. Plan a quality improvement project	Cognitive	Syntheses

REQUIRED READING AND SUPPLEMENTARY MATERIAL

- The Healthcare Quality Book – Vision, Strategy and Tools – Ransom, Joshi et al. AUPHA Press – Core Text Chapter 1-4
- 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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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 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, (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.

SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

PPD 518 COURSE COMPETENCY OUTLINE

MHA Competency	Level (B//A)	Course Objective(s)	Assessment Methods
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	I	1	Individual presentation, Team project, Article presentations
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.	I	3	Individual presentation, Team project
2.2 Apply complex concepts, develop creative and innovative solutions or adapt previous solutions in new ways	A	3	Team project
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	I	1	Team project, Article reviews
Domain 3: Business and Management Knowledge			
3.2 Understand and use administrative and clinical decision support tools in process and performance improvement.	B	2	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	B	2	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	I	1	Article presentations, Individual presentation, Team project
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	I	3	Team project
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	I	3	Team project
Domain 6: Leadership			
6.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	I	3	Individual presentation, Team project
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	I	3	Team project

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Quality Article Review – Search and find an article in the from a peer reviewed journal. No trade publications or newspapers or advertisements. Published within the last 5 years. Create a slide deck synopsis on the problem, the impact of the program, the urgency and the solution and key findings. Submit article and deck due Monday, January 25.	Monday, January 25	10%

Quality Article Oral Presentation – An oral presentation of your deck created on your article synopsis in intensive weekend.	Friday, January 29 Saturday, January 30	15%
Team Project Content – Projects will be assigned in teams. Mock quality problems will be selected, and the team will develop a quality improvement project – The entire project will include a PowerPoint/Prezi presentation, and article submission and a subsequent written report and bibliography due May 4. <u>Submission specifics and naming conventions will be provided.</u>	Deck Presentation Due: Tuesday, March 30	15%
Team Project Oral Presentation – The team project will be presented to the class with Q & A afterwards.	Friday, April 2 Saturday, April 3	15%
Team Project Written Report, Bibliography	Written Report Due: Tuesday, May 4	15%
Biweekly Online Assignments and Discussion – Students will be measured on their participation and the content of answers.	Online Biweekly	15%
Interactive Participation	All Interactive Classes	15%
TOTAL		100%

USC GRADING POLICY

GRADE	SCORE CRITERIA
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76 Minimum passing for graduate credit
C-	70-72 Failed in courses for graduate credit
D	60-69 Failed in courses for graduate credit
F	<60 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

DUE DATE	TOPIC
<p>January 19, 2021</p>	<p>Online discussion – Self introduction of educational and professional background. Respond to posted questions on introduction discussion forum.</p> <p>(Please read IOM Executive Summaries of “To Err is Human” and “The Quality Chasm”, a summary review of “The Triple Aim”, and the first four chapters of the textbook prior to INTENSIVE class session)</p>
<p>January 25, 2021</p>	<p>Due: Quality Article Review and Deck – Search and find a peer reviewed journal article published in the last 5 years related to a quality issue in health care. No trade publications or newspapers or advertisements.</p> <p>Create a slide deck synopsis on the problem, the impact/importance of the program, the solution, summary of points/findings and conclusions. Submit article and deck on due date with naming convention below.</p> <p>Plan to present oral presentation of deck at INTENSIVE meeting. At Oral Presentation, please also provide your opinion of the article. Did the paper prove its point? Did you find any flaws in the analyses/conclusions? What is your takeaway? Keep presentation to maximum of 7 minutes.</p>

	Naming convention: Save article in pdf entitled Last Name_First Name_article title . Save Slide Deck entitled: Last Name_First Name_QOC2021. (ex. Rudy_Ellen_QOC2021) .
January 29, 2021 Intensive Session	<ol style="list-style-type: none"> 1. Class Introduction 2. Key Issues of Quality 3. The Foundation of Quality 4. Elements of Quality Improvement 5. Start of Article Presentations <p>(Please read IOM Executive Summaries of “To Err is Human” and “The Quality Chasm” as well as the First four chapters of the text prior to class and “The Triple Aim article)</p> <p><i>Due: Quality Article Oral Presentation</i></p>
January 30, 2021 Intensive Session	<ol style="list-style-type: none"> 1. Continuation of Article Presentations 2. Drivers of Quality 3. Quality in the Different HealthCare Settings 4. Quality Improvement Tools 5. Team Project Outline, Team and Mock Quality of Care Project Selection
February 16, 2021	Timely articles assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 1, 2021	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 15, 2021	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
March 30, 2021	<i>Due: Team Project Slide Deck Due March 30, 2021. Written Report Due May 4, 2021. Naming convention will be provided.</i>
April 2, 2021	Timely article assigned to be read and discussed at Intensive session.
April 2, 2021 Intensive Session	<ol style="list-style-type: none"> 1. Team Project Presentations 2. Quality of Care Class Assignment <p><i>Due: Team Project Oral Presentation April 2,3, 2020</i></p>
April 3, 2021 Intensive Session	<ol style="list-style-type: none"> 1. Team Project Presentations 2. Value Based Care 3. Access to Care and Quality: Medicare, Medicaid 4. Patient Experience
April 19, 2021	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.

April 30, 2021	Timely article assigned to be read and then comment on Discussion Board - Reading and comment directions posted at the beginning of the week.
May 4, 2021	<i>Due: Team Project Written Report May 4, 2020</i>



**STUDENT JUDICIAL AFFAIRS AND
COMMUNITY STANDARDS**

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