USC Price

Professor: Amy Nguyen Howell, MD, MBA, FAAFP

Office Hours: Before and after class and by appointment

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Class Dates & Times	
Fri. May 30, 2 - 7pm; Sat. May 31, 9am - 3pm	VPD 106
Fri. June 27, 2 - 7pm; Sat. June 28, 9am - 3pm	VPD 106
Weekly Interaction with Instructor	Online

COURSE DESCRIPTION

This course is an introduction to healthcare quality of care in the United States of America. The course examines the state of healthcare quality in our country, 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.

LEARNING 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 – Nash, David et al. (4th Edition) AUPHA Press – Core Text
- Executive Summary – IOM report – The Quality Chasm
- Executive Summary – IOM report – To Err is Human
- Other articles/materials as assigned

PPD 518 COURSE COMPETENCY OUTLINE

MHA Competency	Level (B/I/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 presentations, team projects
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	Team project, individual presentations, weekly assignments
2.2 Apply complex concepts, develop creative and innovative solutions or adapt previous solutions in new ways	A	3	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	A	1,3	Team projects, weekly assignments
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 projects
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 projects

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	1,3	Article presentations, team projects
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations	I	3	Team projects, 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	I	3	Team projects, presentations
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	Article presentations, team projects
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	I	3	Team projects

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Quality Article Written Review	May 30, 2025 in Class	10%
Quality Article Oral Presentation	May 30, 2025 in Class	10%
Team Project Write-Up	June 28, 2025 in Class	20%
Team Project Oral Presentation	June 28, 2025 in Class	20%
In-Class Participation	All In-Person Classes	20%
Weekly On-line Assignments	On-line Weekly	20%
TOTAL		**100%**

CLASS PARTICIPATION

In-Class Participation (20% of Final Grade)
Active and consistent participation is an essential component of graduate-level education and is required to receive full credit in this course. Students are expected to contribute meaningfully to the intellectual environment of the classroom.

100% In-Class Participation Includes:

- Attending all scheduled class sessions, arriving on time, and remaining for the full duration.
- Being fully prepared for each class by completing assigned readings and bringing thoughtful questions and insights.
- Engaging in meaningful discussions by critically analyzing course materials, offering evidence-based contributions and responding constructively to peers.
- Actively participating in group activities, case studies and presentations.
- Demonstrating professionalism, including minimizing distractions (e.g., no unauthorized device use) and always maintaining respectful dialogue.

Note:
Graduate education requires a high level of personal responsibility. Unexcused absences, chronic tardiness, or passive presence (e.g., silence during discussions, lack of preparation) will negatively impact your participation grade. **Non-attendance can be the basis for a lower grade**.

COURSE 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

COURSE GRADING SCALE

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

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: 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 semesters.

ACADEMIC INTEGRITY & CONDUCT

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct contrasts with the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

POLICY FOR AI GENERATORS IN THIS COURSE
This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, **using AI-generated text, code, or other content is prohibited in this course**, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Please ask me if you are unsure about what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts. Unless specifically designated as a "group project," all assignments are expected to be completed individually.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment or in the course.

PPD 518 COURSE SCHEDULE

DATE	TOPIC
May 30, 2025 **In Class Session**	**Please read Chapters 1-4 of text and IOM Executive Summaries of "To Err is Human" and "The Quality Chasm" prior to attending class.** 1. Class Introduction and Article Presentations 2. Providing Quality of Care through Leadership and Courage 3. The Fundamentals of Quality Improvement 4. Team Project and Mock Quality of Care Descriptions 5. Improving Patient and Provider Experience **Due: Quality Article Written Review** **Due: Quality Article Oral Presentation**
May 31, 2025 **In Class Session**	1. Healthcare Quality at Kaiser Permanente 2. Delegated Model and QI at the Medical Group Level 3. Change Management 4. Quality Medicaid Program 5. Medicare STARS Program 6. The Use of Data and Analytics in QI
June 8, 2025	Weekly online assignment
June 15, 2025	Weekly online assignment
June 22, 2025	Weekly online assignment
June 27, 2025 **In Class Session**	1. Clinical Performance Measurement and Improvement 2. The State of Healthcare Quality in America 3. Quality of Care and Affordable Care Act 4. Economics of Quality Improvement: Population Health 5. Value-Based Care in ACO and PCMH Team Project Final Preparation Time
June 28, 2025 **In Class Session**	1. Team Project Presentations **Due: Team Project Write-Up** **Due: Team Project Oral Presentation**

July 13, 2025	Weekly online assignment
July 20, 2025	Weekly online assignment
July 27, 2025	Weekly online assignment
Aug 3, 2025	Weekly online assignment
Aug 10, 2025	Weekly online assignment

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 after graduation. ***

* Assuming first offense
** Exam, quiz, tests, assignments or other course work.
*** Applies to graduate students

UNIVERSITY ACADEMIC AND SUPPORT SYSTEMS

Students and Disability Accommodations:
USC welcomes students with disabilities into all the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

CARE-SC: Confidential Advocacy, Resources, and Education Support Center - *(213) 740-9355(WELL) – 24/7/365 on call*
Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent and prevent and respond to gender- and power-based harm. Services available to all USC students at no cost.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) *- (213) 740-2500*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services (OSAS)](#) *- (213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) *- (213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[USC Emergency Information](#)
Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)
For 24-hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.
For 24-hour non-emergency assistance or information: UPC: (213) 740-6000, HSC: 323-442-1200.

[Office of the Ombuds](#) *- (213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) *- (323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.