

PPD 518: QUALITY OF CARE CONCEPTS
Summer 2025, VPDLL101, 2-units



Instructor: Denny Hooten
Office Hours: Zoom by appointment
Email: dhooten@usc.edu
Phone: (310) 465-9237
LinkedIn: www.linkedin.com/in/hooten

The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

My goal for this class and every class that I teach is to prepare you to get a great job and have a successful career in healthcare. This is not a theoretical class. I have worked in healthcare for over twenty years for multiple Fortune 500 healthcare companies, and we will discuss the real-life challenges that I faced every day in quality care trying to deliver great patient care, while managing costs and keeping my patients out of the hospital.

In Class Dates & Times		
Friday, May 30, 2025	2:00 p.m. – 7:00 p.m.	VPDLL101
Saturday, May 31, 2025	9:00 a.m. – 3:00 p.m.	VPDLL101
Friday, June 27, 2025	2:00 p.m. – 7:00 p.m.	VPDLL101
Saturday, July 28, 2025	9:00 a.m. – 3:00 p.m.	VPDLL101
Saturday, August 2, 2025	9:00 a.m. – 3:00 p.m.	VPDLL101

COURSE DESCRIPTION

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

REQUIRED TEXT

The Healthcare Quality Book – Vision, Strategy and Tools – Nash, David et al. (5th Edition) HAP/AUPHA Press. **You need to get the 5th edition because we will be using the case-studies and older editions won't work.**

LEARNING OBJECTIVES

1. Using Bloom's Taxonomy in developing course learning objectives:

Course Learning Objectives	Cognitive/Affective	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

2. Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate. The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.

- **Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.
- **Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.
- **Advanced (A)** - Justify a decision or position and produce new or original work.

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.	Intermediate	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.	Intermediate	3	Team Project, Individual Presentations
2.2 Apply complex concepts, develop creative and innovative solutions or adapt previous solutions in new ways.	Advanced	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.	Advanced	1,3	Team Projects, Article Reviews
Domain 3: Business and Management Knowledge			
3.1 Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Beginning	1-3	Case Study, Group Project, Peer Evaluation
3.2 Understand and use administrative and clinical decision support tools in process and performance improvement	Beginning	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.	Beginning	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.	Intermediate	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.	Intermediate	3	Case Study, Group Project, Peer Evaluation
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.	Intermediate	3	Article Presentations, Team Projects
Domain 6: Leadership			
6.1 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	2-3	Group Project, Peer Evaluation

6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	Intermediate	3	Team Projects
--	--------------	---	---------------

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

ASSIGNMENT	DUE DATE	% OF GRADE
Homework/Case-studies	Weekly	15%
Group Case-Study Analysis Presentation	6/28/2025	20%
Final Group Project	8/2/2025	25%
Final Group Presentation	8/2/2025	15%
Final Exam	TBD	25%
TOTAL		100%

CLASS ASSIGNMENT DESCRIPTIONS

Class Preparation and Participation: Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student's preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. Each student is expected to have completed all readings and assignments prior to each scheduled class or weekly discussion. Full class attendance is expected since we only meet 5 times. Attendance will count towards participation grade.

Effectiveness of In-Class Exercises and Participation

The class will be highly participatory and include a combination of lecture, discussion and in-class exercises. At various times, students will be organized into teams to discuss issues more in-depth or to address specific issues relevant to management of managed care. Teams will be asked to present to the larger group or to facilitate discussions with the full class. Additionally, students will be asked to prepare questions and participate in discussions with outside lecturers for on-site or internet-based learning.

Case-Study Analysis

Run 5-step Marshall case-study process below – **post copy of notes to Brightspace before class in any format** - want to see process. Groups will be created by case-study assigned to students. **I'm grading your analytic skills and your ability to present the most important information.**

Marshall Case-Study Method

1. Read and examine the case thoroughly – Uncover the various potential problems, challenges & opportunities.
2. Take notes, highlight relevant facts, underline key problems. Select most critical problem(s), challenge(s) and/or opportunity(s). Prioritize.
3. Create a multitude of potential solutions. Focus your analysis. Identify two to five key problems. ...
4. Select the Best Solution. Choose the solution(s) that has the potential to be the most effective.
5. Translate your solution(s) into an effective implementation plan. Plan should consist of concepts learned from textbook.

DON'T GO STRAIGHT TO SOLVE – WORK THE CASE

Case-Study Presentation

Students will present case-study analysis assigned by professor. You will use the Marshall Case-Study Method above. Presentations will be timed and no longer than 5 minutes. Each group will have to decide who presents and what content should be presented in the allotted time. Students will be cut-off at the 5-minute mark and timing will be part of your grade. You must practice your presentations out loud to meet the timing requirements. This will be great practice for your final group projects and more importantly will start to train you to give better presentations at your jobs. No slides or props will be used. This will help you not use slides as a crutch because you will have to present on the job without slides.

End of Chapter Homework – **I WANT ANSWERS FROM BOOK NOT CHAPGPT**

In addition to your group case-study analysis projects, you will be assigned a few end of chapter case studies and study questions to analyze to continue to sharpen your skills. Run the 5-step Marshall case-study method on the case-studies – **post copy of notes to Brightspace before due date – still just want to see process.** Groups are encouraged – five student maximum (one for each step – work must be cohesive). **Remember, I am grading your analytic skills and your ability to present the most important information.**

Quality Team Project – Model & Tools

Groups will be assigned randomly to tackle a quality issue problem in healthcare. You will use a Quality Improvement Model from your book to identify and analyze the quality issue. As your book describes, "quality improvement models focus on the design of quality improvement efforts. These quality improvement models address the complexities involved in the process and structure the approach to health system improvement." (13) Once you apply your model to the problem, then I want you to use one of the quality improvement tools in your book to solve the problem.

“Quality improvement tools are the tangible materials and activities that take the design from an abstract concept to a concrete structure. In quality improvement, different tools have different functions and are used at distinct stages of the quality improvement process.” (17) This project will show your understanding of the complexity involved in quality improvement management.

Quality Improvement Model

- PDSA cycle
- Model for improvement
- Lean/Toyota Production System
- Six Sigma
- Human-centered design

Quality Improvement Tools (organized into 7 categories)

1. Cause analysis
2. Evaluation and decision making
3. Process analysis
4. Data collection and analysis
5. Idea creation
6. Project planning and implementation
7. Knowledge transfer and spread techniques

You will submit an executive summary that summarizes your project and supports your presentation. The definition of summary is a **BRIEF statement or account of the main points of something**. We will go over in class how to write an executive summary and part of your final project grade will be based on this lecture. The report should include research, analysis and conclusions. It should stand on it's on, so I can use to grade your projects. In other words, I should be able to read it without your presentation (verbal or written) and understand the entire project. You only need one copy for each group.

Students should get final project ideas to me no later than **July 6, 2025**. Team members will communicate between intensive sessions to address issues, review material and prepare for a final presentation on **August 2nd**.

Presentations: Every person in a group should present and have equal airtime. Each group will have **10 minutes** to present your ideas and timing will be part of your grade. This is a skill you will need throughout your career. Mastering effective presentations will differentiate you from your peers. There are different uses for slides. If you use PowerPoint for your presentation, you must follow these guidelines:

1. PowerPoint slides should have bullets to support your conversation, not paragraphs. Slides are guides for speakers, not reading material for audiences.
2. You should not be reading slides – the bullets should act as your guide and trigger ideas. This means you will have to rehearse and practice out loud. Practicing to yourself is NOT the same!
3. PowerPoint slides should be professional, uniform, grammatically correct and readable.
4. You should have no pixelated images in your presentation – if you can't get a good quality image then don't use it!

You will need to rehearse your presentations out loud using the technology and practicing as a group.

PPD 518 COURSE OUTLINE

WEEK	READINGS AND HOMEWORK
Week 1: May 21-25	Part 1 - Introduction <ul style="list-style-type: none"> • Read Healthcare Quality Book (HQB): Chapter 1. Overview of Healthcare Quality, Chapter 2. Quality Improvement Models and Frameworks for Excellence • Read “To Err Is Human: Building a Safer Health System” executive summary
Week 2: May 26-Jun 1	<ul style="list-style-type: none"> • Read HQB: Chapter 3. Variation in Medical Practice and Implications for Quality, Chapter 4. Statistical Tools for Quality Improvement • Read “Crossing the Quality Chasm” pages. 1-43
Week 2: May 26-Jun 1 In-Class Session May 30 2 pm – 7 pm Classroom: VPDLL101	First in-class session will include: <ul style="list-style-type: none"> • Introduction to the course, learning objectives, class culture • Student introductions and discussion of your healthcare experience and interests • Expectations of the class including expectations for the team project • Finalize Exam Dates – schedule Final • Writing for business vs. writing for academia • Providing quality of care through leadership and courage • Fundamentals of quality improvement • State of healthcare quality in America

Week 2: May 26-Jun 1 In-Class Session May 31 9 am – 3 pm Classroom: VPDLL101	Second in-class session will include: <ul style="list-style-type: none"> • Use first case-study in book to analyze as a class on whiteboard • Quality of care and affordable care act • Medicare STARS Program • Improving Patient and Provider Experience • How to write an executive summary • Healthcare Quality at Optum • Delegated Model and QI at the Medical Group Level • Quality Medicaid Program
Week 3: Jun 2-8	Part 2 – Essential Quality Topics <ul style="list-style-type: none"> • Read HQB: Chapter 5. Safety Science and High Reliability Organizing • Book case-study will be assigned to students for presentation on June 28 • Assignment: Answer study questions for Chapter 2 (pg. 62)
Week 4: Jun 9-15	<ul style="list-style-type: none"> • Read: HQB – Chapter 6. Health Equity and Diversity • Assignment: Chapter 6 Case-Study Analysis: Reducing COVID-19 Vaccination Disparities
Week 5: Jun 16-22	<ul style="list-style-type: none"> • Read HQB: Chapter 7. Population Health • Assignment: All groups schedule time with professor during this week to discuss case-study presentations
Week 6: Jun 23-29	Quality Core Concepts <ul style="list-style-type: none"> • Read HQB: Chapter 8. Quality Measurement: Measuring What Matters • Assignment: Work on case-study presentations
Week 6: Jun 23-29 In-Class Session Jun 27 2 pm – 7 pm Classroom: VPDLL101	Third In-Class Session will include: <ul style="list-style-type: none"> • Go over remainder of semester – changes and concerns • The Use of Data and Analytics in QI • The Gold Standard – Part 1 • Team Project- we will spend time planning and answering questions for the team project Guest Speaker – TBD Finding a job in post-Covid-19 world – experience hunting in 2007/2008 <ul style="list-style-type: none"> • Using LinkedIn – we will look at accounts and discuss how to use it effectively • Networking for Dummies – MOST IMPORTANT SKILL PERIOD. • Leveraging USC – the best network on the planet
Week 6: Jun 23-29 In-Class Session Jun 28 9 am – 3 pm Classroom: VPDLL101	Fourth in-class session will include: <ul style="list-style-type: none"> • Case-study analysis presentations – 5-minute presentations timed • Change Management • Economics of Quality Improvement: Population Health • Value-Based Care in ACO and PCMH • Clinical Performance Measurement and Improvement • Team Project Final Preparation Time Work in groups on final projects
Week 7: Jun 30-Jul 6	<ul style="list-style-type: none"> • Read HQB: Chapter 9. Value-Based Purchasing, Chapter 10. Health System Transformation • Meet with groups – Get final project ideas to me for approval by July 6 • Assignment: Answer study questions for chapter 9 (pg. 268)
Week 8: Jul 7-13	<ul style="list-style-type: none"> • Read HQB: Chapter 11. Quality and Leadership: Utilizing Measures to Create Alignment • Assignment: Answer study questions for chapter 11 (pg. 342) • Mandatory: Schedule 30-minute meeting with professor and group during this week
Week 9: Jul 14-20	Part 3 – Leading Quality <ul style="list-style-type: none"> • Read HQB: Chapter 12. Governance for Quality • Voluntary: Schedule 30-minute meeting with professor and group during this week

Week 10: Jul 21-27	<ul style="list-style-type: none"> • Read HQB: Chapter 13. The Digitization of Healthcare • Assignment: Answer study questions for chapter 13 (pg. 395)
Week 11: Jul 28-Aug 3	<ul style="list-style-type: none"> • Assignment: Finish final projects – PRACTICE IN GROUPS OUT LOUD
Week 11: Jul 28-Aug 3 In-Class Session Aug 2 9 am–3 pm Classroom: VPDLL101	Final In-Class Session will include: <ul style="list-style-type: none"> • We will begin with the Team Project Presentations and Critiques • Teams will present to the class, followed by discussion of these projects. Groups will post their presentations on Brightspace before class. • Review of the course and discussion of issues of interest to the class • The Gold Standard Part 2 – Why not in healthcare? (use DVA slides to build) • Conclusion – Putting it all together
Week 12: Aug 4-10	<ul style="list-style-type: none"> • Final Exam – class picks the date and test will be open for 24 hours

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of 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.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

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) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

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.usc.edu

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) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. 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 - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

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) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.