

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# HCAD652

## Course Summary

**Course :** HCAD652 **Title :** Quality Management in a Healthcare Environment

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

This course is designed to introduce students to how quality is managed in structured, healthcare environments. Topics include the role of policy in shaping quality, fostering collaboration and teamwork, achieving quality results through goal setting and planning, and more. The course will require students to investigate the current state of healthcare quality in the United States as well as develop their own thoughts and opinions, through critical analysis, about how to improve quality in healthcare.

### Course Scope:

This course covers the fundamental elements of quality management in a healthcare environment. Coverage will serve three basic purposes: (1) to develop an understanding of quality management in a healthcare environment; (2) to educate students on how to set the stage for success as it related to quality management; and (3) to achieve quality results in complex systems.

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## Objectives

After successfully completing this course, you will be able to:

CO1: Analyze leadership strategies that support the delivery of quality care and describe the tools, principles, and accreditation criteria applied to clinical quality improvement and outcomes

CO2: Apply contemporary evidence-based literature and research to identify current trends and benchmarking related to quality management in a healthcare environment

CO3: Examine techniques for gathering and effectively analyzing healthcare performance measurement data.

CO4: Assess techniques that organizational leaders and improvement project teams must implement to accomplish quality goals.

CO5: Apply methods for redesigning healthcare processes to achieve more reliable performance.

CO6: Assess the quality drivers most important to internal and external stakeholders in the healthcare environment

The APUS Master of Science in Healthcare Administration is seeking accreditation through the Commission on the Accreditation of Healthcare Management Education (CAHME). One requirement for being accredited is that “The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives and teaching and assessment methods (CAHME Eligibility Requirements and Accreditation Criteria Revisions, Section III.A.1). The competencies identify the most important types of knowledge and skills that APU’s Graduate Healthcare Administration students are expected to acquire and develop, and they serve as the basis on which students’ performance is assessed throughout their time in their program of study. Specifically, the combination of competencies and performance assessments based on the competencies seek to answer the question: What are the most important knowledge and skills that students should demonstrate at graduation based on the learning experiences offered during the program.

Accordingly, APU’s Master of Science in Healthcare Administration, through the feedback of the programs advisory council and faculty have adopted the [American College of Healthcare Executives’ \(ACHE’s\) Leadership Competencies for Healthcare Services Managers](#).

The domains and associated competencies that will be utilized for performance assessment in this course are:

**1. Leadership**

a. Leading Change

**2. Health and Healthcare Environment**

a. Healthcare systems and organizations

**3. Business**

a. General Management

b. Quality Improvement

| Course Objectives   | Competencies and Performance Levels | Assessment   |
|---|-------------------------------------|--|
| 1. Analyze leadership strategies that support the delivery of quality care and describe the | Leading Change (Competent)          | <ul style="list-style-type: none"><li>IHI Open School Online Courses</li><li>Week Two Assignment</li></ul> |

|  |   |  |
|--|---|--|
| tools, principles, and accreditation criteria applied to clinical quality improvement and outcomes   | Quality Improvement (Competent)                                   | <ul style="list-style-type: none"> <li>• Week Seven Assignment</li> <li>• Week Eight Assignment</li> <li>• Discussion Assignments</li> </ul>   |
| 2. Apply contemporary evidence-based literature and research to identify current trends and benchmarking related to quality management in a healthcare environment | Quality Improvement (Competent)                                   | <ul style="list-style-type: none"> <li>• IHI Open School Online Courses</li> <li>• Week One Assignment</li> <li>• Week Seven Assignment</li> <li>• Discussion Assignments</li> </ul>   |
| 3. Use proper techniques for gathering and effectively analyzing healthcare performance measurement data.  | General Management (Competent)<br>Quality Improvement (Competent) | <ul style="list-style-type: none"> <li>• IHI Open School Online Courses</li> <li>• Week Seven Assignment</li> <li>• Discussion Assignments</li> </ul>  |
| 4. Assess techniques that organizational leaders and improvement project teams must implement to accomplish quality goals.   | Leading Change (Competent)<br>General Management (Competent)      | <ul style="list-style-type: none"> <li>• IHI Open School Online Courses</li> <li>• Week Seven Assignment</li> <li>• Week Eight Assignment</li> <li>• Discussion Assignments</li> </ul>   |
| 5. Apply methods for redesigning healthcare processes to achieve more reliable performance.  | General Management (Competent)                                    | <ul style="list-style-type: none"> <li>• IHI Open School Online Courses</li> <li>• Week Seven Assignment</li> <li>• Week Eight Assignment</li> <li>• Discussion Assignments</li> </ul>   |
| 6. Assess the quality drivers most important to internal and external stakeholders in the healthcare environment   | Healthcare systems and organizations (Competent)                  | <ul style="list-style-type: none"> <li>• IHI Open School Online Courses</li> <li>• Week One Assignment</li> <li>• Week Two Assignment</li> <li>• Week Seven Assignment</li> <li>• Week Eight Assignment</li> <li>• Discussion Assignments</li> </ul> |

## Outline

### Week 1: Fundamentals of Quality Management in Healthcare

#### Week 1 Learning Objectives :

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LO1: Understand the role that management plays in achieving high quality in a healthcare environment

LO2: Examine current trends in healthcare quality and determine why those trends are important for healthcare stakeholders to address

LO3: Develop relevant benchmarks/goals that will outline the success of healthcare quality improvement

**Required Readings:**

Agency for Healthcare Research and Quality. (2021). *Chartbook on patient safety: national healthcare quality disparities report*.

<https://www.ahrq.gov/sites/default/files/wysiwyg/research/findings/nhqdr/chartbooks/patient-safety/2019qdr-patient-safety-chartbook.pdf>

Spath, P. (2022). [Applying quality management in healthcare](#). (5th ed.). Health Administration Press (**Chapter 1**)

**Assessments:**

Assignment: Healthcare Quality in the United States

Discussion: Introduction

**Week 2: The Role of Accreditation, Licensure, and Certification in Healthcare Quality**

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**Week 2 Learning Objectives:**

LO1: Differentiate between accreditation, certification, and licensure in a healthcare environment

LO2: Examine the link between accreditation and quality in the healthcare environment

**Required Readings:**

American Society for Health Care Engineering. (2020). *Deemed Status*.

<https://www.ashe.org/advocacy/orgs/deemedstatus>

Hussein, M., Pavlova, M., Ghalwash, M., & Groot, W. (2021). The impact of hospital accreditation on the quality of healthcare: a systematic literature review. *BMC Health Services Research*, 21(1057). <https://doi.org/10.1186/s12913-021-07097-6>

Jha, A. (2019, December 18). Accreditation, quality, and making hospital care better. *JAMA*, 320(23), 2410-2411. doi:10.1001/jama.2018.18810

Spath, P. (2022). [Applying quality management in healthcare](#). (5th ed.). Health Administration Press (**Chapter 2**)

**Assessments:**

Assignment: Accreditation in Healthcare

Discussion: Impact of Stakeholders on Healthcare Quality

### **Week 3: Optimizing Processes and Quality Improvement**

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#### **Week 3 Learning Objectives:**

LO1: Explore the basics of quality improvement methodologies

LO2: Examine the role of leaders and managers in quality improvement at the local and system levels

#### **Required Readings:**

Spath, P. (2022). [Applying quality management in healthcare.](#) (5th ed.). Health Administration Press (Chapters 3 and 4)

#### **Assessments:**

Assignment: Institute of Healthcare Improvement (IHI) Open School Online Courses

Discussion: Factors that Inhibit Healthcare Quality Improvement

### **Week 4: Making Healthcare Safe Through Collaboration, Teamwork, and Leadership**

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#### **Week 4 Learning Objectives:**

LO1: Explore the basics and key concepts of patient safety

LO2: Analyze the human factors that affect healthcare quality and patient safety

LO3: Investigate the impact that adverse events have on patients and the healthcare environment

#### **Required Readings:**

Bernazzani, S. (2015, November 24). What hospitals can do to curb adverse events, preventable harm. *Fierce Healthcare*. <https://www.fiercehealthcare.com/hospitals/what-hospitals-can-do-to-curb-adverse-events-preventable-harm>

Spath, P. (2022). [Applying quality management in healthcare.](#) (5th ed.). Health Administration Press (**Chapters 5, 6, and 13**)

#### **Assessments:**

Assignment: IHI Open School Online Courses

Discussion: Continuous Improvement and Accountability

### **Week 5: High Reliability and Just Culture**

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#### **Week 5 Learning Objectives:**

LO1: Understand tools and methods used to investigate adverse events and near misses

LO2: Explore ways to achieve safety at a system-wide level

LO3: Examine how leaders create, shape, and sustain a culture of safety

LO4: Understand the concepts of high reliability and just culture in a healthcare environment

### **Required Readings:**

Chassin, M. R., & Loeb, J. M. (2013). High-reliability health care: getting there from here. *The Milbank quarterly*, 91(3), 459–490. <https://doi.org/10.1111/1468-0009.12023>

Federico, F. (2018). Is your organization highly reliable? *Healthcare Executive*, 33(1), 76-79. <https://www.proquest.com/trade-journals/is-your-organization-highly-reliable/docview/2193151612/se-2?accountid=8289>

Health Catalyst Editors. (2018). A Framework for high-reliability organizations in healthcare. *Health Catalyst*. <https://www.healthcatalyst.com/insights/high-reliability-organizations-in-healthcare-framework>

### **Assessments:**

Assignment: IHI Open School Online Courses

Discussion: High Reliability in Healthcare

## **Week 6: Measuring and Evaluating Quality Management Performance**

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### **Week 6 Learning Outcomes:**

LO1: Examine methods for measuring system and process performance

LO2: Understand the basic concepts of using healthcare data analytics to evaluate performance

LO3: Examine how leaders create, shape, and sustain a culture of safety

### **Required Readings:**

Spath, P. (2022). [Applying quality management in healthcare](#). (5th ed.). Health Administration Press (**Chapters 9 and 10**)

### **Assessments:**

Discussion: Reflecting on this Week's Readings

## **Week 7: Using Process Improvement to Make Healthcare Safer**

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### **Week 7 Learning Outcomes:**

LO1: Evaluate and investigate various process improvement techniques and tools used to improve healthcare quality and safety and apply them to an improvement effort

LO2: Identify strategies for sustaining improvement gains in an ambulatory healthcare setting

LO3: Identify strategies for creating improvement project teams

**Required Readings:**

Spath, P. (2022). [Applying quality management in healthcare.](#) (5th ed.). Health Administration Press (**Chapters 11 and 12**)

**Assessments:**

Assignment: Quality Improvement Case Study

**Week 8: Healthcare Quality Management – And You**

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**Week 8 Learning Outcomes:**

LO1: Demonstrate effective oral and written communication skills required of a healthcare leader briefing a group of healthcare executives

LO2: Evaluate the leadership skills and traits required to drive improvement in healthcare quality and safety

LO3: Examine personal strengths and weaknesses as they relate to your own leadership skills and traits

LO4: Construct an argument outlining the most important patient safety issue that healthcare leaders should be concerned about

**Required Readings:**

Bean, M. (2022, January 3). 5 top safety issues for hospitals to address in 2022. *Becker's Hospital Review*. <https://www.beckershospitalreview.com/patient-safety-outcomes/5-top-safety-issues-for-hospitals-to-address-in-2022.html>

Carbajal, E. (2022, March 14). 10 top patient safety concerns for 2022. *Becker's Hospital Review*. <https://www.beckershospitalreview.com/patient-flow/10-top-patient-safety-concerns-for-2022.html>

Spath, P. (2022). [Applying quality management in healthcare.](#) (5th ed.). Health Administration Press

**Assessments:**

Assignment: Final Project – Briefing the C-Suite

Discussion: Patient Safety Concerns – A Debate

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# Evaluation

## Grading:

| Grading Instrument  | Percentage of Final Grade |
|---------------------|---------------------------|
| Weekly Forums       | 20                        |
| Written Assignments | 45                        |
| IHI Curriculum      | 15                        |
| Final Assignment    | 20                        |
| <b>TOTAL</b>        | <b>100%</b>               |

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# Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.

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# Course Guidelines

## Discussions

Students are required to participate in the discussions each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites.

### Guidelines:

Post the initial response to each discussion by 11:59pm, ET, Wednesday.

Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

Reply to more than (2) of your classmates in each discussion by 11:59pm, ET, Sunday.

Responses to classmates are significant to advance the discussion.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:59 pm will receive a 10% deduction for each day, for 3 days, prior to discussion being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:59 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

## **Assignment and Coursework Grading Policy**

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a 10 percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days the maximum grade the student can achieve with a late submission will be a grade of 70% ("C-"). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will not be accepted more than 7 days past the due date, unless arrangements have been made in advance of the due date with the instructor.

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# University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.