

**The University of Scranton**  
**The Panuska College of Professional Studies**  
**Department of Health Administration and Human Resources**

**HAD 522 – HEALTH CARE OPERATIONS AND QUALITY**  
**Summer 2018 (3 credits)**

Instructor: William F. Miller, Ph.D., MHA  
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Office Hours: Monday 3:30pm-4:30pm  
Tuesday 3:30pm-4:30pm  
By appointment as needed

Class Time: Section 41 (40015) – Monday 5:00 to 10:00pm [06/04-07/23]  
Section 42 (40018) – Tuesday 5:00 to 10:00pm [06/05-07/24]

Room: MGH 402

**“The problem is with the system, and the system belongs to management.”**  
**-W. Edwards Deming**

**COURSE DESCRIPTION**

This course studies fundamental principles, concepts, and approaches regarding health care operations management, quality management, and process improvement. The systematic approach to quality includes patient safety, clinical process improvement, and credentialing.

Prerequisites are HAD 500, HAD 501, HAD 505, and HAD 519 or permission from the instructor.

**COURSE LEARNING OBJECTIVES**

This course focuses on managers operating in many health care fields to continuously improve the level of customer satisfaction desired by increasing flexibility and eliminating waste and costs that do not contribute to the final product value. The course emphasizes a continuous quality improvement approach and introduces the concepts of Six Sigma and Lean to insure overall effectiveness of organizational operations.

Upon successful completion of this course, the student will be able to:

1. Identify and apply factual knowledge about health care operations and quality management.
2. Utilize health care operations and quality management principles, concepts, theories and models.
3. Apply health care operations and quality management for problem solving and decision making.
4. Understand how health care operations and quality management affects allied health professionals and others.
5. Develop and utilize new ways of thinking about health care operations and quality management jobs and professions.
6. Analyze the impact health care operations has on quality management strategy formulation and strategy implementation.
7. Participate in class simulation activities and case studies to integrate health care operations and quality management with organization and performance outcomes.

**COMPETENCY EVALUATION**

## HLA Competency Model

**Domain #1: Communication and Relationship Management***Competency*

- A. Apply principles of communication and demonstrate specific applications
- B. Present results of data analysis to decision makers
- C. Use factual data to produce and deliver credible and understandable results
- D. Facilitate group dynamics, process, meetings, and discussion
- E. Utilize effective interpersonal skills

**Domain #2: Leadership***Competency*

- A. Explain potential impacts and consequences of decision making in situations both internal and external
- B. Encourage a high level of commitment to the mission, and values of the organization
- C. Gain physician buy-in to accept risk and support new business ventures
- D. Accurately assess individual strengths and weaknesses

**Domain # 3: Professionalism***Competency*

- A. Understand professional standards and codes of ethical behavior
- B. Uphold and act upon ethical and professional standards
- C. Demonstrate professional norms and behaviors
- D. Engage in continued professional development including reflection and self-directed learning

**Domain # 4: Knowledge of the Healthcare Environment***Competency*

- A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
- B. Prepare projects that are credible to government, regulatory, professional and accreditation agencies
- C. Use marketing and needs assessment techniques in support of healthcare program development and implementation
- D. Apply principles and methods of health policy analysis
- E. Analyze and apply funding and payment mechanisms of the healthcare system

**Domain # 5: Business Skills and Knowledge***Competency*

- A. Integrate information from various sources to make decisions and recommendations
- B. Demonstrate critical thinking, analysis, and problem solving
- C. Apply basic financial management and analysis principles
- D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts
- E. Apply principles of operating, project, and capital budgeting
- F. Use project management techniques
- G. Use statistical and analytic tools to measure and improve performance

HAD 522 Course Specific Competencies

D1-ABCDE; D2-ABD; D3-ABCD; D4-ABCE; D5-ABCEFG

**COURSE ACTIVITIES, TEACHING METHODS, and EVALUATION**

We will use readings, lectures, discussions, group activities, student participation, case studies, guest speakers, videos, handouts, projects, experiential exercises, student presentations, research, and perhaps other methods and activities to enable students to achieve the course objectives.

Evaluation

Attendance, Participation, and Self-reflection

D1-ADE; D2-AD; D3-CD; D5-BG; W1-9; L1-7; CD1-6; AD1-5

Case Studies

D1-ACDE; D2-AB; D3-ABCD; D4-ABCE; D5-ABCFG; W2-9; L1-3,7; CD1-6; AD1-5

Operations News Report

D1-A; D3-D; D4-A; D5-AB; W3; L1-3; CD1-6; AD1-5

Operations / Quality Project

D1-ABCDE; D2-AB; D3-ABCD; D4-ABCE; D5-ABCEFG; W2-9; L1-3,6; CD1-6; AD1-5

Quality Management Manual

D4-ABCE; D5-BF; W1-9; L1-4; CD1-6; AD1-5

Topic Presentation

D1-AC; D3-CD; D4-ABCE; D5-AB; W3-7; L1-6; CD1-6; AD1-5

**LEGEND**

D1-5 = Domain

L1-7 = Learning Objective

A-G = Competency

CD1-6 = Cognitive Domain

W1-15 = Week

AD1-5 = Affective Domain

**COURSE GRADING**

Self-reflection	140 Points
Topic Presentation	125 Points
Case Studies	100 Points
Operations / Quality Project	100 Points
Attendance & Participation	80 Points
Peer Evaluation	30 Points
Operations News Report	<u>25 Points</u>
<b>Total</b>	<b>600 Points</b>

*Self-reflection (140 pts)*

[7 @ 20 pts] – An integral component of Jesuit education is the use of self-reflection to encourage active learning and individual thinking. Each student will respond to a weekly self-reflection question through D2L. These questions could cover any number of subjects related to the course and will require the student to either submit the response directly to the instructor or engage colleagues in discussion using D2L (based on the question).

*Topic Presentation (125 pts)*

Each group will be assigned one quality tool on which they will produce a two-part presentation / training as if they are a consulting group assisting a health care organization management team. The first presentation will be done on Week 4, be 15-20 minutes in length, provide organizational and quality tool background, and contain the reason why the assigned quality tool is being used. Using feedback / questions from a portion of the management team (due Week 5), each group will complete a 20-25 minute follow-up presentation on Week 6. The follow-up presentation must contain a group learning activity. The overall grade for these projects will be determined by the instructor scoring the first and second presentations [70 pts total] using the *Topic Presentation Rubric*, how well each group utilizes the

management team feedback [30 pts], and the quality of a team’s initial feedback (at least three feedback areas or questions) [25 pts].

For the purposes of this assignment, initial feedback will be giving in the following way. Feedback and questions are to pertain to the topic and content not to presentation or presenter skills (i.e. – “Presentation was well done. Try using animations to enhance the overall presentation.” is not acceptable.)

Section 41

Team 1 will provide feedback to Team 2;  
 Team 2 will provide feedback to Team 3; and  
 Team 3 will provide feedback to Team 1;

Section 42

Team 1 will provide feedback to Team 2;  
 Team 2 will provide feedback to Team 3;  
 Team 3 will provide feedback to Team 4;  
 Team 4 will provide feedback to Team 5; and  
 Team 5 will provide feedback to Team 1.

*Case Studies (100 pts)*

A common trait of good managers is the ability to adapt to and work within a group setting. Each student will be assigned to a group with two or three additional students for the purposes of completing these case study assignments (the same groups will be used for the Topic Presentations). Each group is required to complete three case studies throughout the term. The assignment and due dates for these are as follows:

<u>Case</u>	<u>Assigned</u>	<u>Due</u>
Case Study I (20 pts)	Week 1	Week 3
Case Study II (40 pts)	Week 3	Week 5
Case Study III (40 pts)	Week 5	Week 7

*Operations / Quality Project (100 pts)*

Each student will either choose an operations related issue or have one assigned by the course instructor (no later than Week 4 of the course). The student must clarify the root problem, use at least three of the tools we learn throughout the term to develop a solution, and submit a written report. The written report is to be of adequate length to show an understanding of each of the tools chosen and provide a solution, is due Week 8, and will be graded using the *Operations / Quality Project Rubric*.

*Attendance & Participation (80 pts)*

Due to the structure and schedule of the course, we will cover a variety of information using multiple learning techniques, which emphasize both individual and group participation, in each class period. Attendance at all class sessions is expected and absence from class is a serious matter. However, should an absence be necessary, the student is required to contact the instructor prior to class, if at all possible, or as soon after class as possible. Each student is expected to be an active participant in class discussions and to offer meaningful analysis and convincing arguments. Simply coming to class and listening to the discussion is not sufficient; attendance is not participation. You should, therefore, make a conscientious effort to be sufficiently prepared to make intelligent, timely comments regarding the materials and issues discussed in class. As noted in the STUDENT RESPONSIBILITIES below, students are expected to attend class (on time), maintain proper decorum, and act in a professional and courteous manner. Take note - the in-class use of electronic devices is limited to note-taking purposes only unless otherwise permitted by the instructor.

*Peer Evaluation (30 pts)*

Each group member will complete a peer evaluation using the *Peer Evaluation Rubric*, which is due Week 8.

*Operations News Report (25 pts)*

Each student will have 10 minutes maximum to report on and lead a discussion about a health care operations (HCOM) related news or current events story. The goal is to report the story and provide your viewpoint and thoughts about how what you reported could affect the healthcare profession then lead a discussion on the topic by asking questions of your colleagues. **Do not** report a journal article – instead report something in the news from a webpage, newspaper, TV, etc. Student is required to create one .ppt slide pertaining to the topic of choice which is to be submitted at the beginning of class on the date scheduled. Student is not allowed to use anything other than one displayed .ppt slide to report.

**GRADING DISTRIBUTION**

A	570 - 600 points
A-	552 - 569 points
B+	534 - 551 points
B	516 - 533 points
B-	498 - 515 points
C+	480 - 497 points
C	460 - 479 points
F	< 460 points

**COURSE MATERIALS***Required materials*

- Barry, R., Smith, A.C., & Brubaker, C.E. (2017). *High-reliability healthcare: Improving patient safety and outcomes with Six Sigma*. (2<sup>nd</sup> ed.). Chicago, IL: Health Administration Press.
- Healthcare Executive* (May/June 2018). Volume 33, Number 3
- Karuppan, C.M., Dunlap, N.E., & Waldrum, M.R. (2016). *Operations management in healthcare: Strategy and practice*. New York, NY: Springer Publishing.
- Smith, R., Saunders, R., Stuckhardt, L., & McGinnis, J. M. (eds.) (2013). *Best care at lower cost: The path to continuously learning health care in America*. Washington, D.C.: The National Academies Press
- Yong, P. L., Saunders, R. S., & Olsen, L. (eds.) (2010). *The healthcare imperative: Lowering costs and improving outcomes*. Washington, D.C.: The National Academies Press.

*Additional materials*

- Buchbinder, S. B., Shanks, N. H., & Buchbinder, D. (2014). *Cases in health care management*. Burlington, MA: Jones & Bartlett Learning.
- Kelly, D. (2011). *Applying quality management in healthcare: A systems approach* (3<sup>rd</sup> ed.). Chicago, IL: Health Administration Press.
- Lee, R. H. (2015). *Economics for healthcare managers* (3<sup>rd</sup> ed.). Chicago, IL: Health Administration Press.
- McLaughlin, C. P., Johnson, J. K., & Sollecito, W. A. (2012). *Implementing continuous quality improvement in health care: A global casebook*. Burlington, MA: Jones & Bartlett Learning.
- McLaughlin, D. B., & Olson, J. R. (2017). *Healthcare operations management* (3<sup>rd</sup> ed.). Chicago, IL: Health Administration Press.
- Rakich, J. S., Longest, Jr., B. B., & Darr, K. (2010). *Cases in health services management* (5<sup>th</sup> ed.). Baltimore, MD: Health Professions Press.
- Seidel, L. F., & Lewis, J. B. (2017) *The middleboro casebook: Healthcare strategy and operations*

(2<sup>nd</sup> ed.). Chicago, IL: Health Administration Press.  
Snyder, B. (2016). *The best patient experience: Helping physicians improve care, satisfaction, and scores*. Chicago, IL: Health Administration Press.

We will also use readings from relevant journals, web sites and other sources that will be identified in class lectures, discussions and handouts which will be distributed and assigned during the semester. You are welcome to share with the class your favorite sources for information and reading.

### **STUDENT RESPONSIBILITIES**

1. Completing all reading assignments prior to scheduled classes
2. Attending (on time) and actively contributing to all classes
3. Getting all material presented and announcements made during any class
4. Completing all course assignments and activities as scheduled
  - a. Late submissions will be accepted (except case studies); however, they will be penalized 20% per week beginning at the time assignment is due
  - b. Case Studies will not be accepted and a grade of '0' will be assigned if not submitted on time
5. Talking with the instructor regarding questions or concerns about assignments, grades, class activities or other aspects of the course
6. Reading and following university policies on attendance, plagiarism, and other matters
7. Notifying the instructor of any need to accommodate disabilities, per university policies in this area

### **STUDENTS WITH DISABILITIES**

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (x4039, LSC 577) or James Muniz (x4218, LSC 580) for an appointment. For more information, log on to [www.scranton.edu/disabilities](http://www.scranton.edu/disabilities).

### **WRITING CENTER SERVICES**

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call 570-941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online. You can also schedule an online appointment using [Google Docs and Google Talk](#).

### **ACADEMIC INTEGRITY**

Students must familiarize themselves with the requirements of academic integrity and assure that all coursework meets those requirements. Students should have completed the Academic Integrity Tutorial prior to beginning the course. At a minimum, students should consult Academic Integrity at the University of Scranton at [www.scranton.edu/academics/wml/acad-integ](http://www.scranton.edu/academics/wml/acad-integ) and should read related pages. Failure to comply with the principles of academic integrity will result in a lowering of the student's final course grade.

## Course Outline

Session	Topic/Assignments and Discussions	Written and/or Oral Assignments Due	Required Readings
Week 1	Course Introduction and Syllabus Review <i>A Gift From Mrs. Timm</i> Understanding Operations, Quality, and Process Improvement Past and Present Case Study I available		Barry – Ch. 1, 2, 3 & 7 Karuppan – Ch. 1, 2, & 6
Week 2	Case Studies 101 Change & Project Management Topic Presentation Introduction	<ul style="list-style-type: none"> <li>• Self-reflection 1 (SR1) due</li> </ul>	Barry – Ch. 9 Karuppan – Ch. 3
Week 3	What Does It Look Like When It's Done Right HCAHPS scores Case Study II available	<ul style="list-style-type: none"> <li>• Self-reflection 2 (SR2) due</li> <li>• Operations News Report Presentations</li> <li>• Case Study I due</li> </ul>	Barry – Ch. 10 Karuppan – Ch. 15 D2L Article(s)
Week 4	Quality as a Competitive Advantage	<ul style="list-style-type: none"> <li>• Self-reflection 3 (SR3) due</li> <li>• Topic Presentations</li> </ul>	Barry – Ch. 4 & 5 Karuppan – Ch. 4 & 5 D2L Article(s)
Week 5	Top-notch Delivery Case Study III available	<ul style="list-style-type: none"> <li>• Self-reflection 4 (SR4) due</li> <li>• Operations News Report Presentations</li> <li>• Topic Presentation Questions / Feedback</li> <li>• Case Study II due</li> </ul>	Barry – Ch. 6 Karuppan – Ch. 7, 8, & 9
Week 6	Controlling Costs Vendor, Supply, & Capacity Management	<ul style="list-style-type: none"> <li>• Self-reflection 5 (SR5) due</li> <li>• Topic Presentations</li> </ul>	Karuppan – Ch. 10 & 11 Selection from McLaughlin & Olsen text (in D2L)
Week 7	Flexibility Matters	<ul style="list-style-type: none"> <li>• Self-reflection 6 (SR6)</li> <li>• Operations News Report Presentations</li> <li>• Case Study III Due</li> </ul>	Barry – Ch. 8 Karuppan – Ch. 13 & 14 D2L Article(s) The Health Imperative (Chap 11; pg 359-407)
Week 8	Putting It All Together	<ul style="list-style-type: none"> <li>• Self-reflection 7 (SR7)</li> <li>• Operations / quality project</li> </ul>	D2L Article(s)

This course outline has been planned to enable students to meet all course objectives. It may change, based on students' interests, guest speakers' schedules, and other factors that evolve during the semester. The instructor reserves the right to change the course outline as necessary. Changes will be discussed with the class, as much in advance as possible. Please inform me if you foresee any schedule problems.