

**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title – Quality Assessment and Performance Improvement**

**Course Prefix and Number – HITT 2443**

**Department - Health Information Technology**

**Division - Allied Health**

**Course Type: (check one)**

- Academic General Education Course (from ACGM – but not in WCJC Core)  
 Academic WCJC Core Course  
 WECM course (This course is a Special Topics or Unique Needs Course: Y  or N 

**Semester Credit Hours # : Lecture hours# : Lab/other hours #      4:4:1**

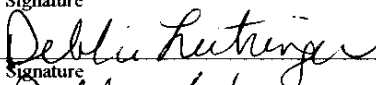
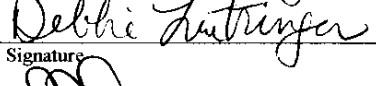

**Equated Pay hours for course - 4.5**

**Course Catalog Description - Study of quality standards and methodologies in the health information management environment. Topics include licensing, accreditation, compilation and presentation of data in statistical formats, quality management and performance improvement functions, utilization management, risk management, and medical staff data quality issues.**

List Lab/ Other Hours
Lab Hours 1
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co requisites - HITT 1301 and HITT 1311**

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by Debbie Lutringer, RHIA, CTR	Signature 	Date 9-23-10
Department Head Debbie Lutringer, RHIA, CTR	Signature 	Date 9-23-10
Division Chair Carol Derkowski, RDH, MAIE	Signature 	Date 9-27-10
Vice President of Instruction or Dean of Vocational Instruction Leigh Ann Collins, RDH, MAIS	Signature 	Date 1-14-11



**I. Topical Outline –**

- 1) Introduction to Quality Management
- 2) Measuring Health Care Performance
- 3) Assessing Health Care Performance
- 4) Improving Health Care Performance
- 5) Ensuring Individual Competency
- 6) Resource Management
- 7) Managing Risk and Patient Safety
- 8) Medicare Conditions of Participation
- 9) Joint Commission on Accreditation of Healthcare Organizations Standards
- 10) Compliance

**II. Course Learning Outcomes**

Course Learning Outcome	Method of Assessment
Monitor compliance with governmental and organizational regulations and accreditation standards	Written exams, workbook activities
Implement tools and methods for quality assessment and improvement; identify potential risk management issues; coordinate utilization and resource management functions; and assist in medical staff quality improvement functions.	Workbook activities, classroom discussions, written exams

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Spath, Patrice L. Fundamentals of Health Care Quality Management. 3rd Edition, Forest Grove,  
 OR: Brown-Spath & Associates, 2009  
 Spath, Patrice L. Health Care Quality Management Student Workbook, 3rd Edition, Forest Grove,  
 OR: Brown-Spath & Associates, 2009  
 Regular access to technology appropriate for [www.courses](http://www.courses).

**IV. Suggested Course Maximum - 20**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Lecture/Lab classroom. Instructor must have training in and access to all appropriate technology for [www.courses](http://www.courses).

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

The final evaluation will be on the following scale:

- 93 – 100% A
- 85 – 92% B
- 78 – 84% C
- 70 – 77% D
- 69 -- 0% F

Final evaluation in the course will be based on grades achieved during the semester. The breakdown is:

Daily grade - 25% of final grade

Tests - 60% of final grade

Comprehensive final exam - 15% of final grade

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.