

HIT 205—Performance Improvement

Prerequisites: HIT 201, HIT 202, and HIT 203

Credit Hours: 3

Clock Hours: 40

Course Description: This course introduces the student to the peer review process and the role health information plays in evaluating patient care. The course investigates the components of performance improvement programs in health care facilities, including quality assessment, utilization management, risk management, and critical clinical pathways. State and local standards are included as well as review of the federal government's role in health care and orientation to accreditation requirements of various agencies.

Materials Needed:

- Pencil or black pen.
- Notebook or folder.
- Textbook: *Quality and Performance Improvement: A Tool for Programmed Learning*, 3rd edition, AHIMA

Course Objective: Upon completion of this course, the student will be able to do the following:

- Discuss how the peer review process can assist appropriate practice decisions in health care.
- Discuss various types of survey instruments
- Outline the characteristics that make surveys and interviews effective.
- Explain the cyclical nature of performance improvement activities.
- Discuss terminology and standards common to performance improvement activities.
- Explain the principal aspects of healthcare that are targeted for performance measurement.
- Outline the reasons why customers' perspectives are important to the performance improvement process.
- Identify the role of an organization's leaders in performance improvement activities.
- Identify common health care data collection tools.
- Identify methods to evaluate health care delivery.
- Discuss how utilization management can be used to ensure the facilities and resources are consistent with patient care needs.
- Describe the importance of managing risk exposure in today's health care organization.
- Define the concept of a sentinel event.
- Identify strategies for proactive risk reduction activities.
- Explain why processes have been developed to optimize the continuum of care.
- Discuss the steps in the case management function.
- Discuss how state and local standards are used in defining quality and performance standards in health care.
- Discuss how federal regulations contribute to the management of care in the U.S. health care system.
- Explain the performance improvement perspectives of accreditation, certification, and licensure organizations.
- Describe the various approaches of accreditation, certification, and licensure agencies to the site visit and survey.
- Differentiate between compulsory and voluntary reviews.

Course Content:

Chapter 1—Defining a Performance Improvement Model

Chapter 2—Identifying Improvement Opportunities Based on Performance Measurement

Chapter 4—Aggregating and Analyzing Performance Improvement Data

Chapter 6—Measuring Customer Satisfaction

Chapter 7—Refining the Continuum of Care
Chapter 9—Decreasing Risk Exposure
Chapter 10—Improving the Provision of Care, Treatment, and Services
Chapter 12—Improving Care Environment and Life Safety
Chapter 14—Organizing for Performance Improvement
Chapter 15—Navigating the Accreditation, Certification, or Licensure Process

Course Requirements:

To complete HIT 205, the student must meet the following requirements:

- Complete and turn in all assignments/case studies on time.
- Complete all tests/exams.
- Observe appropriate work ethics.
- Maintain at least a D or better average.

Student Evaluation: Students will be evaluated in the following manner:

Assigned Case Studies	20%
Chapter Tests	50%
Final Exam	30%

Case Studies:

Case studies are required on the following chapters: Ch 6, 7, 9, 12, and 15. Please see chapter assignments for specific directions. One of the case studies will be an internet assignment, which will satisfy the internet project requirement for each course at HGTC.

Chapter Tests:

Students will have a test on each chapter. Chapters 1 and 2 test will be combined. Students will be timed on each test, so be prepared for the test prior to beginning. Also, don't plan other activities during test time.

Final Exam:

A comprehensive final exam will be given on campus. Details are on the course calendar. Any student who needs an alternative time for testing should contact the instructor at least two days prior to the testing date.

Testing Policy: All quizzes/exams will be given one time. All test grades will be averaged together. A calendar will be provided indicating the day tests will be given. For each test not taken, or for any assignment not turned in on time, a grade of "0" will be given. Please note that sharing information regarding information on test is considered cheating and will be subject to this department's honesty policy.

Withdrawing From Class:

Students needing to withdraw from class should contact their instructor or program advisor.

Academic Dishonesty: *All forms of academic dishonesty, including but not limited to cheating on tests/daily work and falsification of information, will call for discipline.*

Final Course Grades:

All assignments are due by the class period on the date indicated by the class calendar. Any assignment/test not turned in by due date will result in a grade of “0” on each assignment/test due. Grades can be interpreted using the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Work Ethics: Instruction in the development of good work habits (work ethics) which aid in job retention and advancement is included in this course. Work ethics includes behaviors such as completing work satisfactorily and on time; responding positively to supervision; following directions correctly; adhering to policies/regulations; using tools and resources properly; observing safety provisions; and working effectively as part of a team. A student is given a work ethics grade each quarter in addition to the academic grade for a course.

Special Services: Students with special needs, whether the needs are learning, physical, or other, are strongly encouraged to talk with the course instructor. The instructor can refer the student to the Special Needs Facilitator or can consult with the Special Needs Facilitator in the W.R. Stewart Building on behalf of the student. To ensure that students have every opportunity to succeed in their studies, other services such as tutoring and study skills are available. Students interested in these services should talk to the instructor or department chairperson.

Instructor: Mrs. Tammy Bayto, Office 121B, 478-274-7854 (direct phone line), 478-275-6589 (HGTC main phone line), tbayto@heartofgatech.edu. Office hours are posted on office door. You may e-mail me if you’d like to make an appointment.

Equal Opportunity Institution: *As set forth in its student catalog, Heart of Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, **political affiliation or belief**, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). Please contact Cecile Miller, Director of Career Services, 560 Pinehill Road, Dublin, GA 31021, 478-274-7643 or Francine Shuman at fshuman@tcsg.edu for clarification.*

E-mail Format Guidelines:

1. All e-mails sent to the instructor should follow correct English standards. This would include using complete sentences with correct end-of-sentence punctuation. The first letter of each sentence (and other appropriate words) should be capitalized as you would in business communication.
2. Please do not type messages all lowercase as you would in text/instant messaging.
3. Never type an e-mail message in ALL CAPS as this has the tone of “shouting” at the receiver of the message.
4. Identify yourself in each e-mail message you send. This can be done at the bottom of the e-mail.
5. Do not send rude e-mails. If you e-mail when you are angry, you are likely to be rude without thinking. Calm down before e-mailing.

6. Always use spell check and proof documents carefully.
7. Treat others as you would like to be treated in all messages.

Violation of e-mail format guidelines listed above will result in a five point reduction in each interactive project submitted.

Online Attendance Policy

1. Although this is an online class, you still must adhere to the attendance policy. Students should log into their Blackboard class daily, but at a minimum once per week. Any student who does not have activity in their online class for **seven** days will be withdrawn from the course. The student will receive an appropriate grade of either: (1) W—prior to mid-term, (2) WP (60 and above) or WF (59 or below) from midterm until the end of the 8th academic week of the quarter, and (3) F after the end of the eighth academic week of the quarter. There is an appeal process for this dismissal, if applied for within 48 hours of the withdrawal. The student shall be contacted via e-mail in an attempt to avoid this situation from happening. **You must also check your HGTC e-mail account daily.** Students are required to use their HGTC e-mail account (and not personal e-mail accounts) in all correspondence concerning the online class.
2. **Even though this is an on-line course, the student must adhere to the course calendar.** All work must be submitted **no later than 4:00 pm on the due date** as indicated on the calendar. Tests must be taken and submitted no later than the announced time on the class calendar. You may request to take a test early by sending the instructor an e-mail at least one day in advance of the request. Any test not taken or assignment not submitted by the due date and time, will result in a grade of zero for that assignment or test. **Do not wait until the last minute to take a test or submit work. If you do, you take the chance that your Internet may be down or some other unforeseen problem may occur. Extensions will not be granted unless the student can prove extenuating circumstances. Those circumstances will be judged on a case by case basis.**