

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

BUSI 419

MANAGEMENT OF QUALITY IMPROVEMENT AND OUTCOMES

COURSE DESCRIPTION

Addresses the manager's role in improving healthcare quality and outcomes, including clinical and organizational improvement, technology assessment, and quality improvement practices. This course examines how improved work processes lead to quality improvement and value creation in the healthcare organization. Students will explore the contribution of operations research and quality management to improve delivery and production of healthcare services and business processes from the perspective of the healthcare professional.

RATIONALE

As healthcare quality outcomes have moved to the forefront of healthcare, it is necessary to focus on various types of evaluation strategies to assess and improve health care efficiency, effectiveness, and quality, including the use of quality standards and protocols. These materials will help the student develop skills in evaluation; assessment; and process and quality improvement methods, techniques and tools that are essential for continuous improvement and systematic evaluation needs within a quality environment.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Integrate a biblical worldview within the context of the healthcare manager’s role in improving healthcare quality and outcomes.
- B. Examine the evolution of the accreditation process and how it has driven healthcare delivery improvements.
- C. Assess how improved work processes lead to quality improvement and value creation in the healthcare organization.
- D. Research quality improvement best practices (i.e., clinical and organizational improvement, technology assessment, outcomes research, cost effectiveness, decision support, quality of life, etc.) based upon knowledge of current literature and industry best practices.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (8)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be 300–500 words, demonstrate course-related knowledge, and contain at least one scripture reference, 1 scholarly source, and the text. In addition to the thread, the student is required to reply to 2 classmates’ threads. Each reply must be 250–350 words.
- D. IHI Certifications and Capability Modules (3)
The student will register as a student at IHI Open School and complete the assigned modules and certifications. Each completed portion will provide the student with a certificate that must be submitted in Blackboard in the appropriate areas.
- E. PERT Chart
The student will create a PERT chart in Excel using the information provided.
- F. Position Paper
The student will be required to access the NQF website and then critically analyze the DMAIC process central to Six Sigma in a 750–1200 paper in current APA format. As a quality improvement specialist, the organization is looking for an expert opinion on a debate among members of a quality improvement team who have formed 3 distinct positions.

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (8 at 50 pts ea)	400
IHI Certifications and Capability Modules (3 at 100 pts ea)	300
PERT Chart	150
Position Paper	150
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Quizzes/Tests/Exams

For timed quizzes/tests/exams, the student is required to complete the quiz/test/exam within the assigned time. For the student who exceeds this time limit, a penalty of 1 point will be deducted for each minute, or part thereof, he/she exceeds the assigned time limit.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

BUSI 419

Textbook: Lighter, *Advanced Performance Improvement in Health Care* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Lighter: ch. 1 1 presentation 4 websites	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Lighter: ch. 4 1 presentation 2 websites	DB Forum 2 IHI Certification 1	50 100
3	Lighter: ch. 2 1 presentation 2 websites	DB Forum 3 IHI Patient Safety Certification	50 100
4	Lighter: ch. 3 1 presentation 4 websites	DB Forum 4 PERT Chart	50 150
5	Lighter: ch. 5 1 presentation 1 website	DB Forum 5	50
6	Lighter: ch. 6 1 presentation 2 websites	DB Forum 6 IHI Improvement Capability Modules	50 100
7	Lighter: ch. 7 1 presentation 2 websites	DB Forum 7 Position Paper	50 150
8	Lighter: ch. 8 2 presentation 4 websites	DB Forum 8	50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.