

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Health Information Management</u>								
COURSE RUBRIC AND NUMBER	<u>HITT 2443</u>								
COURSE TITLE	<u>Quality Assessment and Performance Improvement</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">:</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	4	3	:	4	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Studies quality standards and methodologies in the health information management environment. Includes topics on 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 and approaches to assessing patient safety issues and implementation of quality management and reporting through electronic systems. A grade of “C” or better is required in this course to take the next course.

Corequisites: HITT 2339 and HITT 2261. (3:4). Lab fee.

II. Course Objectives

A. Unit I. Quality Assessment and Improvement

1. Define the term, “quality assessment and improvement”.
2. State at least 10 benefits stemming from QA activities.
3. Trace the historical development of QA.
4. State the purposes of utilization management.
5. Trace the historical development of utilization management.
6. Identify, by number and name, primary pieces of legislation affecting the development of utilization management.
7. List the major components of a utilization review plan, according to the Joint Commission standards.
8. Identify quality assessment functions described by the Joint Commission as belonging to the medical staff and the hospital as a whole.
9. Apply knowledge of quality assessment monitoring and evaluation processes by completing a study for a local facility. (Combined with Clinical III)
10. State the purposes of risk management.
11. State the purposes of physician credentialing activities.
12. Describe the relationship between utilization review, quality assessment, risk management and physician credentialing activities.
13. Explain the possible roles of the health information practitioner in QA/PI activities.

B. Unit II. Registries

1. Trace the historical development of the cancer program sponsored American College of Surgeons (ACS).
2. Explain the basic purpose of a cancer program (approved tumor registry).
3. Delineate the criteria used by the ACS in approving tumor registries.
4. Trace the survey and approval process for a cancer program.

5. Review a copy of the ACS publication, "Field Liaison Newsletter".
6. Describe the typical responsibilities of a tumor registrar.
7. Correctly abstract a cancer patient's record onto approved forms/software.
8. Compile survival and end results reports.
9. Review/Discuss other Registry activities

C. Unit III. Health Information Practices in Non-Hospital Settings

1. For each of the following types of health care settings, the student will be able to:
2. Explain the basic services provided
3. Identify applicable licensing, regulatory and accrediting agencies
4. Describe health record practices, including format, analysis, data collection and quality assessment/quality improvement (long term care, ambulatory, mental health, hospice, home care settings, and others as announced)

D. Unit IV. Current Trends

Describe current trends in areas discussed in this course through oral and written reporting.

E. For All Units

Adhere to the Health Occupations Division Criteria for Course Pursuit, Scholastic Dishonesty Policy, and Classroom Etiquette Policy. (see attachments.)

III. THECB Learning Outcomes (WECM)

1. Monitor compliance with governmental and organizational regulations and accreditation standards.
2. Use tools to perform quality assessment and improvement.
3. Identify potential risk management issues.
4. Define utilization and resource management functions.
5. Assist in medical staff quality improvement functions.

IV. Evaluation

A. Pre-assessment

The instructor will review and discuss the course prerequisites on the first day of class. Due to specialized admission requirements for the HITT Program, all students should have the necessary prerequisites prior to enrollment.

B. Post-assessment

A unit exam will be administered at the completion of each unit in this course. Quizzes over lecture/lab material and/or assigned reading are at the discretion of the instructor.

Unit activities/assignments will be assigned by the instructor to further enhance students' understanding of the course objectives.

A comprehensive final examination will be administered for this course.

The instructor will maintain a continuous record of each student's progress. Students not performing at a C level or better in the course will be referred for tutoring and/or counseling.

Students are encouraged to seek direction and help for those areas in which they experience difficulty. The course instructor may assign remedial or tutorial work designed to enhance student proficiency.

Students not adhering to the Health Occupations Criteria for course pursuit may be administratively

withdrawn from this course. (See attached)

C. Grading Scale

93 - 100 = A

83 - 92 = B

75 - 82 = C

74 - 63 = D

62 - 0 = Failing

The student must receive a grade of "C" or better to pass this course.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

HEALTH OCCUPATIONS DIVISION CRITERIA FOR COURSE PURSUIT

In order to establish guidelines for determining when a student has ceased to pursue the course objectives, the Health Occupations Division has set the following applicable standards.

1. The student must adhere to the attendance requirement of course HITT 2343. In order to pursue the course, the student must attend a minimum of 58 hours of instruction. (Meets a total of 64 hours).
2. The student will not be able to make up theory hours. The student will be able to make up lab hours at the discretion of the instructor.
3. Tardiness will be defined as being fifteen (15) minutes or more late to laboratory sessions and fifteen (15) minutes or more late to theory sessions. Students will be allowed two (2) events of tardiness, after which the tardiness will be considered an absence.
4. If required by instructor/coordinator, student also must follow the standards established in the El Paso Community College Health Occupations Programs Students Handbook for Allied Health Students and/or program addendum. The student is bound by standards in the El Paso Community College Health Occupations Programs Student Handbook for Allied Health Students as evidenced by the return of a signed/dated acknowledgment sheet.
5. Where the student continues to pursue the course objectives but is receiving failing grades, he/she will remain eligible to complete the course, except in instances where unsafe practice occurs.
6. The student must appear for examinations, presentations, or other required class activities and submit required papers, projects, and/or reports as identified in the course syllabus/calendar.

Failure of the student to follow the above will indicate that the student is no longer pursuing the objectives of the course and will result in faculty initiated withdrawal

**EL PASO COMMUNITY COLLEGE
HEALTH OCCUPATIONS DIVISION
SCHOLASTIC DISHONESTY**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. "Cheating on a test" shall include:

1. Copying from another student's paper.
2. Using test materials not authorized by the person administering the test.
3. Unauthorized collaborating with or seeking aid from another student.
4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of a test.
5. The unauthorized transportation or removal, in whole or in part, of the contents of the test.
6. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
7. Bribing another person to obtain a test or information about a test.
8. "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
9. Any student involved in scholastic dishonesty as identified above, or in the Student Handbook, may, at the discretion of the faculty,
 - a. Have the test or paper graded zero (0).
 - b. Be removed from the class.
 - c. Be recommended for administrative dismissal from the course or program.

The stringency of this policy is understandable when read in the context of an educational program preparing individuals for a health career where the safety and well-being of the public are largely dependent upon the knowledge and ethical responsibility of the health personnel. Evidence of unethical behavior, such as cheating, precludes the instructional faculty's ability to declare prospective graduates to be reliable and ethical.