



Figure 1: Owens Logo.

**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

Course Name:	Healthcare Quality Improvement
Course & Section Number:	HIT 242
Meeting Day(s) & Time(s):	
Credits:	2 Lecture
Contact Hours:	2
Text:	Quality and Performance Improvement in Healthcare; Theory, Practice, and Management
Instructor's Name:*	
Office Hours & Location:	
OCC Phone:	
OCC Email:**	
Additional Contact Information:	

*Please call me _____; it is my preferred name. If you have a preferred name, please let me know so I can use it. (Optional)

**Please use only Owens email for course communications.

Catalog description:

Investigation of peer review in health care, the components of quality management programs in health care facilities including quality improvement, utilization management, risk management, credentialing and organizational preparation for accreditation.

Prerequisite/Corequisites:

Prerequisite: HIT 102, HIT 125, HIT 233

Co-requisite: HIT 223, HIT 232, HIT 235, HIT 241, IST 132

Course Materials:

State the name of the text, course materials, and all required readings.

Shaw, Patricia, Carter, Darcy. Quality and Performance Improvement in Healthcare; Theory, Practice, and Management. 7th edition. American Health Information Management Association.

Supplemental Textbook:

Sayles, Nanette B. & Gordon, Leslie L. (2025) Health Information Management Technology: An Applied Approach. 7th Ed. AHIMA Press.

*If a **print book, e-book, or access code** is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.*

What You Will Learn in the Course

Course Objectives:

Course will...

1. Describe statistical formulas to compute healthcare statistics.
2. Examine the utilization of spreadsheet applications and data display with formulas and statistics.
3. Demonstrate the use of data analysis and presentation of information in a health care setting.

Student Learning Outcomes:

The following domains of the Health Information Technology profession will be addressed in this course:

Students will:

Outcome	Where Assessed
Domain I. Data Structure, Content, and Information Governance I.3. Identify policies and strategies to achieve data integrity. 3 I.4. Determine compliance of health record content within the health organization. 5 I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures. 2 I.6. Describe components of data dictionaries and data sets. 2	Chapters 3-10 assignments and texts
Domain III. Informatics, Analytics, and Data Use III.2. Utilize technologies for health information management. 3 III.3. Calculate statistics for health care operations. 3 III.4. Report health care data through graphical representations. 3 III.5. Describe research methodologies used in health care. 2 III.6. DM Manage data within a database system. 5	Chapter 11 assignments and tests

Outcome	Where Assessed
III.7. DM Identify standards for exchange of health information. 3	
Domain IV. Revenue Cycle Management IV.2. Describe components of revenue cycle management and clinical documentation improvement. 2	Chapter 12 assignments and tests
Domain V. Health Law & Compliance V.2. Demonstrate compliance with external forces. 3 V.3. Identify the components of risk management related to health information management. 3 V.4. Identify the impact of policy on health care. 3	
Domain VI. Organizational Management & Leadership VI.1. Demonstrate fundamental leadership skills. 3 VI.2. Identify the impact of organizational change. 3 VI.4. Utilize data-driven performance improvement techniques for decision making. 3 VI.5. Utilize financial management processes. 3 VI.9. Identify processes of workforce training for health care organizations. 3	

Program Competencies:

The following program outcomes are assessed in this course

Competencies	Where Assessed
8.1 Quality Assessment and Improvement (shows)	Storyboard Team Project (Shows)

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at

counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy](#)

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

Student Responsibilities & Instructor Expectations

Student Responsibilities:

- To e-mail the instructor immediately with any questions regarding class procedure, assignments, or grades.
- To view the class on-line regularly (at least every other day, if not every day). A student who does not attend regularly may experience considerable difficulty. Regular attendance is essential in this class.
- It is your responsibility to learn of any announcements concerning assignments or changes from the syllabus.

Student Attendance:

Attendance in the core HIT classes is critical to the success of the student accomplishing the objectives of the course.

Makeup Work:

Students may request to make up missed coursework due to legitimate circumstances, including illness, emergencies, bereavement, military service, court obligations, or disability accommodations. Advance notice and documentation may be required. Title IX-related situations (e.g., pregnancy, parenting, sexual misconduct) are also covered and do not require documentation from the student.

Students should notify the instructor as early as possible and submit makeup work by the agreed-upon deadline. Instructors will determine appropriate and reasonable accommodations, though students who miss more than 25% of the course may not be eligible to make up all work.

HIT program students should note that stricter requirements may apply for labs, clinicals, or accreditation-related activities.

For full policy details or to appeal a decision, refer to the Owens Grade Appeal Policy.

Instructor Expectations:**RESPONDING to E-MAIL:**

In a web course, e-mail becomes a very important means of communication. I am not always online, but will try to respond to your messages as quickly as possible. Here are some general guidelines for my e-mail response time:

- Monday through Thursday: Within **24** hours
- Friday, Saturday, and Sunday: Within **48** hours

Classroom Environment:

To support a respectful and distraction-free learning environment, students must silence and store all personal electronic devices during class, lab, and experiential learning experiences. Unauthorized use of devices—including texting, recording, photographing, or posting to social media—is strictly prohibited and may result in disciplinary action or dismissal from the program.

Recording or transmitting images or conversations without written permission from all parties is not allowed. Use of electronic devices during exams may result in test failure at the instructor's discretion. Calculators may be used only with instructor approval.

Students are responsible for the security and storage of their own electronic devices.

How Grades are Determined and Major Assignments

The final course grade is to be computed using the following weights.

Evaluation Measure	Weighted Distribution
Discussion Boards	10%
Quizzes	20%
Storyboard Project	20%
Case Studies/Chapter Review Questions/Student Projects	20%
Key Terms from each Chapters	5%
Final Exam (comprehensive)	25%

Grading Scale

Grade	Points
A	93% - 100%
B	85% - 92%
C	75% - 84%
D	60% - 74%
F	0% - 59%

**HIT 242 Quality
Assignment Calendar/Schedule**

Week /Date	SLO	Topic	Assignments
Week 1		Review Your Syllabus Read Chapter 1 Introduction and History of Performance Improvement Review Chapter 1 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 1 Review Questions <u>Graded Discussion Board:</u> DATE by TIME Chapter 1 Discussion Board: <u>Key Term Assignment:</u> DATE by TIME Chapter 1 Key Terms
Week 2		Read Chapter 2 Defining a Performance Improvement Model Read Chapter 3 Identifying Improvement Opportunities Based on Performance Measurement Review Chapters 2 & 3 PowerPoints	<u>Graded Review Questions:</u> DATE by TIME Chapters 2 & 3 Review Questions <u>Key Term Assignment:</u> DATE by TIME Chapters 2 & 3 Key Terms <u>Storyboard Team Assignment:</u> DATE by TIME Storyboard Project: 5 separate submissions Submit Storyboard Team Assignment: • accept assignment • contact team member(s) • email instructor
Week 3		Read Chapter 4 Using Teamwork in Performance Improvement Chapter 18 Managing Healthcare Performance Improvement Projects Review Chapters 4 & 18 PowerPoints	<u>Graded Review Questions:</u> DATE by TIME Chapter 4 & 18 Review Questions <u>Graded Case Study:</u> DATE by TIME Case Study for Chapter 4 Case Study for Chapter 18 <u>Key Term Assignment:</u> DATE by TIME Chapter 4 & 18 Key Terms
Week /Date		Topic	Assignments

Week 4		Read Chapter 5 Aggregating and Analyzing Performance Improvement Data Review Chapter 5 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 5 Review Questions <u>Graded Case Study:</u> DATE by TIME Case Study for Chapter 5 <u>Key Term Assignment:</u> DATE by TIME Chapter 5 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Part 1 of 5 Submissions • Brainstorm project topics • Identify the process that needs improvement • Develop Mission statement • Develop Vision statement Discussion Board: • Post your Topic for the Storyboard Project for your class to view
Week 5		Read Chapter 6 Communicating Performance Improvement Activities and Recommendations Review Chapter 6 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 6 Review Questions <u>Discussion Board:</u> DATE by TIME Chapter 6 Discussion Board: Read and post your answers to the Case Study <u>Key Term Assignment:</u> DATE by TIME Chapter 6 Key Terms
Week /Date		Topic	Assignments

Week 6		Quiz #1 Read Chapter 7 Measuring Customer Satisfaction Review Chapter 7 PowerPoint	<u>Quiz: DATE by TIME</u> Take Quiz 1: Chapters 1 – 6 & 18 <u>Graded Review Questions:</u> DATE by TIME Chapter 7 Review Questions <u>Key Term Assignment:</u> DATE by TIME Chapter 7 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Start Part 2 of 5 Submissions • Identify the internal and external customers • What are their needs/requirements? • How will your identified topic/process affect them?
Week 7		Read Chapter 8 Refining the Continuum of Care Review Chapter 8 PowerPoint Review the PCORI Presentation	<u>Graded Review Questions:</u> DATE by TIME Chapter 8 Review Questions <u>Graded Case Study:</u> DATE by TIME Case Study for Chapter 8: Pre-certification Assignment <u>Graded Project:</u> DATE by TIME Start Project: PCORI Project – review materials/start project <u>Key Term Assignment:</u> DATE by TIME Chapter 8 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Submit Part 2 of 5 Submissions • Identify the internal and external customers and their requirements as applicable to your project topic • Identify the process and performance measure
Week /Date		Topic	Assignments

Week 8		Read Chapter 9 Improving the Provision of Care, Treatment, and Services Review Chapter 9 PowerPoint Continue with Review of the PCORI Presentation	<u>Graded Review Questions:</u> DATE by TIME Chapter 9 Review Questions <u>Graded Case Study:</u> DATE by TIME Start Project: Case Study for Chapter 9 Core Measure Criteria; review activity <u>Graded Project:</u> DATE by TIME Submit Project: PCORI Project – review materials/start project <u>Key Term Assignment:</u> DATE by TIME Chapter 9 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Start Part 3 of 5 Submissions • Design survey/data collection tool
Week 9		Read Chapter 10 Preventing and Controlling Infectious Disease Review Chapter 10 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 10 Review Questions <u>Graded Case Study:</u> DATE by TIME Submit Case Study for Chapter 9: Core Measure Criteria; complete activity <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Submit Part 3 of 5 Submissions • Design survey/data collection tool Instructor will critique survey/data collection tool and will provide feedback <u>Graded Project:</u> DATE by TIME Start Project: Joint Commission Quality Check Project: • review project materials <u>Key Term Assignment:</u> DATE by TIME Chapter 10 Key Terms
Week /Date		Topic	Assignments

Week 10		Read Chapter 11 Decreasing Risk Exposure Review Chapter 11 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 11 Review Questions <u>Graded Case Study:</u> DATE by TIME Start Case Studies: • Case Study: Sentinel Event Project • Case Study: FMEA Project <u>Graded Project:</u> DATE by TIME Submit Project: Joint Commission Quality Check Project: <u>Key Term Assignment:</u> DATE by TIME Chapter 11 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Continue to Work on Project: • Administer survey/collect data; analyze data and work on data display
Week 11		Quiz # 2 Read Chapter 12 Building a Safe Medication Management System Review Chapter 12 PowerPoint	<u>Quiz:</u> DATE by TIME Take Quiz 2: Chapters 7 - 11 <u>Graded Review Questions:</u> DATE by TIME Chapter 12 Review Questions <u>Graded Case Study:</u> DATE by TIME Submit Case Studies: • Case Study: Sentinel Event Project • Case Study: FMEA Project <u>Key Term Assignment:</u> DATE by TIME Chapter 12 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Continue to Work on Project: Finish administer survey/collect data; analyze data and work on data display. Remember: This assignment is due on DATE by TIME.
Week /Date		Topic	Assignments

Week 12		Read Chapter 13 Managing the Environment of Care Chapter 14 Developing Staff and Human Resources Review Chapters 13 & 14 PowerPoints	<u>Graded Review Questions:</u> DATE by TIME Chapter 13 & 14 Review Questions <u>Graded Case Study:</u> DATE by TIME Start Case Study: • Case Study: Holland Hospital Study <u>Key Term Assignment:</u> DATE by TIME Chapter 13 & 14 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Submit Part 4 of 5 Submissions Survey results and Data display(s): • Analyze data and create data display(s); assemble project. Remember: This assignment is due on DATE by TIME
Week 13		Read Chapter 16 Navigating the Accreditation, Certification, or Licensure Process Review Chapter 16 PowerPoint	<u>Graded Review Questions:</u> DATE by TIME Chapter 16 Review Questions <u>Graded Case Study:</u> DATE by TIME Submit Case Study: • Case Study: Holland Hospital Study <u>Discussion Board:</u> DATE by TIME Discussion Board: Duke University Hospital • Submit your post • Reply to two students' posts <u>Key Term Assignment:</u> DATE by TIME Chapter 16 Key Terms <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Continue to Work on Project: Finish administer survey/collect data; analyze data and work on data display. Remember: This assignment is due on DATE by TIME
Week /Date		Topic	Assignments

Week 14		Quiz # 3 Read Chapter 15 Organizing for Performance Review Chapter 15 PowerPoint	<u>Quiz: DATE by TIME</u> Take Quiz 3: Chapters 12 – 14, & 16 <u>Graded Review Questions:</u> DATE by TIME Chapter 15 Review Questions <u>Storyboard Team Assignment/Discussion Board:</u> DATE by TIME Storyboard Project: 5 separate submissions Submit Completed Project Storyboard Project Evaluations: • View Peer Storyboard Projects <u>Storyboard Project Evaluation:</u> DATE by TIME Study for Final Exam
Week 15		Review Week Study for Final Exam	HOLIDAY AS NEEDED
Week 16		Final Exam Week	<u>Final Exam: Must be Completed by TIME pm on DATE</u> ○ Opens DATE at TIME ○ Closes DATE at TIME

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.