

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

HCA5930.E1
Fall 2026

Healthcare Quality Improvement Concepts & Tools

PROFESSOR INFORMATION:

Professor: Dr. Melissa Reed
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COURSE INFORMATION:

HCA5930.E1 Healthcare Quality Improvement Concepts & Tools
Level: Graduate
Beginning Date of Session: Saturday, Sept 12, 2026
Ending Date of Session: Thursday, Nov 19, 2026

Student access available to the Student Portal: Saturday, Enter Date.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Quality and Performance Improvement in Healthcare.
Author: Shaw, P., and Carter, D.
Publisher: AHIMA Press
Year Published: 2019
Edition: 7th
ISBN: 10: 9780323480055 or 13: 0323480055
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES

This course introduces students to the development and history of healthcare quality improvement techniques, terminology and concepts in healthcare organizations. This course will also explore the foundations of healthcare quality improvement (QI) concepts and tools. Students will learn about quality improvement in a historical context through lectures, discussion and critiques. Students will have an opportunity to identify and analyze quality improvement trends in healthcare settings. A variety of crucial topics will be addressed including quality improvement theory, practice and management of performance, quality improvement processes in healthcare organizations, performance improvement frameworks, identifying opportunities for improvement, management of data sets, legal implications of performance improvement, and continuous monitoring and improvement functions. Other topics may be covered if time permits.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Defining key terms, concepts, and functions of healthcare quality improvement techniques, concepts and tools.
2. Explaining the development and history of quality performance and improvement for healthcare organizations.
3. Understanding the impact of healthcare quality improvement on the operations of healthcare organizations.
4. Developing and evaluating healthcare quality improvement concepts and tools.
5. Comparing the different quality improvement methods and models for healthcare.
6. Utilizing quality improvement concepts and tools to research, collect, analyze, and interpret data in healthcare.
7. Explaining the overall process involved with identifying and developing healthcare quality improvement initiatives.
8. Describing the importance of data, data-driven leadership, and measurement for the organization.
9. Relating the impact of leadership on change, organizational quality, and patient outcomes.
10. Identifying healthcare quality improvement opportunities based on performance outcomes.
11. Applying knowledge of performance improvement frameworks to applicable situations in healthcare arenas.
12. Critiquing and analyzing healthcare quality improvement techniques and trends in healthcare settings.
13. Describing the quality improvement (QI) tools necessary to achieve accreditation, certification, or licensure in healthcare organizations.
14. Describing the efforts of a team-based approach to QI and the impact of standard operational and clinical care models on QI and patient care.
15. Understanding the legal implications of healthcare quality performance improvement activities.
16. Demonstrating how artificial intelligence (AI) can be leveraged to analyze and interpret data in the healthcare quality improvement concepts and tools environment.

ACQUIRED SKILLS:

1. SWOT Analysis
2. Evaluation Skills
3. Critiquing and Analyzing

COURSE POLICIES:

Late assignments, tests or other requests will only be accepted in the case of an emergency or pre-approval.

Students' Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else’s work as though it were your own. If you use another person’s words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues,

incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1	Performance Improvement Model and Frameworks	Discussion Forum #1 Graded 5 points	A. Introduction and History of Performance Improvement B. Defining a Performance Improvement Model C. Monitoring Performance through Data Collection D. Early Quality and Performance Improvements in Healthcare	Sept 18, 2026
Week 2	Identifying Improvement Opportunities Based on Performance and Teamwork	Discussion Forum #2 Graded 5 Points, Article Review 40 points	A. Comprehensive evaluation of performance measures B. Analyzing performance metrics and comparative data sets C. Addressing skill gaps and strengths D. Align with company and employee development plans and goals	Sept 25, 2026
<u>Week 3</u>	Management of Data Sets	Discussion Forum #3 Graded 5 Points	A. Analysis of Data B. Data Quality C. Statistical Analysis D. Predictive Analytics E. Bar Graphs, Histograms, Pareto Charts, Pie Charts F. Pivot Tables, Line Charts, Control Charts	Oct 2, 2026
Week 4	Continuous Monitoring and Improvement Functions	Discussion Forum #4 Graded 5 Points, Topic Selection for Healthcare Quality Improvement Project 10 points	A. Monitoring and Improving Customer Satisfaction: Steps to Success B. Identify Internal and External Customers C. Identify Products	Oct 9, 2026

			and Services Important to Customers D. Identify Quality Measures and Satisfaction Scales for Each Product and Service E. Collect and Aggregate Data on Each Performance Measure F. Analyze and Compare Collected Data G. Identify Opportunities for Improvement	
Week 5	Refining the Continuum of Care	Discussion Forum #5 Graded 5 Points Quiz 30 points	A. Healthcare in the US B. Shift to Paying for Value C. Medicare's Hospital Value Based Purchasing Program D. Hospital Outpatient Quality Reporting Program E. Physician Practice Program F. Ambulatory Surgical Center Quality Reporting Program	Oct 16, 2026
Week 6	Legislative Impacts	Discussion Forum #6 Graded 5 Points; Article Review 40 points	A. Other Medicare Value-Based Programs B. Hospital Readmission Reduction Program	Oct 23, 2026
Week 7	Navigating the Accreditation, Certification	Discussion Forum #7 Graded 5 Points	A. Healthcare Accreditation, Certification, and Licensure Standards B. The Joint Commission and Its Accreditation Activities C. DNV-GL Healthcare Accreditation D. Commission on Accreditation of Rehabilitation Facilities E. National Committee for Quality Assurance F. Accreditation	Oct 30, 2026

			Association for Ambulatory Health Care	
Week 8	Licensure Process	Discussion Forum #8 Graded 5 Points, State Project 30 points	A. CMS Conditions of Participation B. State Licensure	Nov 6, 2026
Week 9	Tort Law	Discussion Forum #9 Graded 5 Points, Quiz 30 points	A. Four Basic Elements of Negligence or Malpractice B. Avoidance of Risk from a Malpractice Perspective C. Peer Review Protection D. Immunity from Liability E. Responsibility for Disclosing Adverse Events to the Patient or Patient's Family	Nov 13, 2026
Week 10	Leadership Impacts	Healthcare Quality Improvement Project 100 points	A. Leadership Change on Healthcare Quality B. Organizational Quality Effects of Leadership C. Patient Outcomes Related to Leadership	Nov 19, 2026

GRADING CRITERIA:

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.