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# American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences**  
**HIMA350**  
 Compliance  
**Credit Hours: 3**  
**Length of Course: 8 weeks**  
**Prerequisite: None**

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**Instructor Information**

*Please refer to the Syllabus tab for your instructor’s contact information and biography.*

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**Course Description (Catalog)**

**HIMA350 Compliance**

The purpose of this course is to familiarize students with the concept of Quality and the process of Quality Improvement across the Health Care continuum. This course focuses on the history and evolution of quality, its terms, principles, theories, and practices. The student is introduced

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to a diverse collection of methods of improving quality, including but not limited to continuous Quality Improvement and Total Quality Management, and to the guidelines for implementing

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quality management and the continuous quality improvement processes. Students will also be exposed to new cutting edge technologies that impact the quality improvement efforts/interventions in health care delivery that make quality health care more safe, timely, effective, equitable, efficient, and patient-centered.

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## Course Objectives

1. Manage healthcare data sets such as HEDIS, UHDDS, and OASIS.
2. Develop organization-wide health record documentation guidelines.
3. Maintain organizational compliance with regulations and standards such as Joint Commission, CARF, and COP and state health departments.
4. Develop organizational survey readiness for accreditation, licensing, and/or certification process.
5. Analyze clinical data for a disease management process such as case management
6. Analyze quality assessment including quality management, data quality, risk exposure, safety initiatives, and identification of best practices for health information

## AHIMA 2014 Curriculum Competencies

### Subdomain III.H. Information Integrity and Data Quality

- Apply quality management tools
- Perform quality assessment including quality management, data quality, and identification of best practices for health information systems (Blooms 4)

### Subdomain V.A. Regulatory

- Appraise current laws and standards related to health information initiatives (Blooms 5)
- Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle (Blooms 5)

### Subdomain VI.B. Change Management

- Interpret concepts of change management theories, techniques, and leadership (Blooms 5)

### Subdomain VI.C. Work Design and Process Improvement

- Analyze workflow processes and responsibilities to meet organizational needs (Blooms 4)
- Construct performance management measures (Blooms 6)
- Demonstrate workflow concepts (Blooms 3)

### Subdomain VI.D. Human Resources Management

- Create and implement staff orientation and training programs (Blooms 6)

### Subdomain VI.F Strategic and Organizational Management

- Implement a departmental strategic plan i.e. benchmarking (Blooms 3)

### Subdomain VI.I. Project Management

- Apply project management techniques to ensure efficient workflow and appropriate outcomes (Blooms 3)

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## Course Materials

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### **Required Course Textbook(s) and materials:**

Oachs, P.K. & Watters, A.L. (2016). *Health Information Management: Concepts, Principles, and Practice* (5th ed.). Chicago: IL. AHIMA Press.  
ISBN: 978-158-426-5146

Institute of Medicine (2001). *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10027>.

(Download this free book by clicking on the link and selecting "Download as Guest":  
[https://www.nap.edu/login.php?record\\_id=10027&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F10027](https://www.nap.edu/login.php?record_id=10027&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F10027))

### **Required Reading:**

There are a number of sources of information that you will be reading and referencing for your work, including articles, reports, tools, and books. Please see the syllabus weekly schedule for details.

### **Required Textbook for the degree program:**

Candidates are expected to adhere to APA style throughout the program. The *Publication manual of the American Psychological Association* (Currently 6<sup>th</sup> ed.) should be purchased and used in all courses.

### **Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- American Health Information Management Association (AHIMA). (n.d.).  
<https://ahima.org/>
- Healthcare Information and Management Systems Society, Inc. (HIMSS). (n.d.).  
<https://www.himss.org/>

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## Evaluation Procedures

### Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

#### **Guidelines:**

- Review the forum rubric located underneath “View Full Description” of each forum.
- Post the initial response to each forum by Wednesday at 11:55 p.m. EST.
- Initial responses must be at least 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least two (2) of your classmates in each forum by Sunday at 11:55 p.m. EST.
- Replies to classmates must be at least 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

### Course Grading Outline

Grading Instrument	Percentage of Final Grade
2 Quizzes (Week 1 and Week 7)	10 %
8 Assignments (incl. projects) (Weeks 1-8)	40 %
1 Final Examination (Comprehensive)(Week 8)	30 %
9 Forums (Weeks 1-8)	20 %
<b>TOTAL</b>	<b>100 %</b>

### Grading Scale

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Grade	Quality Points/ Grading Percent	Description
A	4.0/ 100 - 94	All: Very high quality, clearly above average work
A-	3.67/ 93 - 90	
B+	3.33/ 89 - 87	
B	3.0/ 86 - 84	Undergrad: Above average   Graduate: Expected performance level
B-	2.67/ 83 - 80	
C+	2.33/ 79 - 77	
C	2.0/ 76 - 73	
C-	1.67/ 72 - 70	Undergrad: Below Average   Graduate: Failing
D+	1.33/ 69 - 67	Undergrad: Unsatisfactory   Graduate: Failing
D	1.0/ 66 - 64	Undergrad: Unsatisfactory   Graduate: Failing
D-	.67/ 63 - 60	Undergrad: Unsatisfactory   Graduate: Failing
F	0.0/ 59 - 0	Undergrad: Failing   Graduate: Failing

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## Course Outline

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Lesson 1	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
	Introduction to Quality Improvement	2	<p>Oachs and Watters, Chapter 21, pages 631-636</p> <p>Crossing the Quality Chasm (eBook -download and save)  <a href="https://www.nap.edu/login.php?record_id=10027&amp;page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F10027">https://www.nap.edu/login.php?record_id=10027&amp;page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F10027</a></p> <p>Approaches to Quality Improvement  <a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod4.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod4.html</a>  <a href="https://www.ahrq.gov/ncepcr/tools/transform-qi/index.html">https://www.ahrq.gov/ncepcr/tools/transform-qi/index.html</a></p> <p>About NCQA  <a href="http://www.ncqa.org/about-ncqa">http://www.ncqa.org/about-ncqa</a></p> <p>Quality Improvement and the Importance of QI  <a href="https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a></p>	<ul style="list-style-type: none"> <li>• Assignment: Using Benchmarking for Performance Improvement</li> <li>• Quiz #1</li> </ul>	Performance Improvement, Six Sigma, Change Management, Quality Management
2	External Influence on Quality Improvement	3, 4	<p>Oachs and Watters, Chapter 21, pages 637-640</p> <p>America's Hospitals: Improving Quality and Safety: The Joint Commission's Annual Report 2016  <a href="https://www.new-media-release.com/jointcommission/">https://www.new-media-release.com/jointcommission/</a></p>	Assignment: The Joint Commission Standards	Purpose and Value of External Accreditations

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		<a href="#">2016 annual report/2016-annual-report.pdf</a>			
3	Internal Influence on Quality Improvement	6	<p>Oachs and Watters, Chapter 21, pages 641-643</p> <p>Strategic Planning Framework: The Purpose of Mission</p> <p><a href="http://www.beckershospitalreview.com/strategic-planning/strategic-planning-framework-the-importance-of-mission.html">http://www.beckershospitalreview.com/strategic-planning/strategic-planning-framework-the-importance-of-mission.html</a></p> <p>The Purpose of Mission and Vision Statements in Strategic Planning</p> <p><a href="http://smallbusiness.chron.com/purpose-mission-vision-statements-strategic-planning-13161.html">http://smallbusiness.chron.com/purpose-mission-vision-statements-strategic-planning-13161.html</a></p>	Assignment: Staff Training on Data Compliance	Hospital Mission Statement
4	The Quality Improvement Team and Project Management	6	<p>Improvement Team Parts 1-6</p> <p><a href="https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a></p> <p>Forming Quality Improvement Teams at a Practice Module 14</p> <p><a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod14.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod14.html</a></p> <p>Teams in Healthcare Performance Improvement</p> <p><a href="http://samples.ibpub.com/9780763764494/64494_CH">http://samples.ibpub.com/9780763764494/64494_CH</a></p>	Performance Improvement Project: Part I	Team Conflict: Prevention and Management

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<b>Team Charters</b>					
<a href="http://asqhcd.org/wp-content/uploads/2012/04/7-23-13-HCD-PH-SIG-Team-Charter-ver-3.pdf">http://asqhcd.org/wp-content/uploads/2012/04/7-23-13-HCD-PH-SIG-Team-Charter-ver-3.pdf</a>					
<b>5</b>	<b>Workflow Processes and Performance Management</b>	<b>7, 8</b>	<b>Redesigning a System of Care to Promote QI Parts 1-3</b> <a href="https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a>	<b>Performance Improvement Project: Part 2 – Workflow and Performance Management</b>	<b>Workflow Diagram</b>
<b>Performance Management and Measurement Parts 1, 2, and 4</b> <a href="https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">https://www.hrsa.gov/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a>					
<b>Mapping and Redesigning Workflow</b> <a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod5.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod5.html</a>  <a href="http://asq.org/learn-about-quality/process-analysis-tools/overview/flowchart.html">http://asq.org/learn-about-quality/process-analysis-tools/overview/flowchart.html</a>					
<b>6</b>	<b>Clinical Quality Management Tools</b>	<b>1</b>	<b>Oachs and Watters, Chapter 21, pages 644-649 and Chapter 18</b>  <b>Developing and Implementing a Quality Improvement Plan Parts 1-6</b> <a href="https://www.hrsa.gov/">https://www.hrsa.gov/</a>	<b>Performance Improvement Project: Part 3 – Process Data and Graphs (sub parts A and B)</b>	<b>Data Display Tools</b>

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			<a href="https://www.ncbi.nlm.nih.gov/books/NBK2682/sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf">sites/default/files/quality/toolbox/508pdfs/qualityimprovement.pdf</a>	
			<b>Tools and Strategies for Quality Improvement</b> <a href="https://www.ncbi.nlm.nih.gov/books/NBK2682/">https://www.ncbi.nlm.nih.gov/books/NBK2682/</a>	
7	<b>Risk Exposure, Safety and Best Practices; Case Management</b>	5, 8	<b>Oachs and Watters, Chapter 8, pages 246-247</b>  <b>Measuring and Benchmarking Clinical Performance</b> <a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod7.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/system/pfhandbook/mod7.html</a>  <b>The Purpose of Risk Management in Healthcare</b> <a href="http://elearning.scranton.edu/resource/business-leadership/purpose-of-risk-management-in-healthcare">http://elearning.scranton.edu/resource/business-leadership/purpose-of-risk-management-in-healthcare</a>	<ul style="list-style-type: none"> <li>• <b>Assignment: Risk Benchmarking Management Plan and Analysis</b></li> <li>• <b>Quiz # 2</b></li> </ul>
8	<b>Managing Change</b>	6	<b>Oachs and Watters, Chapter 22, (Change Mgmt.) pages 703 - 714</b>  <b>Managing Change in Healthcare</b> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3294155/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3294155/</a>	<ul style="list-style-type: none"> <li>• <b>Performance Improvement Project: Part 4 – Change Management</b></li> <li>• <b>Final Exam</b></li> </ul>

## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

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[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

### **Citation and Reference Style**

Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See the following guidance:

<http://www.apastyle.org/>

[APA Style Basic Tutorial 7th ed](#) [see “Instructional Aids”]

[Purdue Online Writing Lab \(OWL\) APA 7th ed](#)

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. 7<sup>th</sup> edition. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source. Plagiarism is a serious act of misconduct that will be reported to the Dean. Please review the section on “Plagiarism” below.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or Rich Text Format (RTF). Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, Calibri, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

### **Plagiarism**

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Read the following policy carefully: \_

<https://www.apus.edu/student-handbook/university-policies-and-honor-code/academic-dishonesty.html> .

APUS utilizes Turnitin® academic integrity tool to detect plagiarism and to identify plagiarized work. Review the following guidance on avoiding plagiarism:

[Avoiding Plagiarism](#)

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### [Turnitin Plagiarism PPT Presentation](#)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style, 7<sup>th</sup> edition. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Each late assignment submitted will be assigned zero points unless you have reached out to me as your instructor and I have approved accepting the late work. Unexcused, routine submission of late assignments is unacceptable and will impact your final course grade.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults, instigation, or harassment. Such activity and the

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lack of good manners are not acceptable in a university setting. Basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes (especially satire) can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺

**Disclaimer Statement:** Course content may vary from the outline to meet the needs of this particular group.

## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

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The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIMA350), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).