

General Information								
Course Title:	Quality of Care Measurement		Course Designation: HES 535			Credits: 3		
Semester:	Spring		Year:		2008			
Department:	Public Health Sciences							
Director:	Susan DesHarnais, PhD	Phone #	283955	Email:	sdesharn@hes.hmc.psu.edu	Office Rm #	2304J	
Time :	10:00am to 12:30pm		Days:	Friday			Location:	C1847

Course Information

Description and/or Overview:

This course emphasizes the concepts, methods, and measurement issues involved in assessing and improving the quality of health care at the practice, organizational, and system levels. Students will become acquainted with definitions of quality of care and with a broad range of measures and methods used in research on quality of care and in health outcomes research. The policy dimensions of quality of care measurement and improvement will be discussed. Course content will be useful to those interested in outcomes research or research on quality of care, and to those who will assume responsibility for quality of care measurement and improvement programs in health care organizations.

Goals and/or Objectives:

- Students will be able to:**
- **Identify the dimensions of quality of care**
 - **Understand alternative approaches to measuring quality of care, including standard measurement sets**
 - **Use various types of measures of quality of care, including process and outcome measures**
 - **Assess the appropriateness of various measurement approaches for quality of care research and quality improvement initiatives**

Pre-requisites:

Satisfactory completion of HES 520, HES 550 (or 510), equivalent preparation, or permission of the instructor.

Requirements; course-specific policies and expectations:

The course is structured as a graduate seminar. Faculty and students share responsibility for facilitating each seminar. Students participate actively in class discussions and come to class prepared to discuss the assigned reading materials. A final paper on a quality of care topic is required.

Required Texts and Resources:

Required readings, including book chapters and journal articles, are assigned for each class session.

Electronic Links:

ANGEL

Attendance Policy:

Examination Policy:

There are no exams.

Grading Criteria:

Grade is based on:

- Class participation -- including participating in class discussions, co-facilitation of selected seminars, and presentation of paper project -- demonstrating familiarity with the course materials (60%)
- Final paper presenting a measurement issue or original empirical study of a topic related to quality of care or health outcomes research (40%)

Academic Integrity

Academic Integrity at Penn State is defined by Faculty Senate Policy 49-20 as “the pursuit of scholarly activity in an open, honest and responsible manner”. The University's Code of Conduct states that “all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others”. Academic dishonesty (including, but not limited to cheating, plagiarism, or falsification of information) will not be tolerated and can result in academic or disciplinary sanctions such as a failing (F) grade in the course.

Plagiarism

Visit the [OWL Avoiding Plagiarism](#) Web site for a good discussion on the boundary between using other people's research and plagiarism.

For more information, see: <http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>

Statement on Remediation

The basis for grades, as stated in [Senate Policy 47-20](#), is "...the instructor's judgment of the student's scholastic achievement..." Occasionally, a disagreement arises in the assignment of a grade. A student who wishes to question or challenge the grade assigned in a course must first discuss grading practices and assignments with the instructor. It is expected that the student and instructor will try to eliminate any misunderstandings and will attempt to work out any disagreements over grades.

On the rare occasion that a student and instructor fail to resolve the grade dispute through informal means, the student may request that the head of the academic program offering the course act as a mediator. If this mediation does not resolve the dispute, the student who is a graduate student may request further mediation from the associate dean for graduate studies.

[For more information, see: <http://www.psu.edu/dept/oue/aappm/G-10.html>]

Educator's Code of Conduct

The Penn State Milton S. Hershey Medical Center and Penn State College of Medicine are dedicated to developing and maintaining a strong commitment to ethical teaching practices at all levels of the education process. The foundation for this Educator's Code of Conduct is provided by the Penn State University Graduate School Statement on Teaching Ethics (1). The development of this Graduate School statement was based on a special issue of the journal, *New Directions for Teaching and Learning*. In this special issue, entitled *Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship between Teachers and Students* (2), several authors provided theoretical and practical guidelines for honing ethical college teaching skills. Some of the authors' recommendations have been used to formulate the Educator's Code of Conduct provided herein. Some of these recommendations were modified to specifically fit the needs of both educators and students at the Hershey Medical Center and the Penn State College of Medicine. Both the Unified Campus Commitment to Excellence of the Hershey Medical Center and Penn State College of Medicine (3) and the Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM (4) were also consulted in preparing this Educator's Code of Conduct.

Four Norms to Govern Teaching

Honesty

Honesty and integrity must be practiced during all aspects of the education process.

Promise-Keeping

Promise keeping requires the educator to fulfill the "promises" made at the beginning of the semester or any other learning activity. Syllabi, assignments, grading principles, and class and office hour schedules each involve promises that are made to students and that must be adhered to under normal circumstances.

Respect for Persons

The educator must approach the learner with personal respect. In addition, the educator ought to encourage mutual respect among students. In particular, respect for race, religion, sexual orientation, disability gender, age, marital status, cultural differences, and political conviction should be supported and encouraged in all aspects of the educational process.

Additionally, educators ought to show respect and common courtesy for students both during interpersonal interactions and in responding promptly to students' need for guidance and feedback. An environment free from harassment and discrimination, verbal abuse, physical violence, and intimidation in any form must also be provided for all learning activities.

Fairness

Recognizing the inherent subjectivity involved in grading, an educator ought to ensure that their grading practices are as objective as possible by creating and adhering to unambiguous criteria.

Principles of Ethical College and University Teaching

Content Competence

An educator maintains a high level of subject matter knowledge and ensures that the content of the educational experience is current, accurate, representative, and appropriate to the position of the learning experience within the students' program of study. The educator must be capable of approaching each learner with a commitment to meeting his or her educational needs.

Pedagogical Competence

A pedagogically competent educator communicates the objectives of the educational experience to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.

Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfiting are dealt with in an open, honest, and positive way.

Student Development

The overriding responsibility of the educator is to contribute to the intellectual development of the student, at least in the context of the educator's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

Dual Relationship with Students

To avoid conflict of interest, an educator does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the educator. The establishment of a romantic/sexual relationship between an educator and a student should be reported to the immediate supervisor of the educator. Such relationships should be dealt with consistent with Penn State Administrative Policy AD41 — Sexual Harassment (5).

Student Confidentiality

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials and are released only with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to the student or to others.

Patient Privacy and Confidentiality

Educators who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines as outlined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Respect for Colleagues

An educator respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering student development.

Valid Assessment of Students

An educator is responsible for taking adequate steps to ensure that the assessment of a student's performance is valid, open, fair, and congruent with the course/educational experience objectives. An educator must be aware that such assessments are important in students' lives and in the development of their careers.

Respect for Institution and Profession

In the interest of student development, an educator is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches and the profession which he or she represents.

Citing Sources of Educational Material

An educator acknowledges and documents, as appropriate, the sources of information and other materials used for teaching.

Violations of the Educator's Code of Conduct

Should a learner experience conduct that is inconsistent with the Educator's Code of Conduct, he/she is encouraged to first address the issue with either the educator responsible for the inconsistency or the director of the course in which the educator teaches.

Should this attempt to resolve the problem fail, or if the nature of the inconsistency is such that the learner does not feel comfortable addressing the issue with either the educator or the course director, the student may consult other individuals. These individuals may include but are not limited to: faculty advisor, student ombudsman, departmental chair, the Vice Dean for Educational Affairs, and the Vice Dean for Faculty and Administrative Affairs. The decision of who to contact may be dependent on the educational program of the learner and/or type of violation that was encountered.

References:

- (1) <http://www.gradsch.psu.edu/research/ethics.html#teaching>
- (2) <http://cte.uncwil.edu/et/br030697.htm>
- (3) Unified Campus Commitment to Excellence of the Penn State Milton S. Hershey Medical Center and College of Medicine; 05/11/01
- (4) Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM; Effective Date October, 2001
- (5) <http://guru.psu.edu/POLICIES/Ad41.html>

Developed by the Unified Campus Academic Team Endorsed by Teams Council — May 21, 2003

Course Schedule					
Course Title:		Quality of Care Measurement	Course Designation:	HES 535	
Course Director:		Susan DesHarnais, PhD			
Time :	10am to 12:30pm	Days:	Friday	Location:	C1847
Date	Lecture #	Instructor Last, first	Instruction Type (Lecture or lab)	Projected Lecture Topic - This list is an approximate guide to lecture topics. Titles and content are subject to change	
01/18/08	1	DesHarnais, Susan	Lecture	Introduction and Overview: Quality Gaps	
01/25/08	2	DesHarnais, Susan	Lecture	Conceptual Issues in Quality of Care Measurement	
02/01/08	3	DesHarnais, Susan	Lecture	Types of Quality Measures	
02/08/08	4	DesHarnais, Susan	Lecture	Process Measures: HEDIS	
02/15/08	5	DesHarnais, Susan	Lecture	Overview of Outcome Measures	
02/22/08	6	DesHarnais, Susan	Lecture	Public Reporting and Risk Adjustment Issues	
02/29/08	7	DesHarnais, Susan	Lecture	Patient Satisfaction Measures	
03/07/08	NO CLASS - Graduate Student Forum				
03/14/08	8	DesHarnais, Susan	Lecture	Quality of Life Measures	
03/21/08	9	DesHarnais, Susan	Lecture	Outcome Measures in Cognitively Impaired	
03/28/08	10	DesHarnais, Susan	Lecture	Nursing and Patient Outcomes	
04/04/08	11	DesHarnais, Susan	Lecture	What is Quality Improvement?	
04/11/08	12	DesHarnais, Susan	Lecture	Quality Improvement Initiatives in Pediatrics	
04/18/08	13	DesHarnais, Susan	Lecture	Student project presentations	
04/25/08	14	DesHarnais, Susan	Lecture	Student project presentations	
05/02/08	15	DesHarnais, Susan	Lecture	Student project presentations	
05/09/08	FINAL EXAM				

Contact Information

Faculty / Title	Department	Phone #	EMAIL	Office Room #	Mail Code
Kathy Simon, Adm.Asst.	Graduate Student Affairs	6608	ksimon@psu.edu	1712	H170
Mardi Sawyer, Program Adm	Public Health Sciences	1286	mds21@psu.edu	ASB 2405A	A210
Susan DesHarnais	Public Health Sciences	7178	sdesharn@psu.edu	ASB 2200	A210